Scale Leadership Academy – East

Renewal Petition Appeal to the Riverside County Board of Education

Submitted to the Riverside County Board of Education: April 1, 2026

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Scale Leadership Academy – East ("SLA")

Charter Renewal Petition Appeal to the Riverside County Board of Education ("RCBOE") Appeal Cover Letter April 1, 2026

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April 1, 2026

Corey Loomis, Charter Schools Director
Riverside County of Education
3939 Thirteenth Street
Riverside, California 92501

RE: SCALE Leadership Academy – East Charter School Appeal of the Palo Verde Unified School District Denial of Renewal Petition to the Riverside County Board of Education

Dear Dr. Loomis:

This office represents SCALE Leadership Academy – East ("SLA-East" or "Charter School"). This letter and its enclosures serves as SLA – East's appeal of the denial of its continuing charter school petition (the "Renewal Petition") by Palo Verde Unified School District ("PVUSD" or the "District") to the Riverside County Board of Education ("RCBE" or the "County Board"), as provided for in Education Code § 47605(k)(1)(A) and Title 5, California Code of Regulations §§ 11967 and 11966.5.[1]

Since opening in 2018, SLA-East has served a diverse student population across Riverside County and adjacent counties. SLA-East's educational model provides students with a flexible and personalized independent study model so that the needs of all students are met. A significant portion of SLA-East's student population is high-risk, which includes the following: expelled and suspended students; wards of the court, pregnant and/or parenting students; recovered dropouts; habitually truant students; students retained more than once in kindergarten through grade eight; students who are credit deficient; students with a gap in enrollment; students with high level transiency; and, foster youth. Additionally, SLA-East serves specialized student populations whose educational needs may be better served outside of the traditional classroom-based system, including but not limited to elite athletes and performing artists whose practice and training regimen schedule do not make it feasible to attend a traditional classroom-based school, along with students who have traditionally been homeschooled. Finally, as continued evidence of its success in serving unique student populations, SLA-East has also served students referred by PVUSD for enrichment and credit-recovery programs, thereby allowing students who struggled in traditional

[1] SLA-East is a "continuing charter school" as defined by Education Code §§ 47605(a)(5)(E), 47612.7(b)(3), 47653, and 47654. The regulations applicable to appeals contemplate only establishment or renewal charter petitions. As such, SLA-East shall comply with both.

settings a supportive learning model which aims to give those students the greatest opportunity to have their educational needs met.

SLA-East looks forward to continuing to service its current student population of over fourteen hundred (1,400) students and the unique student populations referenced above.

CONTENTS OF THE APPEAL

In compliance with the Riverside County Office of Education's submission process for considering a charter school request for appeal and Title 5, California Code of Regulations § 11966.5(a), the following items are included in and enclosed with this cover letter:

A. Charter Petition – a complete copy of the charter petition as denied, enclosed as **Tab 1**.

B. District Denial – evidence of the District's action to the deny the petition via the written correspondence from the Superintendent of PVUSD, April Smith, dated March 5, 2026, enclosed as **Tab 2**.

C. Signed Certification – a signed certification stating that the Petitioner will comply with all applicable law, enclosed as **Tab 3**.

D. Description of Changes – a redlined copy of the charter petition containing all changes made from the charter petition submitted to PVUSD and the petition submitted to the County Board; the changes made are to reflect the Riverside County Board of Education as the authorizer, enclosed as **Tab 4**. Additionally, a letter containing a description of changes to the charter necessary to reflect the County Board as the Charter School's authorizer is included in **Tab 4**.

LEGAL GROUNDS ON APPEAL

I. THE DISTRICT'S FAILURE TO ISSUE ANY FACTUAL FINDINGS RELATED TO THE RENEWAL PETITION DEEMS IT AUTOMATICALLY RENEWED THROUGH JUNE 30, 2031, BY OPERATION OF LAW

On January 20, 2026, SLA-East submitted its Renewal Petition to PVUSD for consideration. (*See* Tab 1). On the same date, SLA-East received a signed acknowledgment receipt from an authorized representative for the District. As such, the effective date for all statutory timelines for the District to comply with the Education Code is January 20, 2026, the date of submission of the Renewal Petition. Based on the submission date, the District must have held a public hearing to consider SLA-East's Renewal Petition on or before March 21, 2026. As of the date of this appeal, no public hearing was conducted by the District to consider the Renewal Petition.

Instead of any public hearing or factual findings to approve or deny the Renewal Petition by the District

governing board, as required by law, the District's superintendent, April Smith ("Smith"), instead called SLA-East's Executive Director, Chris Shockley, on March 4, 2026. Smith, among other things, began to indicate that the District would not be holding a hearing on the Renewal Petition. Additionally, Smith began to represent, for the first time, her untrue representation that SLA-East was operating a school site and/or resource center outside of the District boundaries – a flat out lie. SLA-East is an independent study charter school that services its students remotely, and has never operated a physical school site or student resource center. This turn of events was a surprise to Mr. Shockley considering that SLA-East boasted both improving and strong numbers for its mostly disadvantaged student population and he believed there to be a great relationship between SLA-East and the District. This is highlighted by the fact that SLA-East had serviced over one hundred (100) of the District's own students who were directly referred to SLA-East by the District. On March 5, 2026, Ms. Smith, in a letter wrought with mischaracterizations and lies, indicated that the District "will take no further action on SCALE's renewal petition." (*See* Tab 2). As far as SLA-East is aware, the District has not taken any further action on its Renewal Petition.

The District's failure to timely issue any factual findings related to the Renewal Petition deem it automatically approved by operation of law. 5 C.C.R. §11966.4(c) expressly provides as follows:

> If within 60 days of its receipt of a petition for renewal, a district governing board has not made a written factual finding as mandated by Education Code section 47605(b), the absence of written factual findings shall be deemed an approval of the petition for renewal.

The District's governing board was required to make written factual findings mandated by state law within sixty (60) days of the receipt of the Renewal Petition, no later than March 21, 2026. As set forth above, no public hearing related to SLA-East's Renewal Petition was conducted and the District governing board failed to issue written factual findings related to SLA-East's Renewal Petition within the sixty (60) deadline. Ms. Smith's March 5, 2026 letter is not sufficient to meet this statutory requirement because the matter was not considered and issued by the District's governing board as expressly required by 5 CCR §11966.4(c). As such, under applicable law, the District governing board's failure to issue written factual findings as it relates to SLA-East's Renewal Petition deems it approved by operation of law. (5 C.C.R. § l l966.4(c)).

Review of charter school renewal petitions and application of 5 C.C.R. §ll 966.4(c) was addressed by the Court of Appeal in *Today's Fresh Start Charter School v. Inglewood Unified School District* (2018) 20 Cal.App.5th 276. That court explained:

> The principal procedural difference between the petition to establish a charter school and the petition for renewal is the deemed approval provision for renewals in section 11966.4, subdivision (c): "If within 60 days of its receipt of a petition for renewal, a district governing board has not made a written factual finding as mandated by Education Code section 47605(b), the absence of written factual findings shall be deemed an approval of the petition for renewal." (*Id.* at 283).

The Court of Appeal further explained that renewal charters are ***slanted*** toward approval:

> The renewal process is slanted toward approval: Specific written factual findings are required if the petition for renewal is to be denied, and failure to meet the strict timeline for issuing these findings results in the petition being deemed approved. (§ 11966.4, subd. (c).)
>
> . . .
>
> The strict timeline for denial of a renewal petition is justified by the need for certainty during the school year. Parents, students, and teachers need ample notice whether the charter school will be authorized to continue operation for the following year. Sufficient time must be available for the charter school to pursue all necessary review processes if the renewal petition is denied. (See State Board of Education, September 2011 Agenda, Final Statement of Reasons (2011) com. A5, p. 8.) Allowing approval of a renewal by operation of law where the chartering authority has failed to act within the timeline permits the school to continue under its existing charter, which had been subject to public hearing and detailed review at the time the charter petition was approved. (*Id.* at 285).

Consistent with state law, specifically, 5 C.C.R. §11966.4(c), and as explained by the Court in *Today's Fresh Start Charter School*, the District's failure to act within the timeline permits the school to continue under its existing charter, and the Renewal Petition is considered deemed renewed by operation of law thorough June 30, 2031.

II. THE DISTRICT VIOLATED STATE LAW AND SLA-EAST'S DUE PROCESS RIGHTS

As more particularly described herein, the District's failure to comply with the state laws related to the review and consideration of the Renewal Petition violated not only state statute but deprived SLA-East's right to due process.

Due process under the California Constitution requires the same adequate notice and opportunity to be heard as the U.S. Constitution. (See Cal. Const., art. I, §§ 7(a), 15). Adequate notice is fundamental to procedural due process. Notice that does not properly inform individuals of the relevant information or that is misleading, is constitutionally defective notice. (*See Garamendi v. Golden Eagle Ins. Co.* (2004) 116 Cal.App.4th 694, 706, stating "This right to be heard has little reality or worth unless one is informed that the matter is pending and can choose for himself whether to appear or default, acquiesce or contest.... The notice must be of such nature as reasonably to convey the required information ...."")(quoting *Mullane v. Central Hanover Bank & Trust Co.* (1950) 339 U.S. 306, 314).

The California Constitution's notice requirements are even stricter than under the U.S. Constitution. Specifically, the California Constitution requires that "even in cases in which the decision-making procedure will not alter the outcome of governmental action ... certain procedural protections be granted the individual in order to protect important dignitary values." (*People v. Ramirez* (1976) 25 Cal.3d 260, 268). The purpose of these safeguards are "to ensure that the method of interaction itself is fair in terms of what are perceived as minimum standards of political accountability-of modes of interaction which express a collective judgment that human beings are important in their own right, and that they must be treated with understanding, respect, and even compassion." (*Id.*, citation omitted). Accordingly, procedural due process under the California Constitution considers "the dignitary interest in informing individuals of the nature, grounds and consequences of the action and in enabling them to present their side of the story before a responsible governmental official." (*Id.* at 269).

The District violated the procedural due process rights of SLA-East under the California Constitution by failing to provide any written notice of any hearing as required by state law, failing to hold any hearing as required by state law, and failing to set forth any findings to support any denial of the Renewal Petition, again, as required by state statutory law.

In California, "due process safeguards required for protection of an individual's statutory interests must be analyzed in the context of the principle that freedom from arbitrary adjudicative procedures is a substantive element of one's liberty." (*People v. Ramirez*, *supra*, 25 Cal.3d 260 at p. 268). On this basis, "[f]ailure to exercise a discretion conferred and compelled by law constitutes ... a deprivation of fundamental procedural rights." (*People v. Penoli* (1996) 46 Cal. App. 4th 298, 306). By ignoring the statutory mandate to provide notice and hearing, the District violated SLA-East's due process rights.

The Charter Schools Act was amended to put in place new processes and procedures for the establishment and renewal of charter schools. In accordance with the state statutory scheme, the District was required to, but failed to, comply with various steps in reviewing and considering the Renewal Petition. Under Education Code § 47605(b), the governing board of a school district *shall* hold a public hearing on a charter petition within sixty (60) days of receiving the petition. A petition is deemed received by the governing board on the day the petition is submitted by the petitioner to the district office, along with a signed certification that the petitioner deems the petition to be complete. The term "shall" is defined as having a duty to, or more broadly, is required to. (Black's Law Dictionary (12th ed. 2024)).

Furthermore, following review of the petition and the public hearing, the governing board *shall* either grant or deny the charter within ninety (90) days of receiving the petition. A thirty-day extension of this timeline to decide on a petition is allowed if both the school district and petitioner agree to the extension. (Education Code § 47605(b)).

Based on SLA's submission date, the District has until April 20, 2026, to either grant or deny the charter petition. However, this decision must be made after an Education Code compliant public hearing. As explained above, the District has failed to hold a code complaint public hearing. Furthermore, the next scheduled board meeting for the District is scheduled for April 21, 2026. The date for this meeting falls

outside of the ninety-day period in which the District must grant or deny SLA-East's Renewal Petition. As such, even assuming it intended to – which it does not – the District cannot meet its statutory or due process requirements.

Additionally, as a part of the review process, the District *shall publish* all staff recommendations and recommended findings regarding the petition. (Education Code § 47605(b)). This publication is required at least fifteen (15) days before the public hearing at which the District would grant or deny the charter petition. (*Id*.) Again, the operative term here is the term "shall," which mandates the publication of the recommendations and findings. The term "publish" is defined as distributing copies to the public. (Black's Law Dictionary (12th ed. 2024)).

There can be no dispute that the state legislature mandated that the District comply with specific due process requirements in reviewing the Renewal Petition. As stated by one court, "[t]he goal of statutory construction is to ascertain and effectuate the intent of the legislature. Ordinarily, the words of the statute provide the most reliable indication of legislative intent." (*People v. Jefferson* (1999) 21 Cal. 4th 86, 94). There is no ambiguity in Education Code § 47605(b) about what the District was required to do – and did not do – upon receipt of the Renewal Petition.

In the first place, the District did not hold a public hearing. Second, SLA-East is not aware of any report of staff recommendations or recommended findings regarding Renewal Petition. Third, if said recommendations even existed, they were not distributed to the public. Fourth, there is no longer any set District board meeting date at which the District may grant or deny SLA-East's Renewal Petition within the timelines it was mandated to. Therefore, the District, once again, violated not only various sections of the Education Code, but SLA-East's due process rights established by the Charter Schools Act.

Finally, under Education Code § 47604.32 and 5 C.C.R. 11962.1, the superintendent, or other designee, must provide notification to the California Department of Education (the "CDE") within ten (10) calendar days of a district's action granting or denying a renewal of a charter. SLA-East is not aware of and has not been given notice of any such notification to the CDE, which constitutes yet another statutory violation on the part of the District.

Without even properly considering the merits of SLA-East's petition, the District acted wrongfully and illegally in its actions. It has become abundantly clear that its actions must therefore be viewed as though the District acted in bad faith. SLA-East has been denied a public hearing and proper review of its Renewal Petition as a result. This gross violation of statute and due process not only harms SLA-East, but also all of its employees and the students who are enrolled there.

III. SLA-EAST'S RENEWAL PETITION MEETS ALL OF THE REQUIREMENTS OF 5 CCR §11966.4, EDUCATION CODE §§ 47605, 47607 AND 46707.2 TO HAVE ITS CHARTER RENEWED FOR ANOTHER FIVE (5) YEARS

As the county is well aware, charter renewals are determined by 5 C.C.R. §11966.4 and Education Code §§ 47605, 47607, and 46707.2. As demonstrated by the Renewal Petition, SLA-East has met all of the criteria in order to support a renewal of its charter petition. Perhaps this is why the District violated it statutory and constitutional duties and arbitrarily failed to act in this instance – the District knew it did not have a meritorious basis to deny the Renewal Petition.

IV. SLA-EAST DOES NOT MEET THE CRITERIA FOR DENIAL UNDER EDUCATION CODE §47607.2

Education Code §47607.2(a) and (b)(3) set forth the circumstances where SLA-East's Renewal Petition may be denied. Neither of those basis apply here. Education Code §47607.2(a) sets forth denial in matters when the subject charter school is a poor performing school – that does not apply to SLA-East. (*See* Tab 1, Petition, pages 12-34). Education Code §47607.2(b)(1) allows denial only upon making written factual findings that, among other things, the school has failed to meet or make sufficient progress that provide a benefit to the pupils of the school. This also does not apply to SLA-East, As highlighted by the numbers, SLA-East demonstrates clear and convincing evidence of measurable increases in academic achievement, with greatest weight on ELA, Math, ELPI, and CCI as required for Middle Tier renewals. (*See* Tab 1, Petition, pages 12-34). SLA-East's data reflects it clearly benefits multiple categories of different types of students, improving yearly in most categories, and in some categories, better than the state.

If the District actually reviewed the Renewal Petition on SLA-East's performance indicators, it would find that SLA-East has gone above and beyond in increasing student's academic achievement. Within the dashboard measures SLA-East has: (1) increased the graduation rate from 27.3% in 2019 to 93.8% in 2025; (2) reduced chronic absenteeism from 15.9% in 2019, to 1.6% in 2025; (3) increased the amount of students who are CCI prepared from 0% to 35.6% in 2025; and (4) kept the suspension rate at 0%.

The District's effective denial of the Renewal Petition simply had no legal statutory basis. Moreover, the data clearly reflects that SLA-East is the type of charter school that should continue to service its targeted student populations.

V. SLA-EAST DOES NOT OPERATE A RESOURCE CENTER OR SCHOOL SITE OUTSIDE OF DISTRICT BOUNDARIES

PVUSD Superintendent April Smith lied when she stated in her March 5, 2026, letter that SLA-East operated a resource center, meeting space, and satellite facility outside of District boundaries. (*See* Tab 2). Education Code states that a resource center, meeting space, and satellite is a "facility used exclusively to for the educational support of pupils who are enrolled in non-classroom based independent study of the charter school." (Education Code § 47605.1(c)(1)). Ms. Smith also lied when she stated that "we are aware

that SCALE provides services to students with special needs and teachers provide direct instruction" at what she coined the Corona Unified School District site. (*See* Tab 2). This is a lie. SLA-East has never provided direct instruction or used any building to provide on-site educational services to students within the boundaries of the Corona Unified School District. SLA-East has never sought to become a brick-and-mortar public school and has never sought to establish a school site. It solely services all its students remotely as an independent study charter school.

The subject address of 1880 Compton Avenue, Corona, California is the corporate headquarters of SCALE Leadership Academy, the non-profit organization, which was originally formed in 2010, eight (8) years before SLA-East, the charter school, even existed ("SCALE HQ"). SLA-East does not operate a school at SCALE HQ. In fact, at the time when PVUSD approved SLA-East's charter, the corporate entity was managing two (2) charters schools authorized in two (2) different counties and has had multiple corporate headquarters and administrative offices since then. The SCALE HQ location has never been used as an SLA-East school site and has never provided direct instruction for students at this location.

The District merely created this lie to manufacture a basis to ignore its statutory duty to substantively review and consider the Renewal Petition and set the matter for public hearing.

VI. NO PERMISSION FROM CORONA UNIFIED SCHOOL DISTRICT IS REQUIRED PRIOR TO SUBMITTING THE RENEWAL PETITION BECAUSE THE ORIGINAL APPROVED CHARTER PETITION AND THE RENEWAL PETITION BOTH INDICATE ANY RESOURCE CENTER WOULD BE LOCATED WITHIN THE PALO VERDE UNIFIED SCHOOL DISTRICT

PVUSD Superintendent April Smith's letter states that "Education Code Section 47605(a)(1) specifies 'A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district." (*See* Tab 2, pg. 1, para. 2). She is correct and the Renewal Petition states the same.

The Renewal Petition states, in part, as follows:

> "**SLA shall locate and operate within District boundaries as follows: Palo Verde Resource Center**
>
> In accordance with the terms of an applicable MOU between the District and Charter School upon approval, the Charter School may facilitate the opening of a resource center within the District, subject to approval by the District.
>
> The proposed Palo Verde Resource Center would consist of a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions that allow each student to fulfill their personalized learning plan. The proposed Palo Verde Center would have up to classrooms, a kitchen, a large group meeting space

and outdoor space." (*See* Tab 1, Petition, pg. 208).

The Renewal Petition's intent has always been that if there was a resource center, that it would be established within District boundaries, not within any other school district. This was the District's basis for approving SLA-East's original charter petition and how it is set forth in the Renewal Petition. SLA-East has already identified possible school site locations within the PVUSD that would have been originally approved under the original petition and as set forth in the Renewal Petition. No permission was required from Corona Unified School District because SLA-East never intended to operate any school in Corona.

VII. ASSUMING SLA-EAST OPERATED A RESOURCE CENTER OUTSIDE OF DISTRICT BOUNDARIES – WHICH IT DOES NOT – THIS IS NOT A BASIS TO DENY THE RENEWAL PETITION

Even assuming SLA-East did operate a school site or resource center outside of District boundaries, this is not a basis for denial of renewal under the Education Code and it would not excuse the District from holding a hearing, considering the Renewal Petition, and setting forth findings that would justify a denial as required by state law.

The March 5, 2026, letter from Smith makes an unclear and vague statement that the District "is prohibited from considering the renewal of SCALE's Charter and will take no further action on SCALE's renewal petition." (*See* Tab 2). There is no reference to the circumstances under which the District is *prohibited* from reviewing a charter renewal petition. No laws have been cited that set forth this prohibition.

The District refers to "express provisions of the Education Code," however, none of the provisions referenced and quoted by the District refer to a prohibition from review. The District emphasizes a portion of Education Code § 47605(a)(5)(A) that states "before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating…" The District failed to consider the conditional clause that prefaces the emphasized part of the statute which states "to continue operating the site…" The emphasized portion spells out the requirement to continue operating a site, not a requirement to review a charter petition. The District makes the same error in its reference to Education Code § 47605.1 by ignoring the conditional language before the emphasized part of the statute. As such, the District failed to provide a basis for refusing to review SLA-East's Renewal Petition or for refusing to take further action on the petition.

In accordance with 5 C.C.R. 11966.4, if the District fails to make a written factual finding for denial of a petition within the required time period, the absence of a written factual finding shall be deemed an approval of the Renewal Petition. As explained above, the District has repeatedly failed to meet its due process requirements for SLA-East's Renewal Petition. There has been no public hearing on the petition or published staff recommendations. The County Board should find that due to the District's failure to comply with the timelines set forth by the Charter Schools Act, SLA's renewal petition should be deemed approved as matter of law.

As explained above, the District Board failed to take timely action on whether to approve or deny SLA-East's Renewal Petition. The District's inaction is equivalent to a denial of the Renewal Petition. The District's actions constitute an impermissible basis for denial of the Renewal Petition. The failure of the District's governing board to consider, hold a hearing, and/or render any findings at all constitute an abuse of discretion and a violation of state law.

We look forward to working with the County staff and Board as SLA-East's Renewal Petition moves through the appeal process. Should you have any questions or concerns in the meantime, please do not hesitate to contact me.

Very truly yours,

BUXBAUM CHAKMAK & WYNDER, PC

Charlene J. Wynder
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CW:hb
Enclosures

TAB 1

Charter Renewal Petition Submitted to Palo Verde Unified School District ("PVUSD" or the "District")

TAB 1

1.1 SLA Complete Charter Petition with Attachments Submitted to the District on January 20, 2026





SCALE Leadership Academy- East

A Charter Renewal Petition Submitted To the Palo Verde Unified School District Board of Directors

Submitted on: January 20, 2026

For further information, please contact:

Chris Shockley, Lead Petitioner

888-316-4660

mailto:chris.shockley@scaleacademy.org

SCALE Leadership Academy–East

Charter Renewal Petition Certification

I, Chris Shockley, hereby certify that the attached Charter Renewal Petition for SCALE Leadership Academy–East is true, complete, and fully approved for submission to the authorizing local educational agency.

I affirm that this petition has been reviewed and approved in accordance with all requirements under California Education Code §§ 47605, 47607, and applicable regulations.

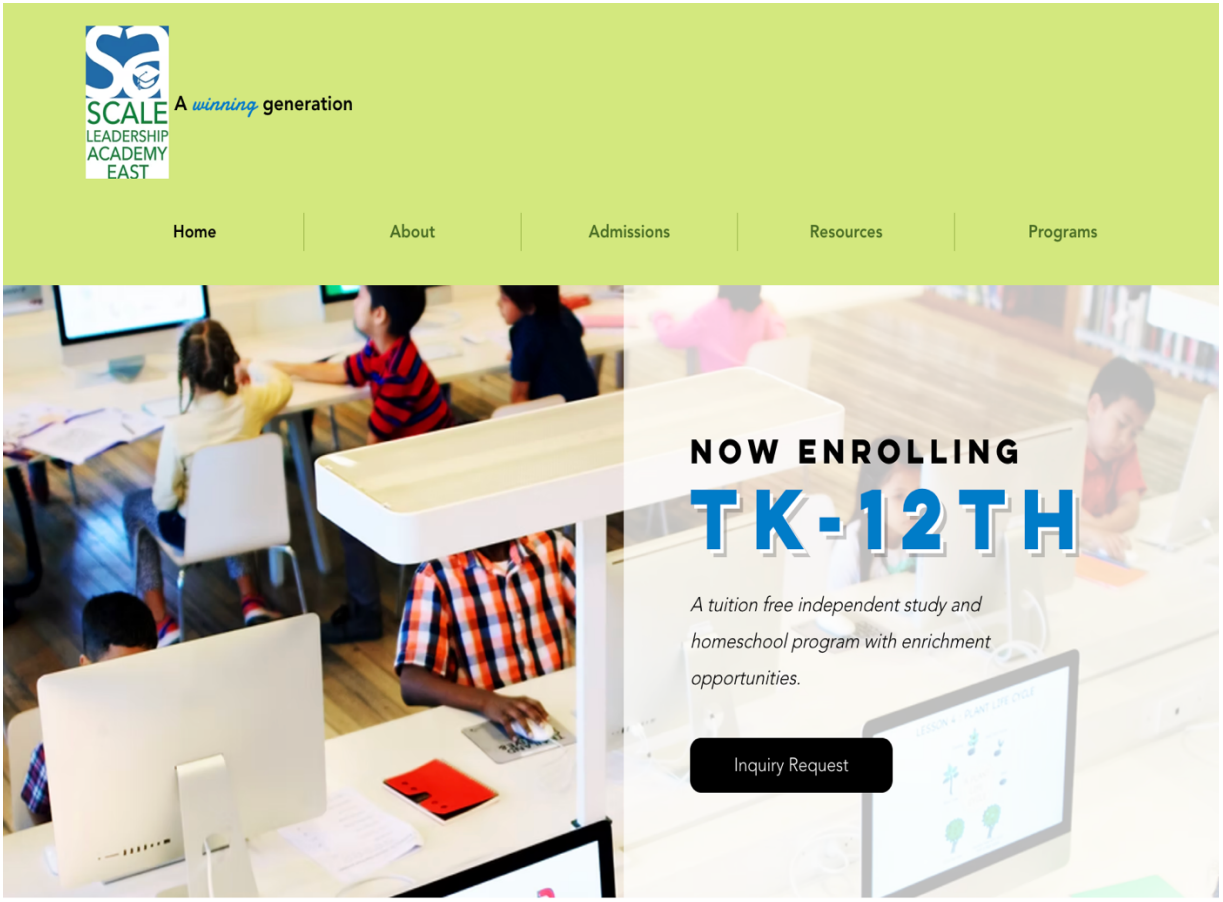
The governing board of SCALE Leadership Academy–East approved the charter renewal petition at a duly noticed public meeting on:

Board Approval Date: _____

By signing below, I affirm that the petition submitted reflects the operations, programs, and plans of SCALE Leadership Academy–East for the requested charter term.

_____

Chris Shockley
Executive Director
Date: _____



MESSAGE TO OUR PROSPECTIVE STUDENTS

SCALE Leadership Academy-East

SCALE Leadership Academy-East (SLA-East) is a free independent study, public school serving students in grades TK-12. Our academic program offers a unique cutting-edge learning model and design. The program's structure and curriculum provides an environment where students can achieve high academic results.

Our academic program is designed to develop top - scholar students who are committed to academic excellence. In our website, you will find information about our mission, vision, and course offerings. For any inquiries, please do not hesitate to contact us. Thank you again for your interest in SCALE Leadership Academy-East. We look forward to hearing from you.



Academic Calendar

The academic calendar is divided into Track A, Track B, Track C, Track D, and Track E. Each track is divided into learning periods with approximately a duration of 4 weeks.

Click Here

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- Uniform Complaint Policy
- Anti-Harassment Policy

7. Health, Safety, and Risk Management

- Safety Plan
- Bloodborne Pathogens Policy
- Suicide Prevention Policy

8. Human Resources and Staff Effectiveness

- Teacher Evaluation Tools

INTRODUCTION

SCALE is an acronym for "Schools and Communities for Advanced Learning Experiences." The SCALE mission was conceived with the purpose of establishing a learning institution that encourages students to be self-directed lifelong learners. Based on this vision, SCALE is firmly committed to establishing an institution that is deeply rooted in best practices research, sound educational practice, and that utilizes innovative approaches to learning and engagement. This is essential to achieving SCALE's mission is a commitment to an educational model based on accountability, diversity, leadership, and learning.

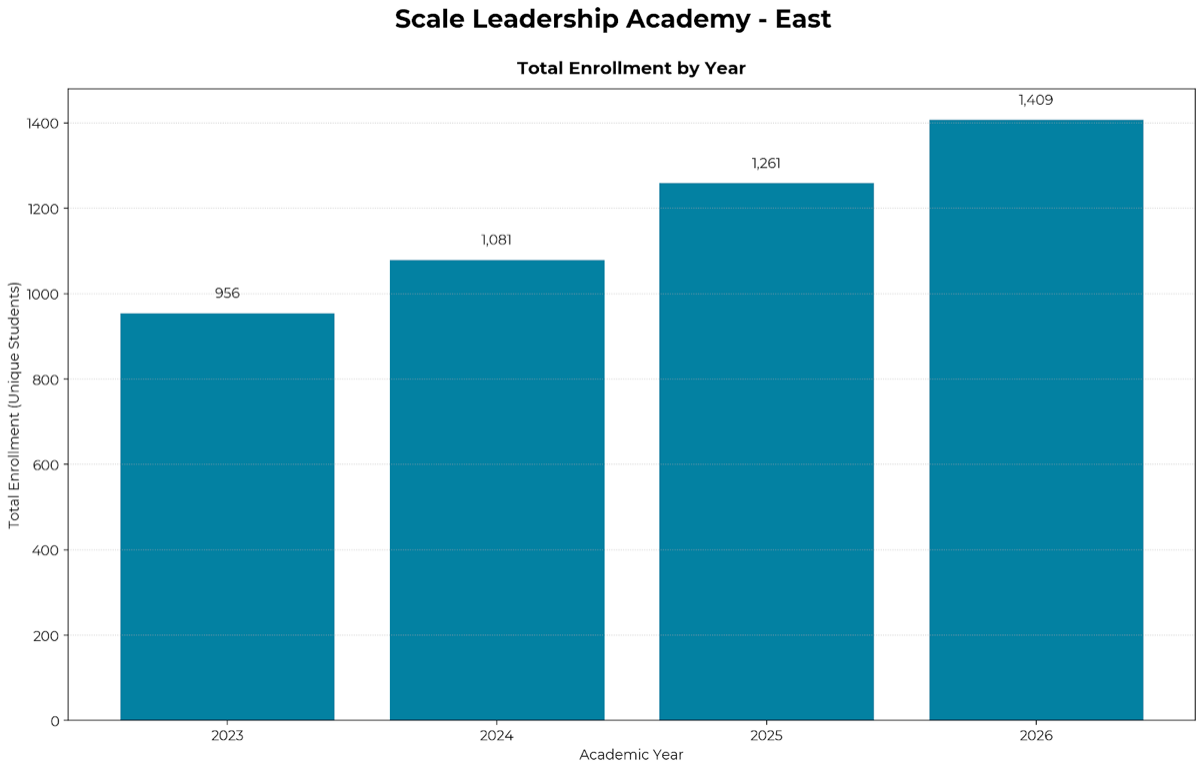
Fundamental to this commitment is an educational philosophy that all students have the ability to perform at high levels by associating learning with purpose, meaning, and making options available with high expectations and high levels of support. We believe that every child has the ability to achieve mastery of any task placed upon him or her but also has unique gifts and abilities that can be explored, discovered, and enhanced with the right supportive environment. With this conjectural model, it is our responsibility to provide high levels of support and seek exceptional gifts in each child. Finally, SCALE is committed to tracking data and progress that provide regular feedback for students, teachers, and families.

This renewal petition seeks to continue the operation of SCALE Leadership Academy- East, an established, independent, non-classroom-based charter school authorized by the Palo Verde Unified School District ("District"). Since opening on July 1, 2018, the school has served a diverse K–12, and TK–12 since 2023, student population across Riverside County and adjacent counties, providing a flexible and personalized independent study model that meets the needs of all learners through ongoing collaboration with the District.

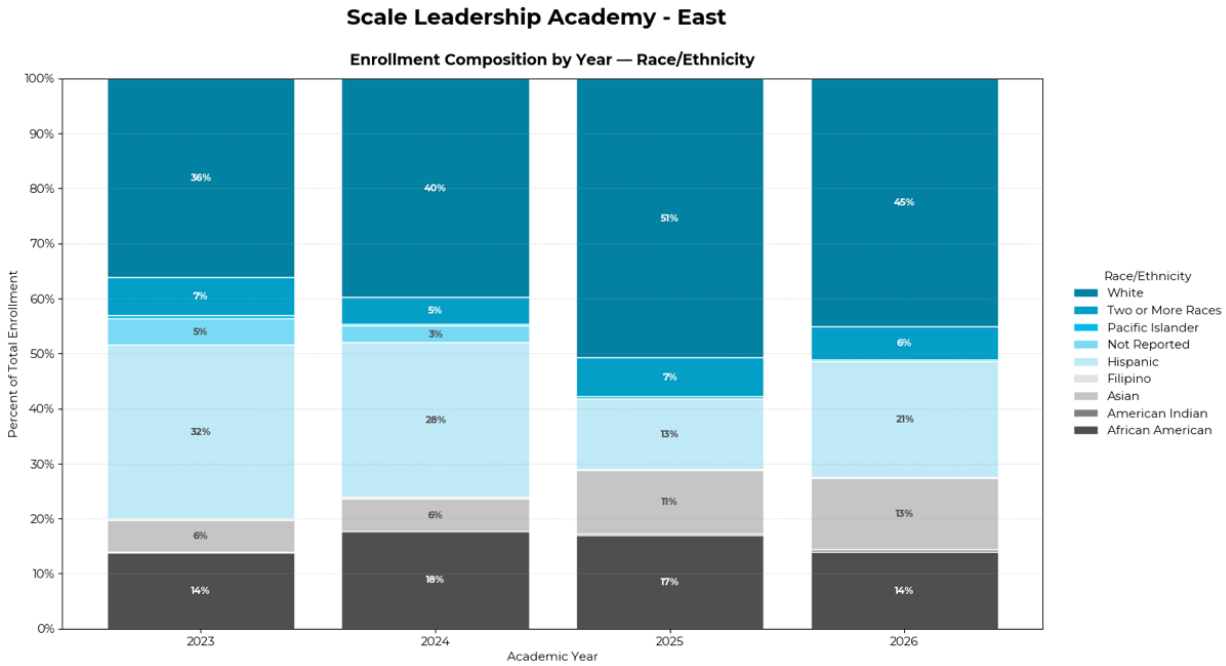
SLA also intends to continue enrollment opportunities in the areas of credit recovery and accelerated learning during non-traditional calendar months to supplement the needs of Palo Verde Unified students. This will enable Palo Verde Unified and SLA to collaborate on a target STEAM program in alignment with the District's strategic plan to establish innovative science centers. The strategic partnership will not only enable Palo Verde Unified students to recover credits in non-traditional calendar months but will continue to support the District with its goals related to dropout recovery and the high school graduation rate. SLA has supported the district in reducing negative enrollment due to non-punitive enrollments with SLA's program during non-traditional calendar months.

Since the opening of SCALE Leadership Academy- East, the charter school, has successfully implemented the educational model, various program options, and that meet the needs of diverse populations as evidenced by school wide performance data and the state dashboard. In addition to these achievements, SLA has also acquired and maintained an accreditation with Cognia, NCAA, College Board A-G Approval, AP and Honors approved courses. SLA has proven its ability to provide academic options and support for traditional, credit recovery, accelerated, and advanced learners in a non-classroom based and distance learning environment.

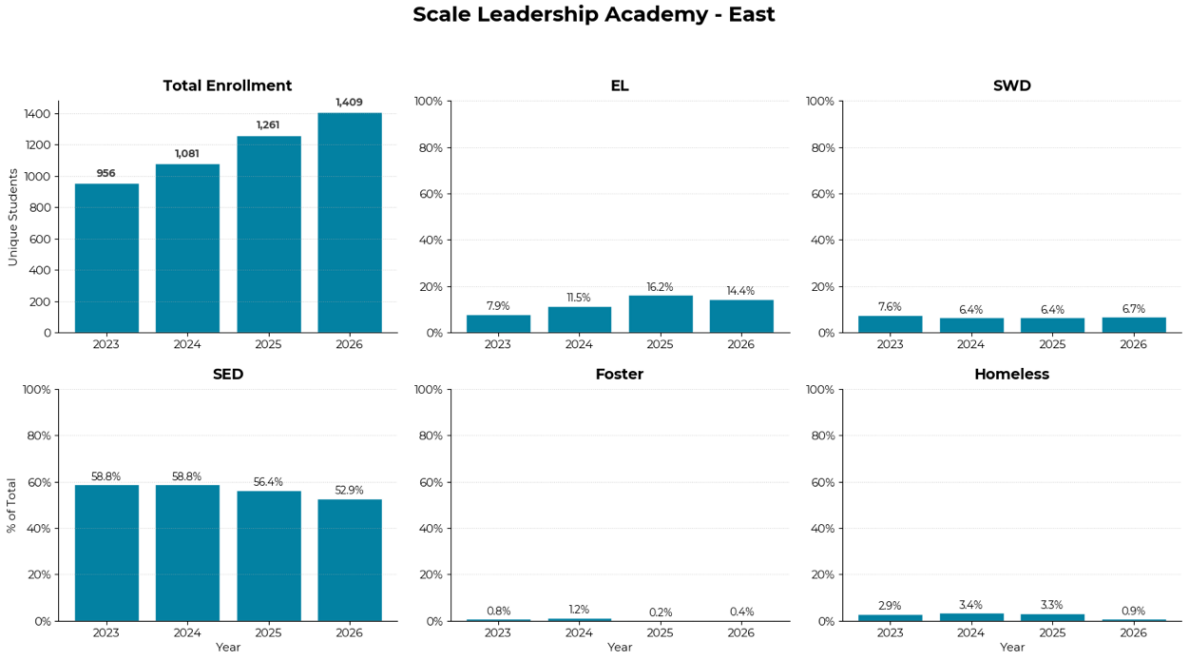
During its tenure under its approved charter, SCALE Leadership Academy- East (SLA) has sent students to a number of UC/Cal State universities, community colleges, private colleges, and has provided pathways for students to pursue vocational goals. What is unique about SLA-East is that is continues to serve a diverse student population, including foster youth, at-risk youth, students with disabilities, homeless youth, and students seeking credit recovery opportunities. In addition, SLA serves a growing number of homeschool families who value the flexibility and personalized support offered through our independent study and virtual learning environment. SLA remains committed to providing high-quality, individualized education to meet the needs of these populations—foster youth, at-risk youth, students with disabilities, homeless youth, credit recovery students, and homeschool families. We anticipate continued success in serving students within our partnering communities and appreciate the ongoing support of the Palo Verde Unified School District in meeting the growing demand for independent study, credit recovery, and Career Technical Education pathways.



SCALE Leadership Academy East has experienced consistent and sustained enrollment growth over the past four academic years. Total enrollment increased from 956 students in 2023 to 1,409 students in 2026, reflecting steady year-over-year gains without interruption. This upward trend demonstrates strong family demand, retention, and confidence in the school's independent study model, academic programming, and student support systems. The continued growth indicates organizational stability and the school's capacity to scale while maintaining quality and compliance.



Enrollment composition reflects a diverse student body with notable shifts across the last four academic years. White students represent the largest group, increasing from 36% (2023) to 51% (2025) and settling at 45% (2026). Hispanic enrollment declined from 32% (2023) to 13% (2025), then rebounded to 21% (2026). African American students remain steady at about 14% to 18%, while Asian students increased from 6% to 13%. Smaller groups, including Two or More Races (about 5% to 7%) and Not Reported, remain a small share, reinforcing the need for culturally responsive practices and accurate demographic reporting.



Enrollment increased from 956 students in 2023 to 1,409 in 2026. English Learner enrollment rose from 7.9% to 16.2% in 2025, then eased to 14.4% in 2026. Students with Disabilities stayed steady near 6% to 8%. Socioeconomically Disadvantaged students declined from 58.8% to 52.9%, and Foster and Homeless percentages remained low, with Homeless dropping to 0.9% in 2026. As we scale, we will sustain ELD, MTSS, and wraparound supports.

EXECUTIVE SUMMARY

SCALE Leadership Academy–East (SLA-East) extends its sincere appreciation to Palo Verde Unified School District for its continued partnership and authorization since 2018. Through this collaboration, SLA-East has provided a high-quality TK–12 non-classroom based educational option designed to meet the diverse academic, social-emotional, and personal needs of students and families across the region. Our virtual independent study model prioritizes individualized learning, flexibility, and access, allowing students to engage in rigorous, standards-aligned instruction while pursuing their unique interests and pathways to success.

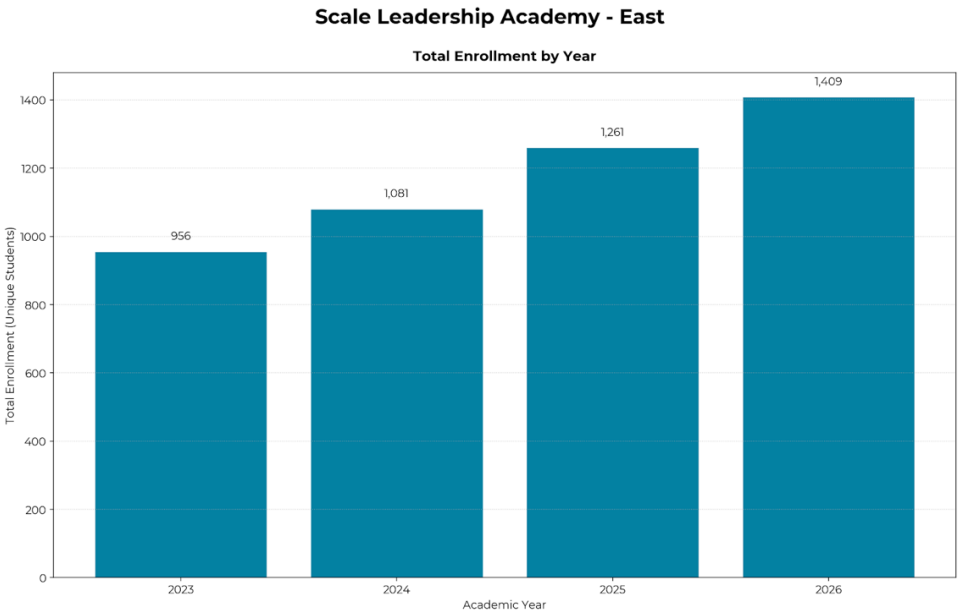
SCALE Leadership Academy–East respectfully requests approval of its five-year charter renewal (2026–2031) based on sustained measurable growth and verified performance indicators. The school maintains strong fiscal health, clean audits, and a stable governance structure that ensures compliance, oversight, and long-term organizational capacity. SLA-East fulfills all state and federal requirements for Special Education through its SELPA membership, timely IEP implementation, and targeted supports aligned to student needs. Stakeholder engagement, including families, students, staff, and district partners, continues to inform program improvements and strengthen alignment to community needs. Looking ahead, SCALE remains committed to increasing academic proficiency, expanding college and career pathways, and deepening intervention systems to further close achievement gaps. These demonstrated outcomes and forward-looking priorities confirm that renewal of SCALE Leadership Academy–East is in the best interest of pupils, aligned with Education Code §47607.2.

Program Quality & Legal Compliance

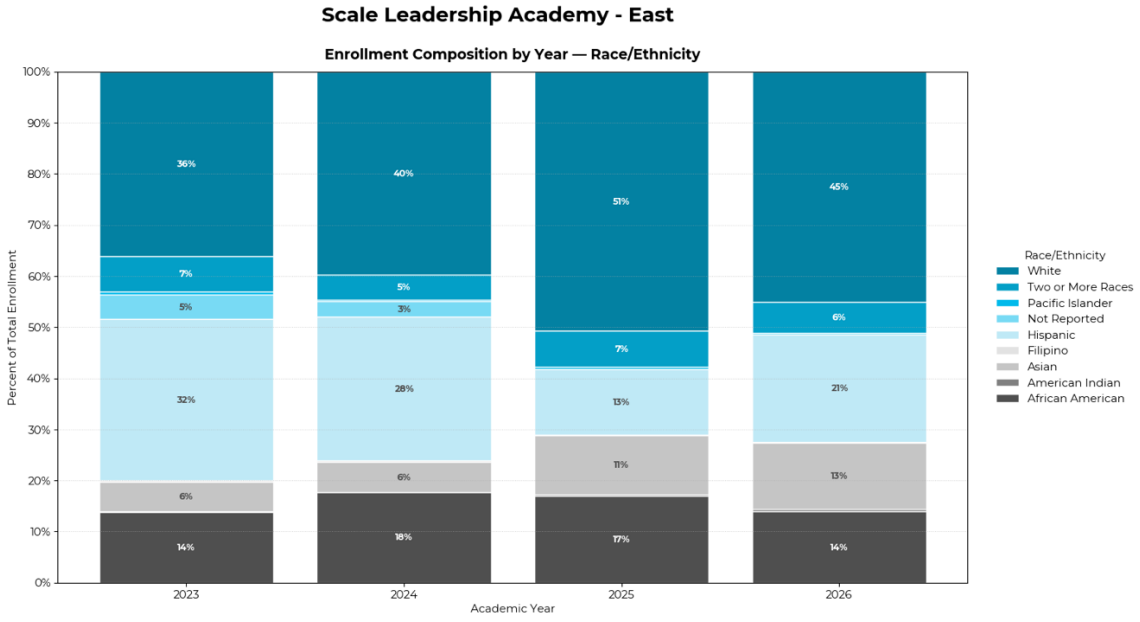
SLA-East is a TK–12 non-classroom-based charter school providing individualized virtual instruction through an ILP model aligned to state standards and all required elements of the charter petition. The renewal petition reflects:

- Updated legal requirements
- Current program offerings, including AVID, CTE, CCAP dual enrollment, tutoring, SEL supports, and ILP structures
- Clear goals, metrics, and actions aligned to LCAP and Dashboard indicators
- Systems demonstrating improvement in student learning, increased access to educational opportunities, and accountability for measurable outcome.

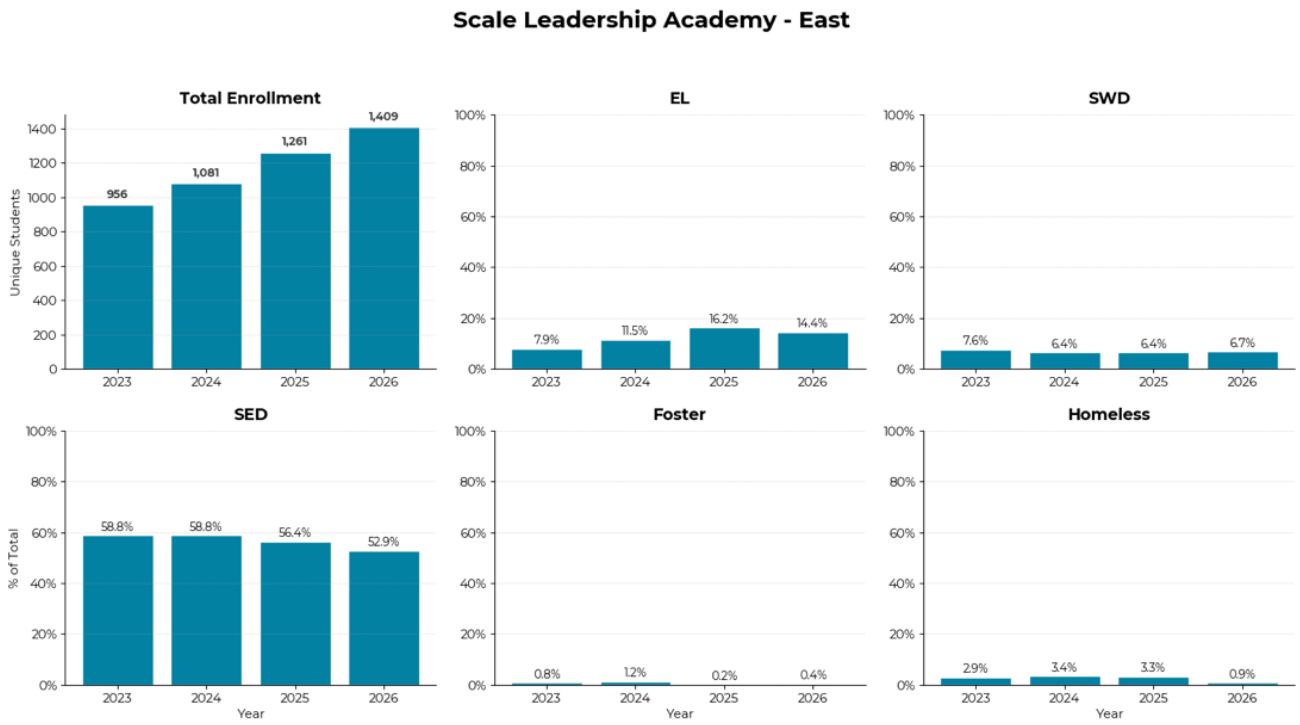
Enrollment (2025–26: 1409 students) reflects a diverse student body:



SCALE Leadership Academy East has experienced consistent and sustained enrollment growth over the past four academic years. Total enrollment increased from 956 students in 2023 to 1,409 students in 2026, reflecting steady year-over-year gains without interruption. This upward trend demonstrates strong family demand, retention, and confidence in the school's independent study model, academic programming, and student support systems. The continued growth indicates organizational stability and the school's capacity to scale while maintaining quality and compliance.



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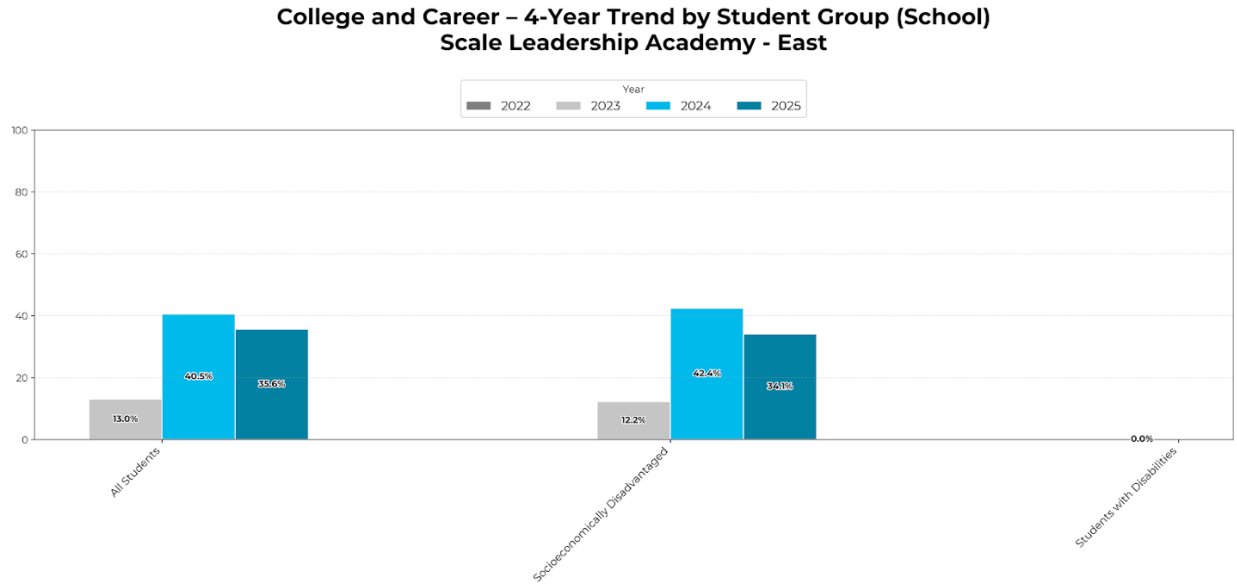
Enrollment increased from 956 students in 2023 to 1,409 in 2026. English Learner enrollment rose from 7.9% to 16.2% in 2025, then eased to 14.4% in 2026. Students with Disabilities stayed steady near 6% to 8%. Socioeconomically Disadvantaged students declined from 58.8% to 52.9%, and Foster and Homeless percentages remained low, with Homeless dropping to 0.9% in 2026. As we scale, we will sustain ELD, MTSS, and wraparound supports.

Schoolwide Performance (State & Local Indicators)

SLA-East demonstrates clear and convincing evidence of measurable increases in academic achievement, with greatest weight on ELA, Math, ELPI, and CCI as required for Middle Tier renewals.

Dashboard Measures

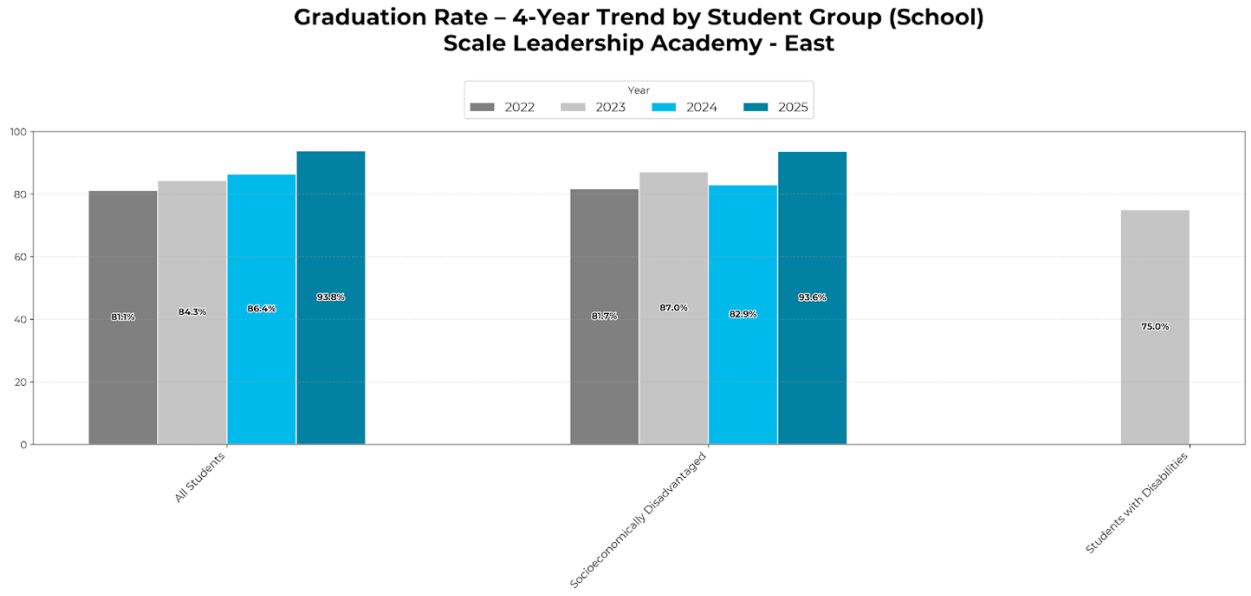
- Graduation Rate: 27.3% (2019) → 93.8% (2025)
- CCI Prepared: 0% (2019) → 35.6% (2025)
- Chronic Absenteeism: 15.9%(2019) → 1.6% (2025)
- Suspension Rate: 0% for six years
- Access to Broad Course of Study: Met annually



This graph shows strong improvement in College and Career readiness over four years. All Students increased from 13% (2022) to 40.5% (2024) and remained steady in 2025. Socioeconomically Disadvantaged students show the same growth pattern. Students with Disabilities remain at 0%, indicating a continued need for targeted support. Overall, the data reflects substantial progress and the positive impact of our college and career readiness initiatives.



SCALE Leadership Academy–East offers multiple college and career pathways designed to prepare students for postsecondary success. Through CTE pathways, students engage in hands-on, real-world learning that builds technical skills, industry knowledge, and career readiness. Fieldwork opportunities, project-based learning, and industry-aligned coursework allow students to explore their interests, develop professional competencies, and graduate prepared for college, vocational training, or direct entry into the workforce.



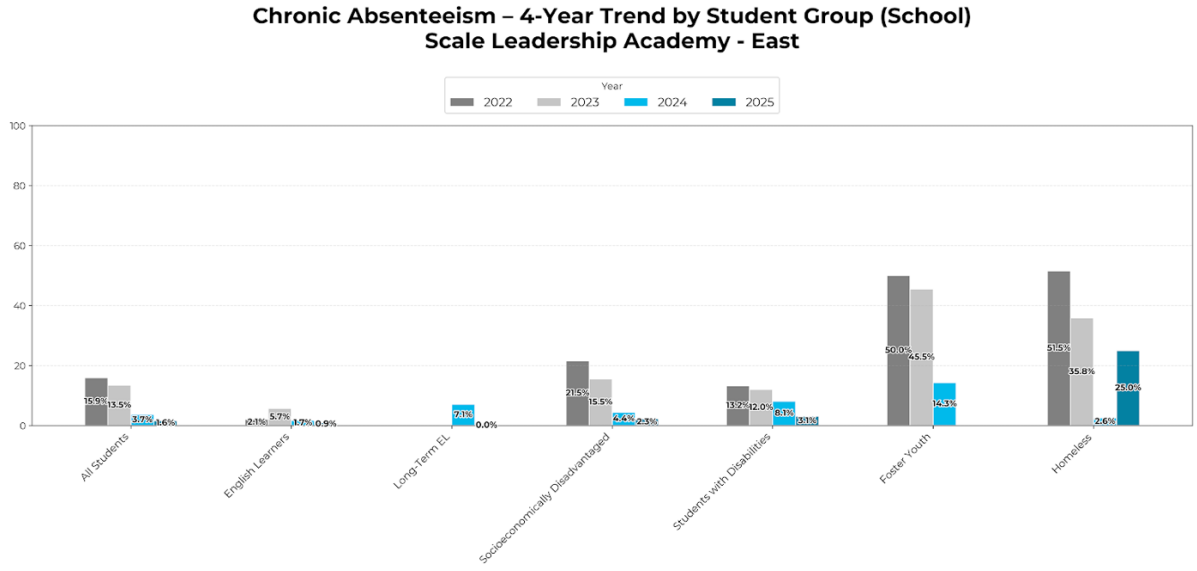
Graduation data demonstrates a significant and sustained improvement over the past four years and represents a major strength of SCALE Leadership Academy–East. The All Students group increased from 81.1% in 2022 to 93.8% in 2025, while Socioeconomically Disadvantaged students improved similarly from 81.7% to 93.6%. This upward trajectory reflects the effectiveness of the school's academic counseling systems, credit-monitoring structures, targeted interventions, and individualized support plans. The consistency of growth across student groups demonstrates SCALE's capacity to identify student needs early, provide timely intervention, and maintain strong graduation outcomes aligned with our mission to prepare students for postsecondary opportunities.



Our first graduating class — small but full of promise. In 2019, only 27% of students graduated, with many unaccounted for. This moment became the foundation for change and growth.

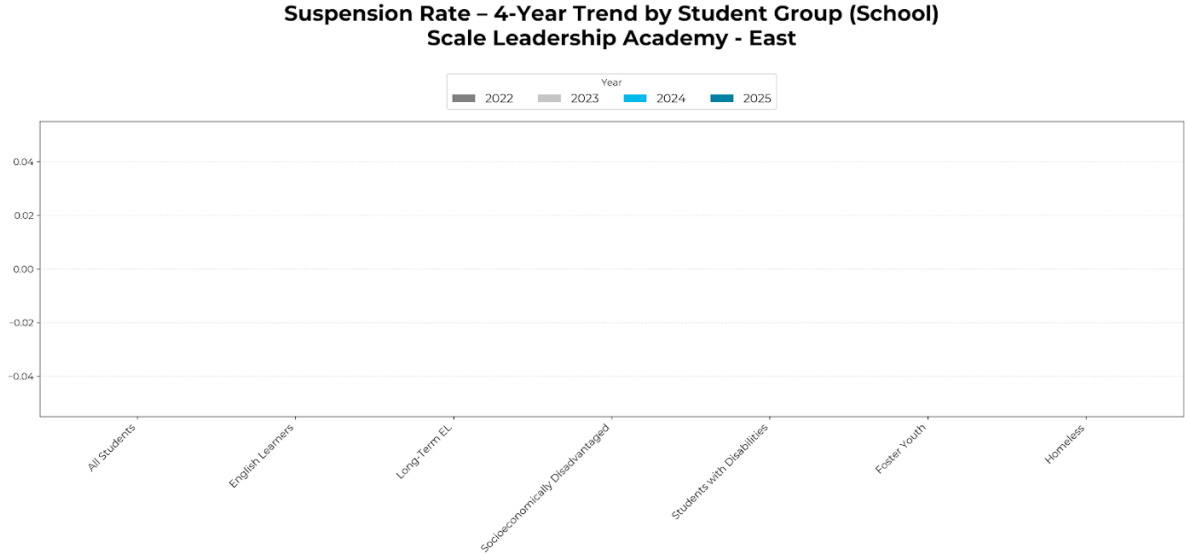


SCALE Leadership Academy–East proudly celebrates a Class of 2025 graduation rate of 93.8%, a remarkable increase from our first graduating class at just 27%. This growth reflects our students' hard work and the strong support systems built by our counselors, teachers, families, and staff. Our Class of 2025 demonstrates what is possible through individualized pathways, consistent guidance, and dedication to student success.



SCALE Leadership Academy East has demonstrated a sustained reduction in chronic absenteeism over the past four years, both schoolwide and across student groups. For All Students, chronic absenteeism declined from 15.9% in 2022 to 13.5% in 2023, then dropped significantly to 3.7% in 2024 and 1.6% in 2025.

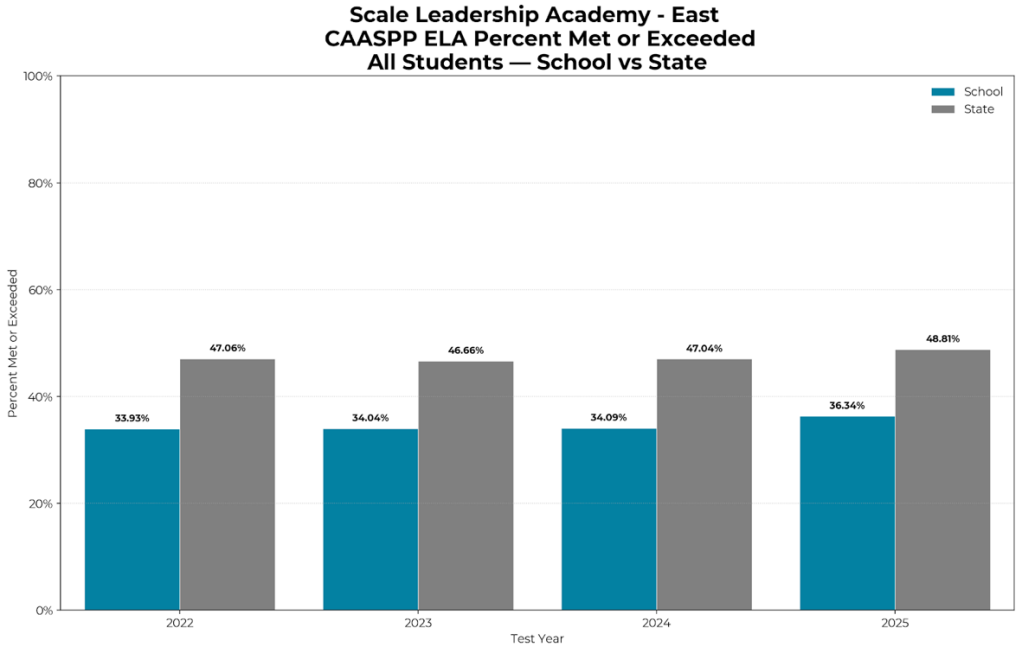
Meaningful improvements are also evident across student subgroups. Socioeconomically Disadvantaged students decreased from 21.5% in 2022 to 2.3% in 2025, while Students with Disabilities declined from 13.2% to 3.1% over the same period. English Learners and Long-Term English Learners maintained low rates, reaching 0.9% and 0.0% respectively by 2025. The most significant gains occurred among Foster Youth, decreasing from 50.0% to 14.3%, and students experiencing homelessness, who declined from 51.5% to 25.0%. Overall, the data reflect consistent progress in reducing chronic absenteeism, particularly among the school's highest-need populations.



SCALE Leadership Academy East has consistently maintained a 0% suspension rate across all student groups over the four-year period shown. While the school operates within an independent study environment, this outcome is the result of intentional systems and practices, not the absence of accountability. Students are held to clear behavioral expectations, participation requirements, and engagement standards aligned to the school's instructional model. Behavioral concerns are addressed through proactive communication, individualized supports, and restorative practices, ensuring that issues are resolved without exclusion from learning.

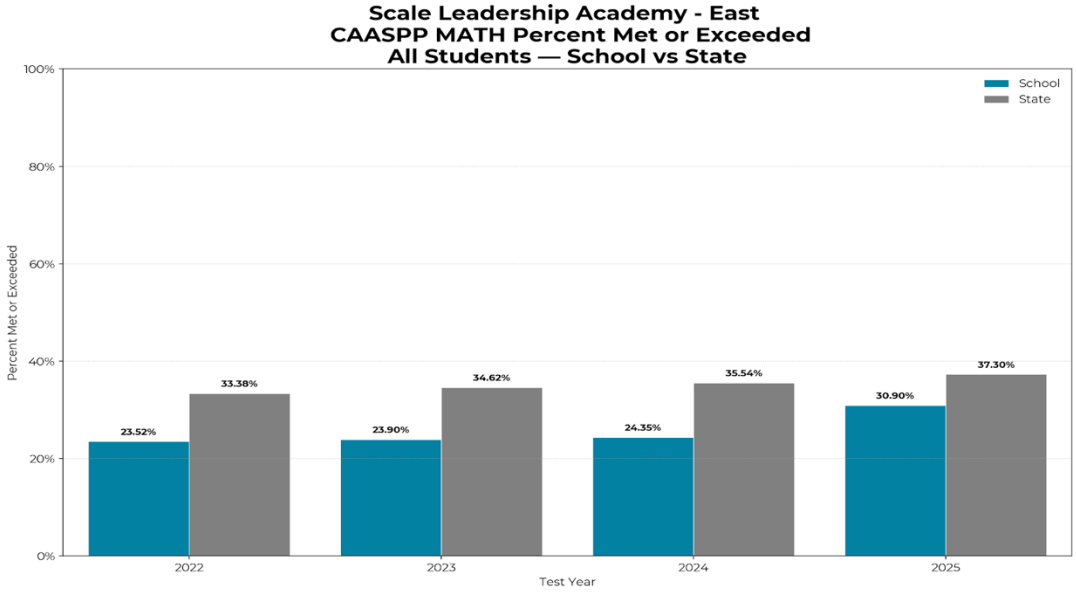
The sustained 0% suspension rate reflects a school culture focused on relationship-building, early intervention, and maintaining student access to instruction across All Students and all identified subgroups.

English Language Arts (CAASPP)



ELA CAASPP results were stable through 2024, with a small gain in 2025. Percent met or exceeded was 33.9% in 2022, about 34% in 2023 and 2024, then 36.3% in 2025. The state stayed higher at about 46.7% to 48.8%. The 2025 gap of 12.5 points signals the need to accelerate literacy growth. Our charter renewal work will focus on stronger core ELA and targeted reading intervention.

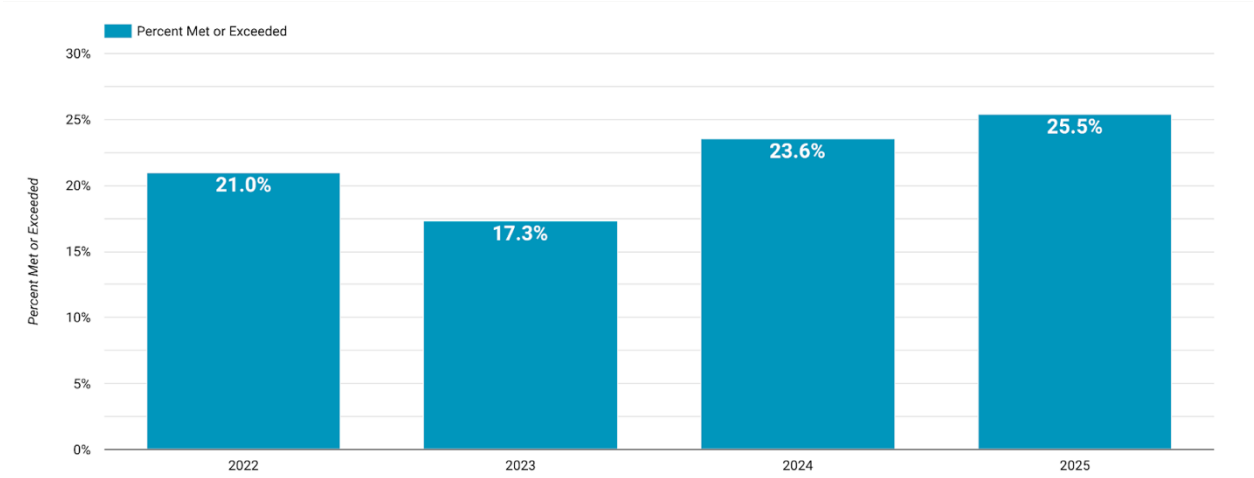
Mathematics (CAASPP)



Math CAASPP performance held steady through 2024, then improved notably in 2025. Percent met or exceeded rose from 23.5% (2022) to 24.4% (2024) and reached 30.9% in 2025. The state increased from 33.4% to 37.3% over the same period. Our gap narrowed to 6.4 points in 2025, but we remain below statewide levels. Charter renewal priorities include stronger Tier 1 math instruction and targeted supports for students not yet meeting standard.

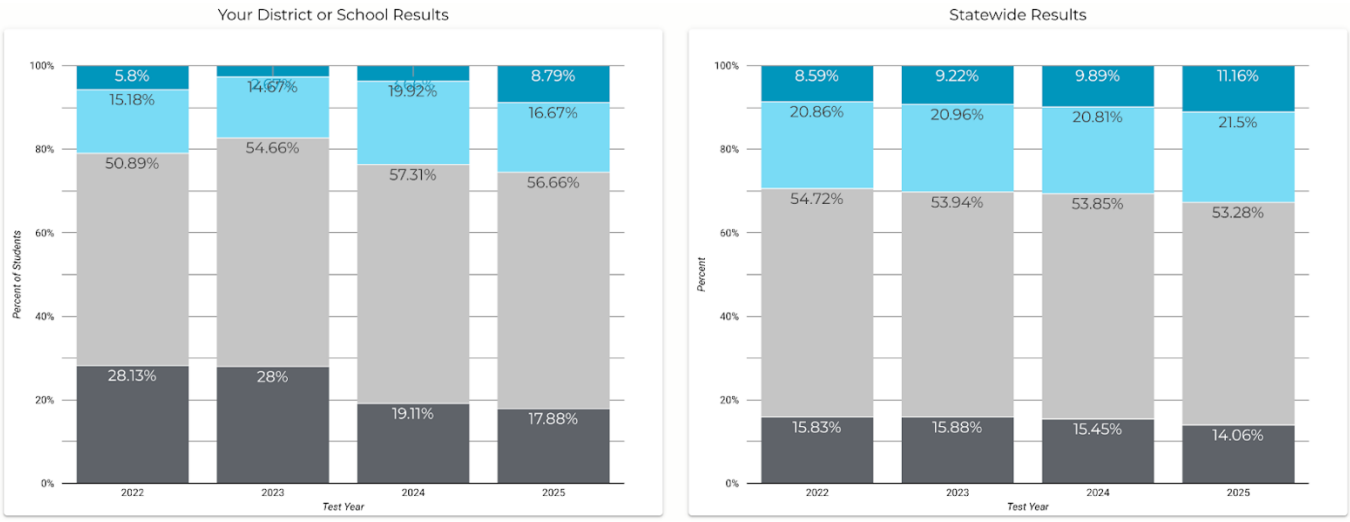
Science (CAST)

CA Science Test - 4 Year Trends

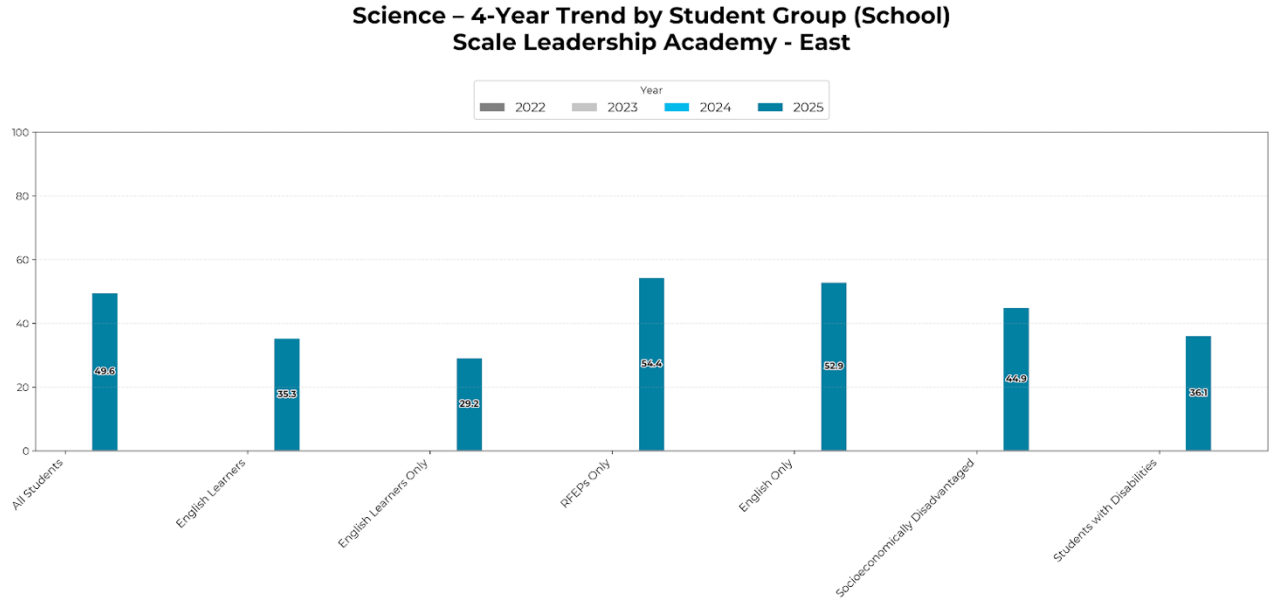


CAST Science results show improvement over the past two years after a 2023 dip. Percent met or exceeded decreased from 21.0% (2022) to 17.3% (2023), then rose to 23.6% (2024) and 25.5% (2025). This indicates growing alignment to NGSS expectations and stronger student performance in science. Even with gains, about three quarters of students are still not meeting standard. Charter renewal priorities include stronger NGSS instruction, hands-on inquiry routines, and targeted supports for students below standard.

CA Science Test - 4 Year Trends vs State

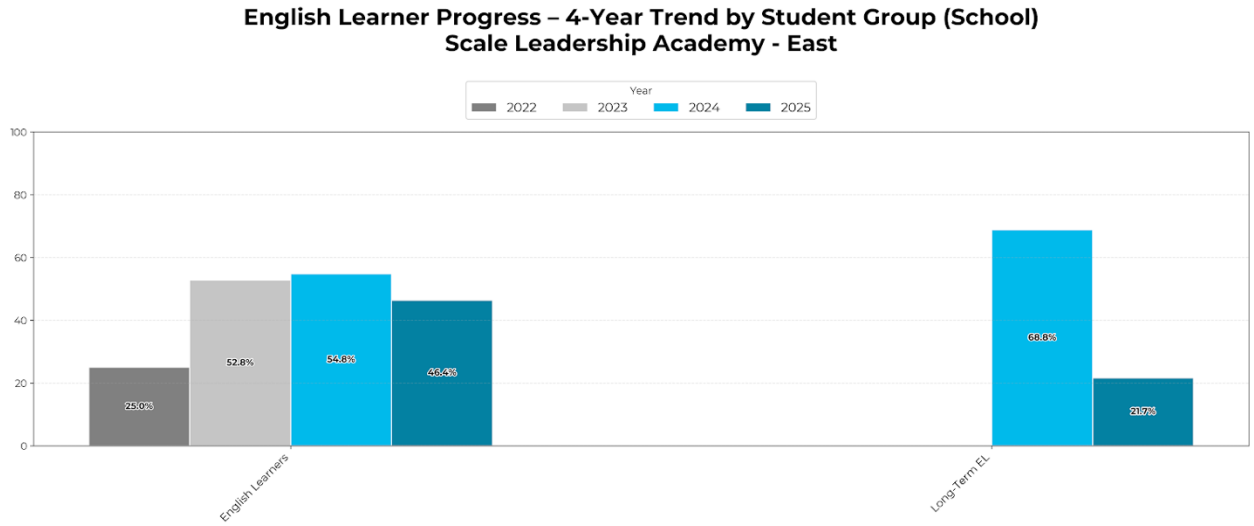


CAST results show the school improving after 2023, though performance remains below the statewide trend. Met or Exceeded dropped to 17.3% in 2023, then increased to 23.6% in 2024 and 25.5% in 2025, while the state rose from 29.5% (2022) to 32.7% (2025). The percent Not Met decreased from 28.1% (2022) to 17.9% (2025), a faster improvement than the state. Even so, the 2025 Met or Exceeded rate is still about 7 points below statewide. Charter renewal priorities include stronger NGSS aligned instruction, frequent inquiry-based tasks, and targeted supports for students in Not Met and Nearly Met.



Science performance in the most recent year shown is strongest overall, with All Students at 49.6%. RFEP only (54.4%) and English Only (52.9%) lead the results and show many students are meeting expectations in science. Socioeconomically Disadvantaged students are at 44.9%, slightly below the overall rate. English Learners (35.3%), EL only (29.2%), and Students with Disabilities (36.1%) highlight the greatest need. Charter renewal priorities include stronger NGSS-aligned instruction and targeted supports for these groups.

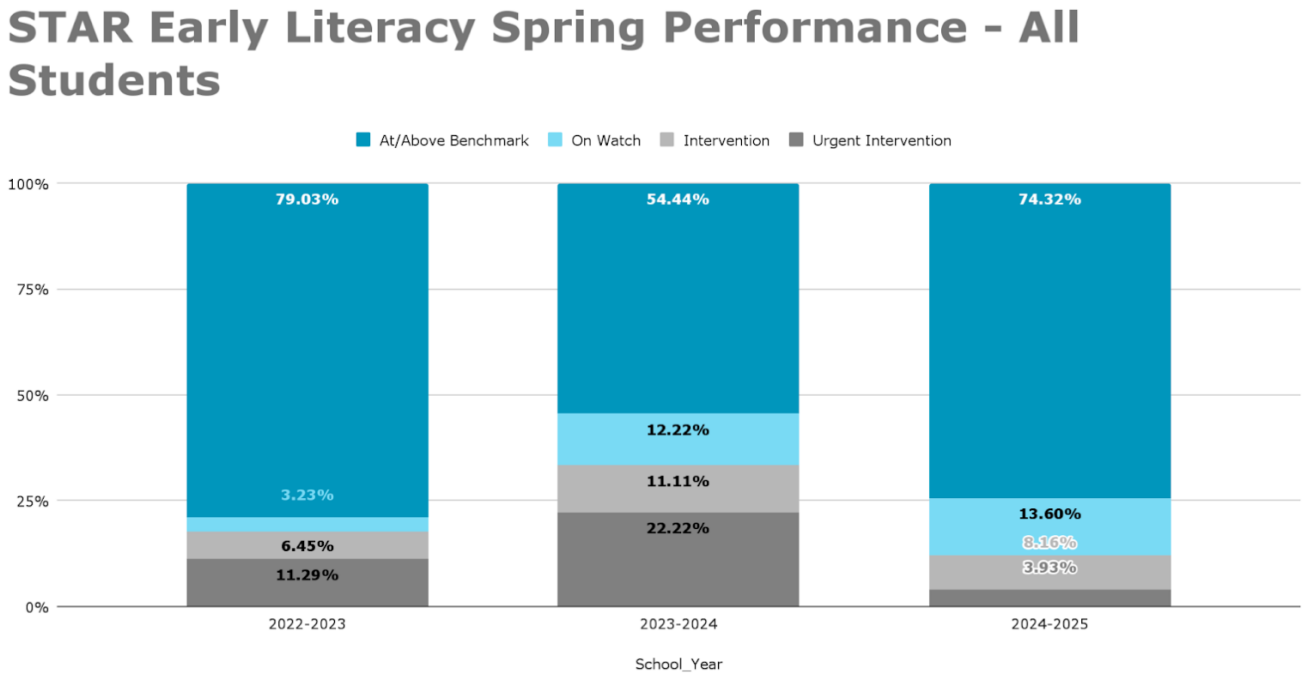
English Learner Progress (ELPI)



English Learner Progress (ELPI) increased sharply from 2022 to 2024, then dipped in 2025. English Learners improved from 25.0% (2022) to 54.8% (2024), then decreased to 46.4% in 2025. Long Term EL results were much less stable, dropping from 68.8% in 2024 to 21.7% in 2025. This signals a need for tighter progress monitoring and stronger LTEL supports. Charter renewal priorities include consistent designated ELD, targeted LTEL intervention, and focused reclassification planning

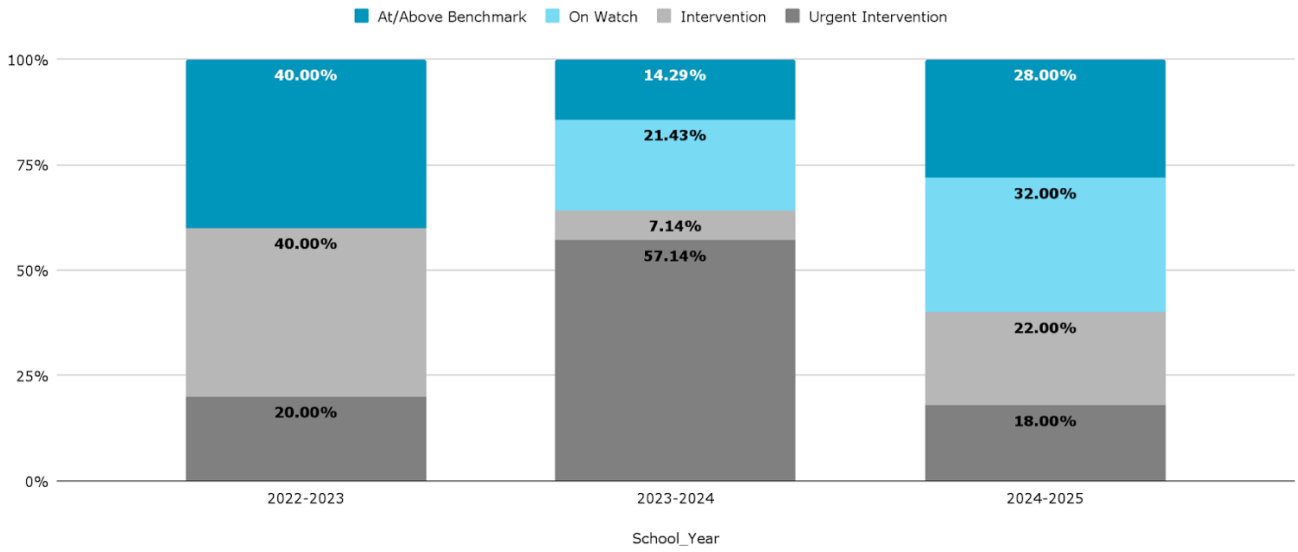
Local Verified Measures

In addition to state accountability indicators, SLA-East uses Local Verified Measures such as Renaissance STAR assessments to provide ongoing, evidence-based monitoring of student learning. These locally administered measures offer timely checkpoints for early identification of need, placement into appropriate supports, and progress monitoring across the school year. The charts that follow summarize STAR performance and growth overall and by student group to guide instructional planning, strengthen MTSS decisions, and ensure equitable access to effective intervention.



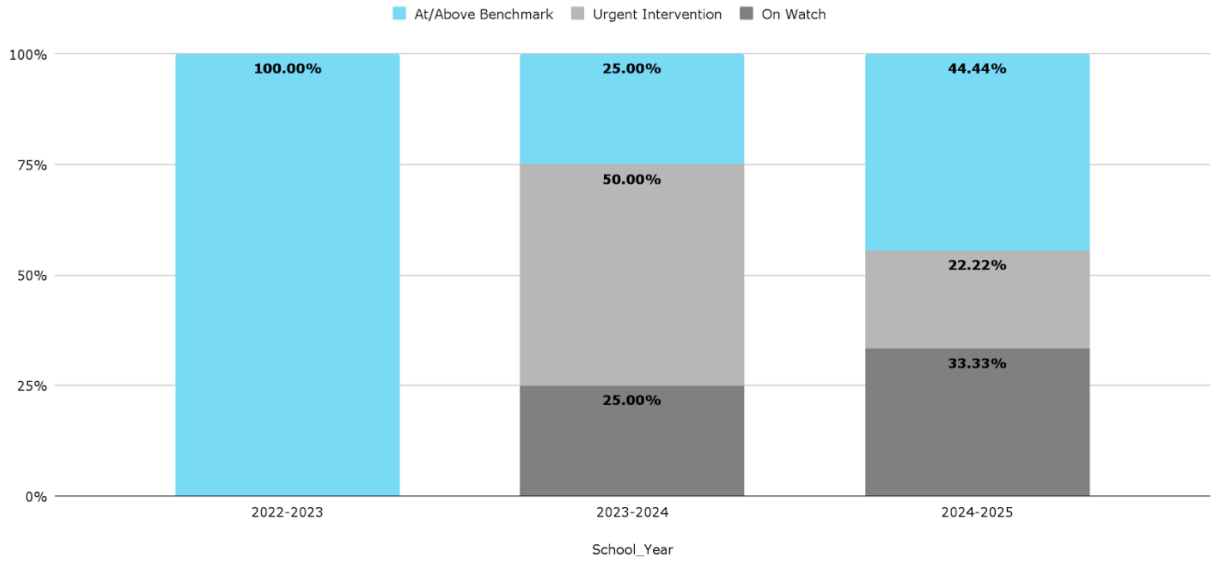
Spring STAR Early Literacy results for all students show a dip in 2023–2024 followed by a strong rebound in 2024–2025. The percent At or Above Benchmark moved from 79.03% (2022–2023) down to 54.44% (2023–2024), then back up to 74.32% (2024–2025). The highest need band, Intervention plus Urgent Intervention, peaked at 33.33% in 2023–2024 and decreased to about 12.09% in 2024–2025. While overall performance improved, the On Watch group increased to 13.60% in 2024–2025, showing a larger "bubble" of students who could slide without timely support. Next steps should prioritize targeted small group instruction and progress monitoring to move On Watch students into At or Above Benchmark and prevent reentry into intervention levels.

STAR Early Literacy Spring Performance - English Learners



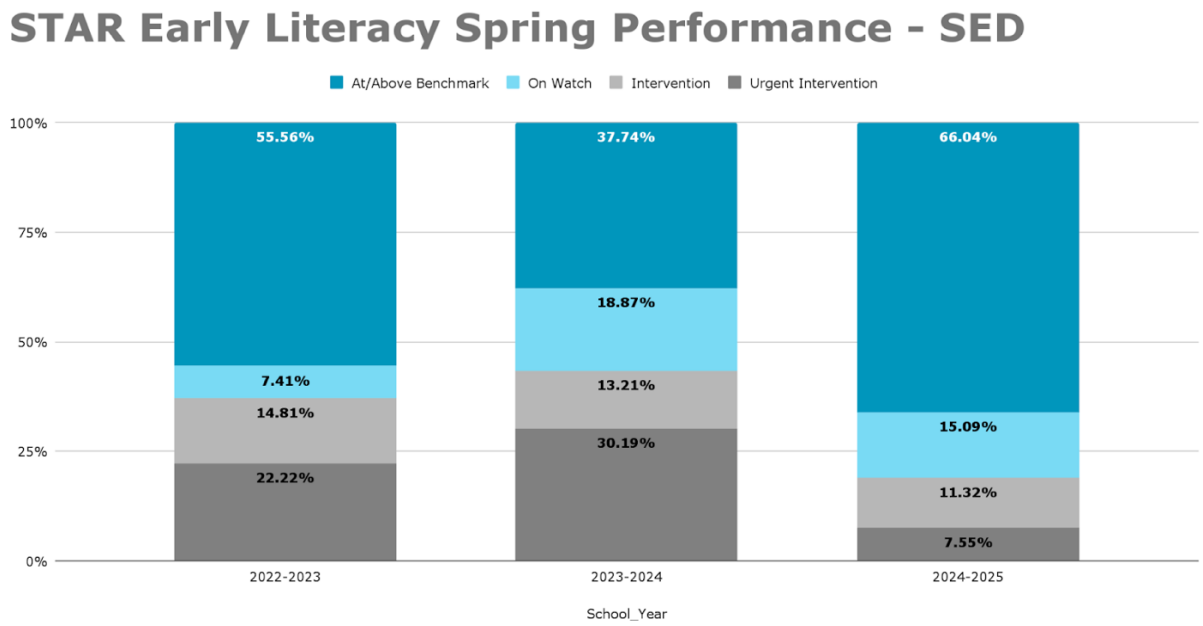
Spring STAR Early Literacy results for English Learners show meaningful improvement from 2023–2024 to 2024–2025, though performance remains mixed overall. The percent At or Above Benchmark rose from 14.29% to 28.00%, doubling year over year. The highest need level, Urgent Intervention, dropped sharply from 57.14% to 18.00%, signaling stronger support and/or improved access to instruction. At the same time, the On Watch group increased to 32.00%, indicating a growing group of ELs who are close to benchmark but still need targeted, language-supported instruction to keep progressing. Next steps should focus on moving On Watch students into At or Above Benchmark through explicit foundational skills practice paired with structured language supports, while maintaining intensive intervention for the remaining urgent needs students.

STAR Early Literacy Spring Performance - SWD

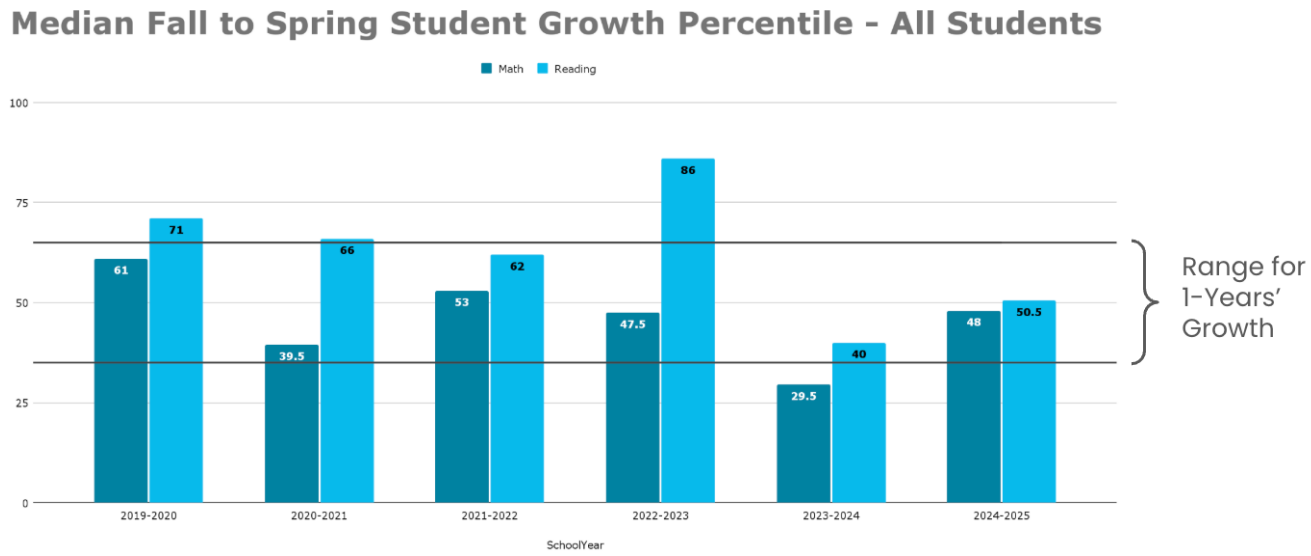


Spring STAR Early Literacy results for students with disabilities show meaningful improvement in 2024–2025 compared to the prior year, alongside a continued need for targeted support. After a challenging 2023–2024 distribution, 44.44% of students moved to At or Above Benchmark in 2024–2025, while Urgent Intervention decreased to 22.22%. At the same time, 33.33% of students remained in the On Watch band, signaling a sizable group that is close to benchmark but still vulnerable without consistent intervention. Overall,

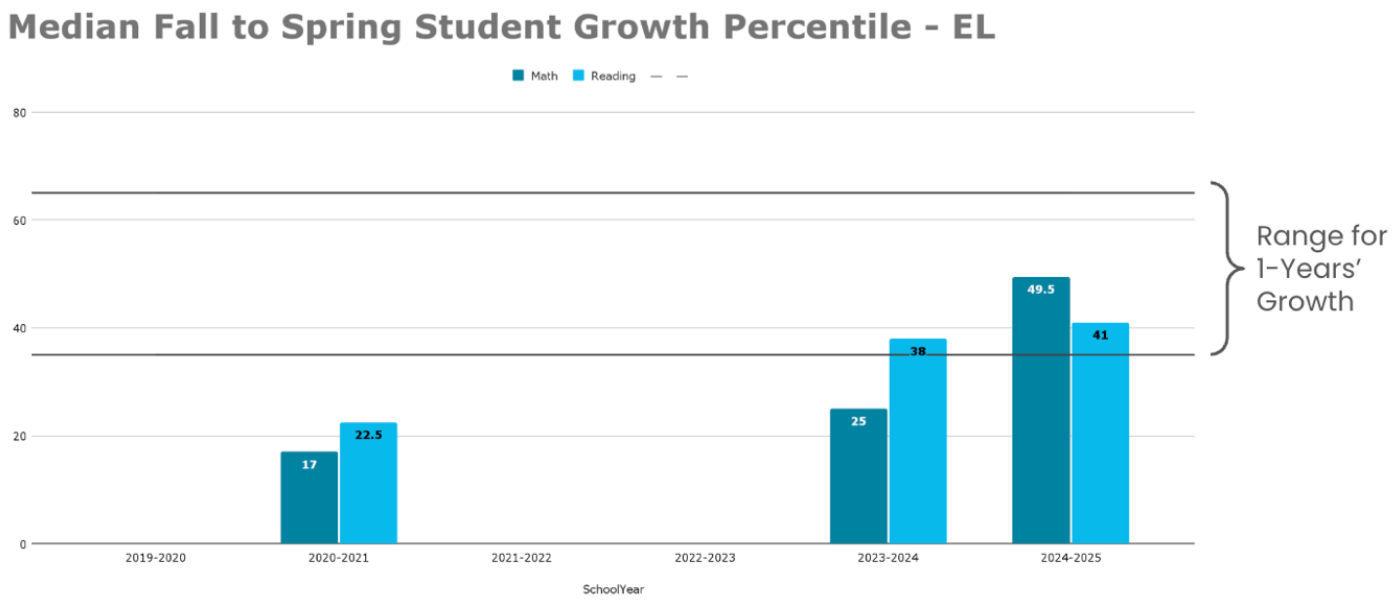
the pattern suggests progress is returning, with the next step being tighter alignment between core instruction and IEP supports, plus frequent progress monitoring to move On Watch students into benchmark and prevent urgent needs from increasing again.



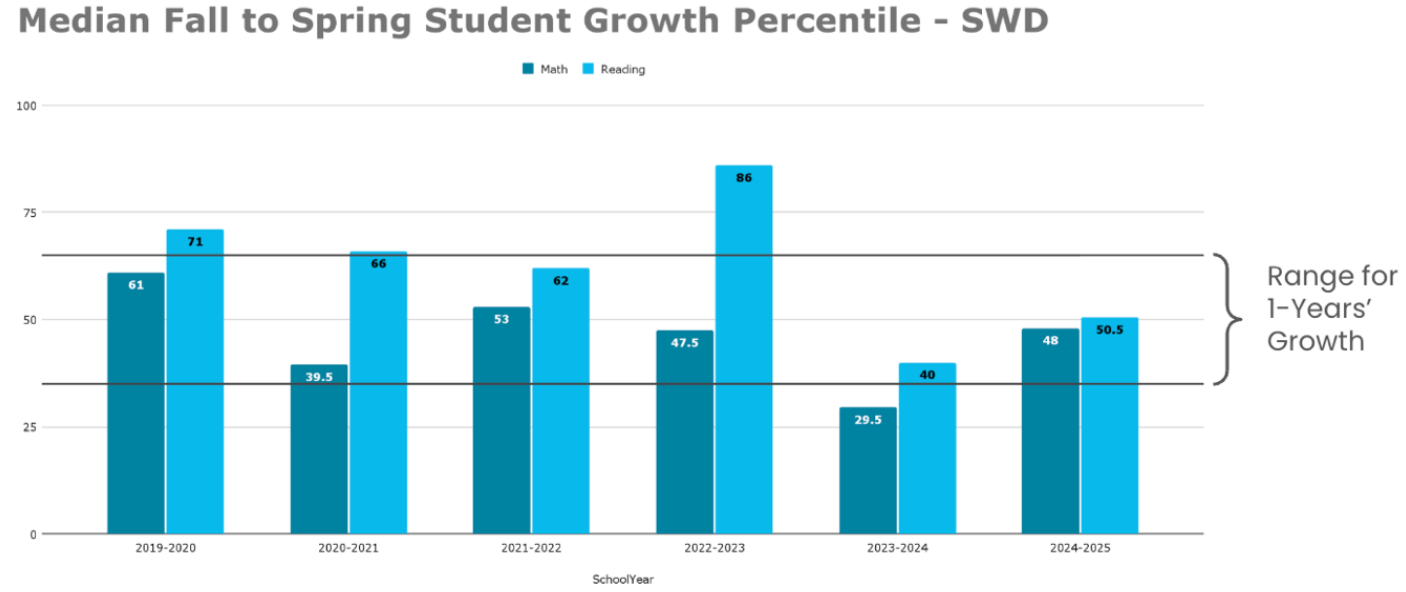
Spring STAR Early Literacy results for socioeconomically disadvantaged students show a strong rebound in 2024–2025 after a dip the prior year. The percent At or Above Benchmark increased to 66.04% (up from 37.74% in 2023–2024 and higher than 55.56% in 2022–2023). At the same time, Urgent Intervention decreased substantially to 7.55% (down from 30.19% in 2023–2024), indicating fewer students in the highest need band. The On Watch group grew to 15.09%, suggesting a larger set of students who are closer to benchmark but still require consistent targeted support to prevent backsliding. Overall, the distribution shifted away from intensive intervention and toward stronger core outcomes, with the next priority being tightening Tier 1 instruction and short cycle supports to move On Watch students into At or Above Benchmark while keeping urgent needs from reemerging.



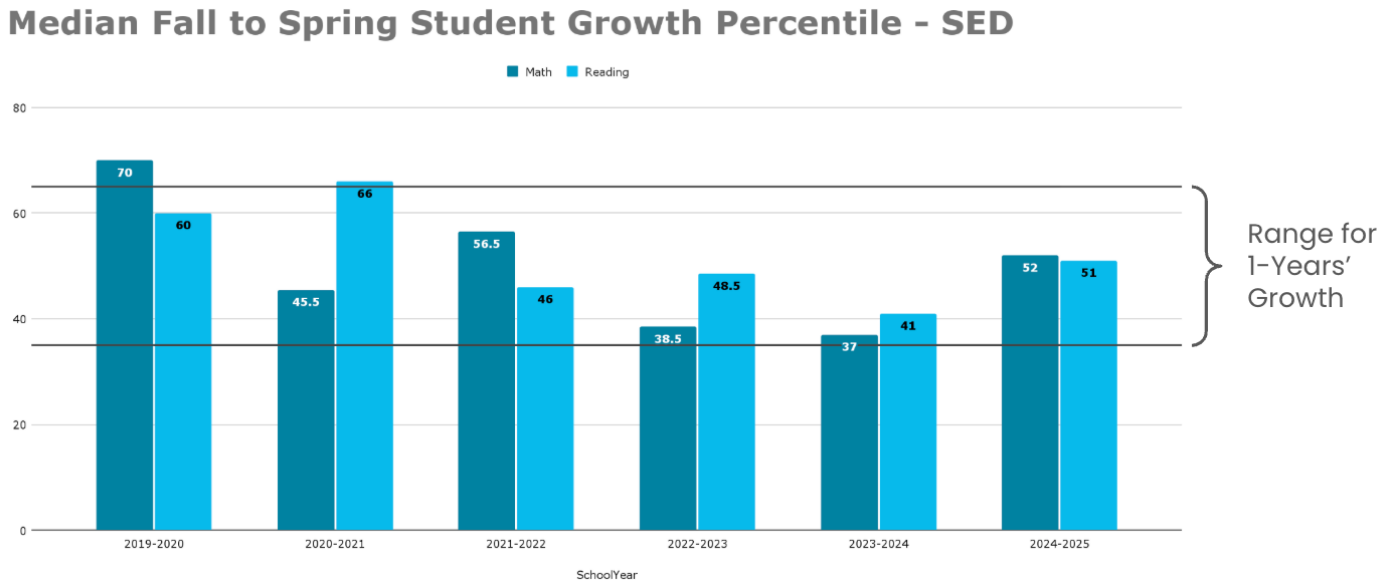
Median Fall to Spring SGP shows recovery in 2024-25 after a low point in 2023-24. Reading growth was above the 1-years range in several years, peaking at 86 in 2022-23, then dropping to 40 in 2023-24 before rising to 50.5 in 2024-25. Math growth was stronger earlier (61 in 2019-20, 53 in 2021-22), fell to 29.5 in 2023-24, and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical growth range. We will focus on sustaining this momentum and closing gaps for students below benchmark.



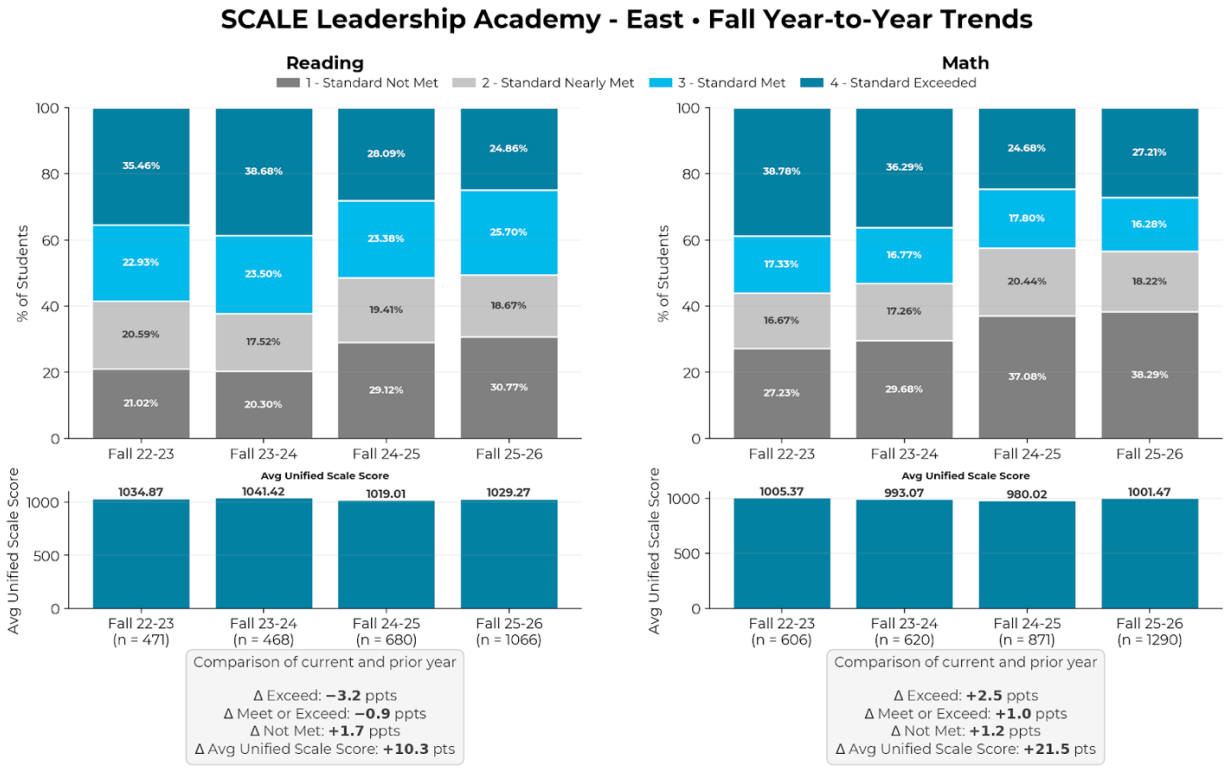
EL median Fall to Spring SGP shows strong improvement in 2024-25 after very low growth in earlier years. In 2020-21, growth was well below the 1-years range (Math 17; Reading 22.5). In 2023-24, reading reached 38 while math remained low at 25. In 2024-25, EL growth moved into the typical range, with Math at 49.5 and Reading at 41. This indicates EL students are making more expected academic progress year over year. We will sustain these gains through consistent designated ELD, targeted literacy supports, and ongoing progress monitoring.



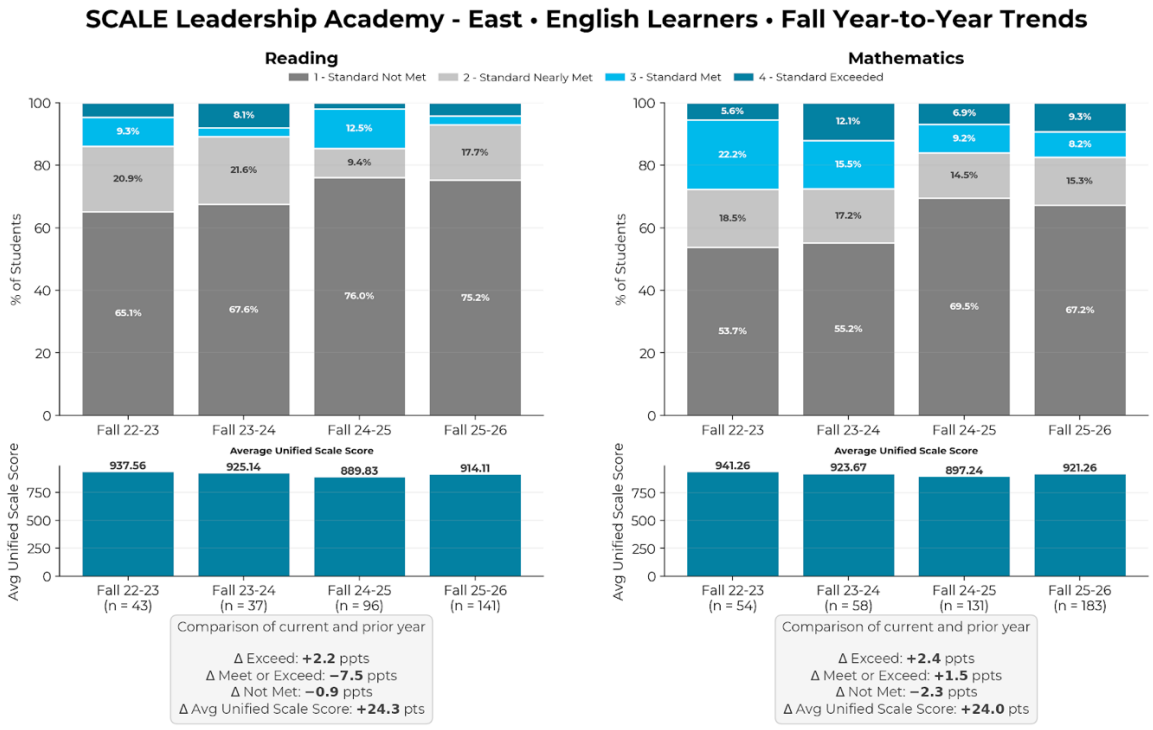
SWD median Fall to Spring SGP shows strong growth in several years, a sharp dip in 2023-24, and recovery in 2024-25. Reading growth peaked at 86 in 2022-23, dropped to 40 in 2023-24, then rose to 50.5 in 2024-25. Math growth fell to 29.5 in 2023-24 and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical 1-year growth range. We will strengthen individualized supports and progress monitoring to sustain gains and close skill gaps.



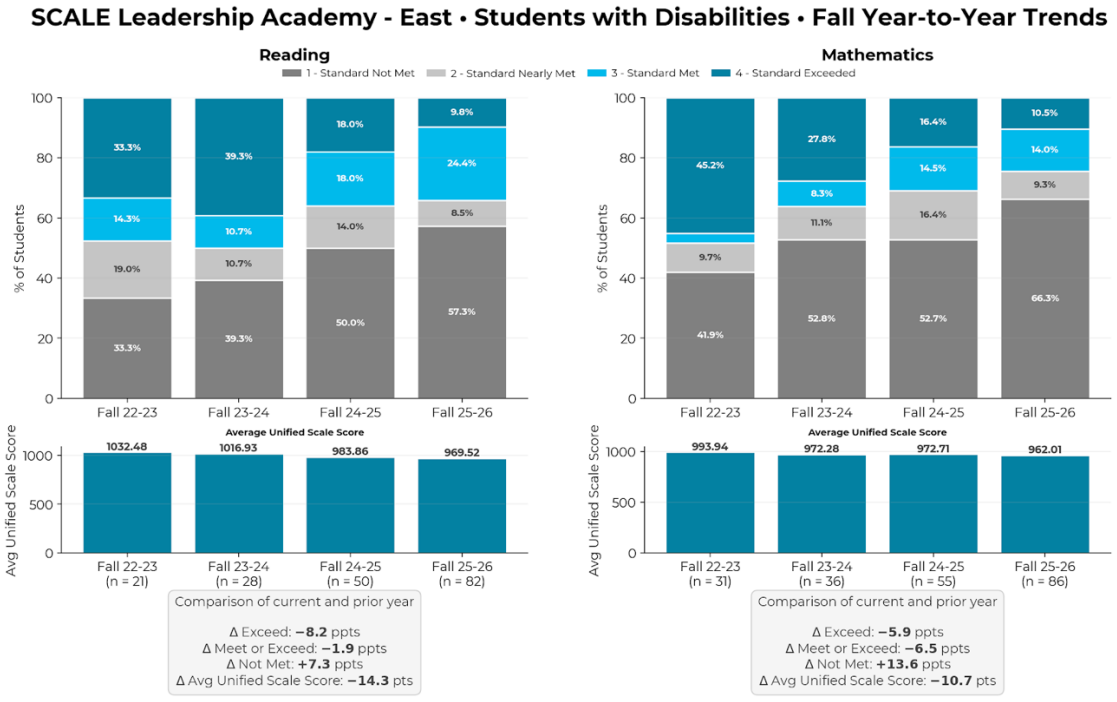
SED median Fall to Spring SGP shows recent improvement after softer growth in 2022-23 and 2023-24. Math growth was strong in 2019-20 (70) and 2021-22 (56.5), dipped to 38.5 in 2022-23 and 37 in 2023-24, then rose to 52 in 2024-25. Reading growth stayed within or above the typical range most years, reaching 51 in 2024-25. In 2024-25, both subjects are back in the 1-year growth range. We will build on this by targeting students still below benchmark and monitoring progress each window.



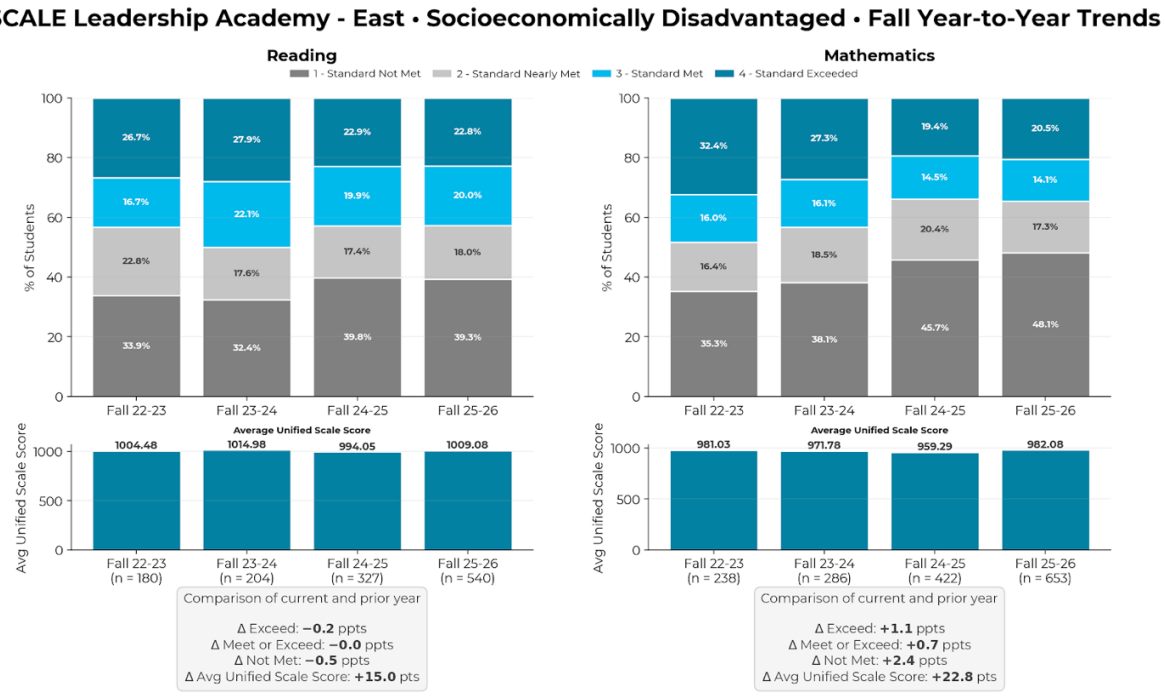
Fall STAR trends show higher average scores in 2025-26 with mixed shifts across performance levels. Reading average Unified Scale Score increased from 1019.0 to 1029.3, while Exceeded fell 3.2 points and Not Met rose 1.7 points. Math rebounded from 980.0 to 1001.5, with Exceeded up 2.5 points. This fall tested far more students, strengthening the signal. We will use STAR to target intervention and monitor growth.



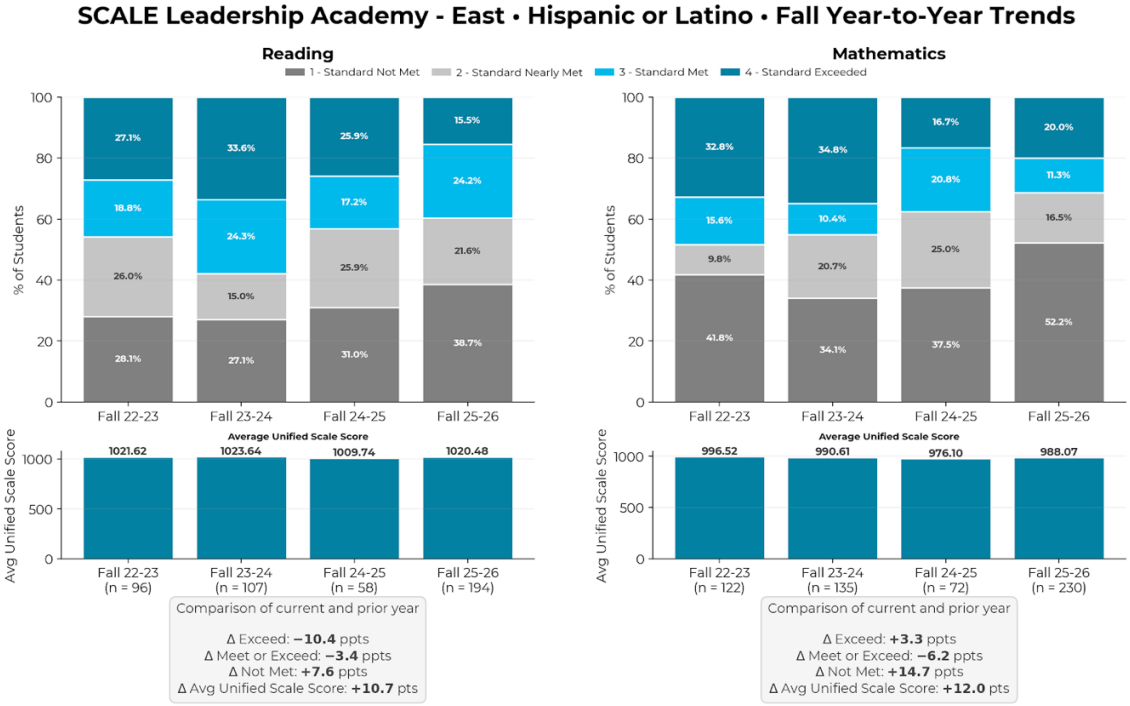
Fall STAR results for English Learners show modest recovery in 2025-26 with continued performance-level need. Reading average Unified Scale Score increased from 889.8 to 914.1 (+24.3), while Meet or Exceed decreased 7.5 points. Math average score also rose from 897.2 to 921.3 (+24.0) and Meet or Exceed improved 1.5 points. Not Met remains high (75.2% reading; 67.2% math). We will intensify targeted EL supports and monitor growth each window.



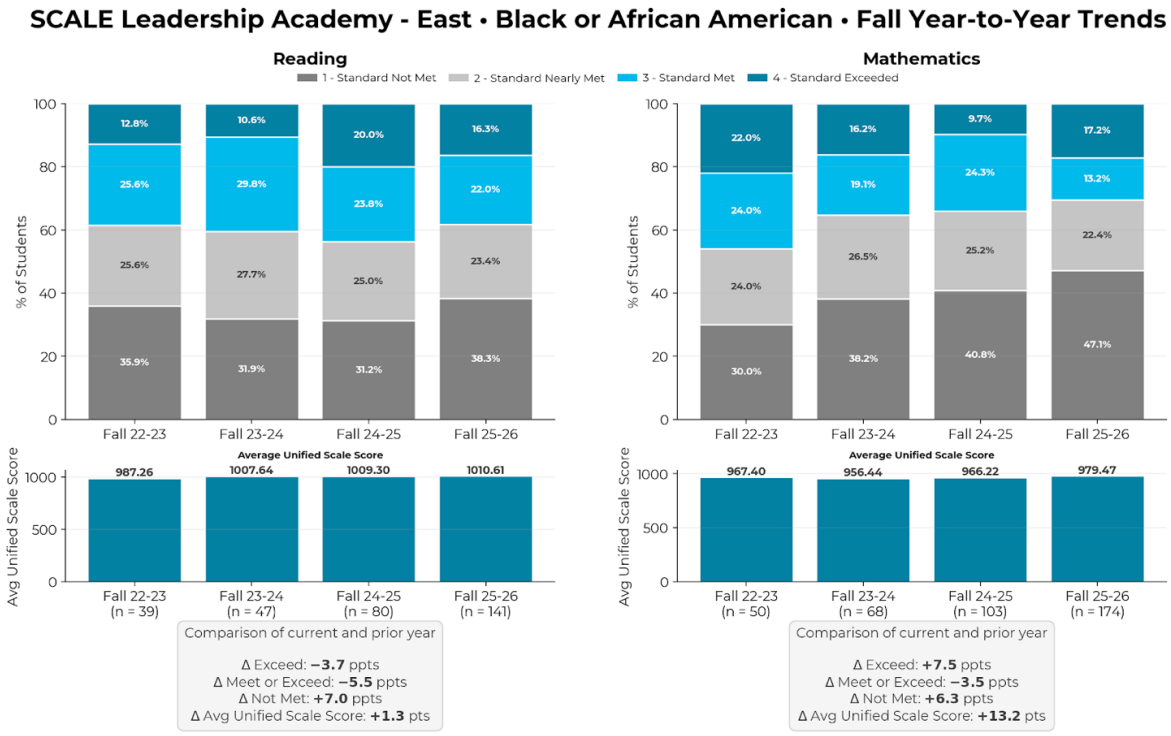
Fall STAR results for Students with Disabilities show a decline in 2025–26 after steadier performance in prior years. Reading average score fell from 983.9 to 969.5 (down 14.3), with Not Met rising to 57.3% and Exceeded down 8.2 points. Math average score dropped from 972.7 to 962.0 (down 10.7), and Not Met increased to 66.3%. Participation also grew (reading n=82; math n=86). We will intensify targeted SPED supports and monitor progress each STAR window.



Fall STAR results for Socioeconomically Disadvantaged students show score gains in 2025-26 with steady performance levels. Reading average score rose 15 points to 1009, and Meet or Exceed stayed flat at about 43%. Reading Not Met remained 39.3%. Math rebounded 22.8 points to 982, but Not Met increased to 48.1%. With stronger participation, we will target supports to move students into Met and Exceeded.



Fall STAR results for Hispanic or Latino students show higher average scores in 2025-26, but more students remain below benchmark. Reading average score increased 10.7 points to 1020.5, while Not Met rose to 38.7% and Exceeded dropped 10.4 points. Math average score increased 12.0 points to 988.1, yet Not Met climbed to 52.2% and Meet or Exceed declined 6.2 points. With larger participation this fall (reading n=194; math n=230), we have a stronger picture of current needs. We will target priority skills and monitor growth each window to accelerate readiness for CAASPP.



Fall STAR trends for Black or African American students show higher average scores in 2025-26, alongside a larger share of students below benchmark. Reading average score rose to 1010.6 (+11.3), but Not Met increased to 38.3% and Meet or Exceed decreased 5.5 points. Math average score increased to 979.5 (+13.2), yet Not Met rose to 47.1% and Meet or Exceed declined 3.5 points. With higher participation (reading n=141; math n=174), we will target priority skills, monitor growth each window, and strengthen supports to move more students into Met and Exceeded.

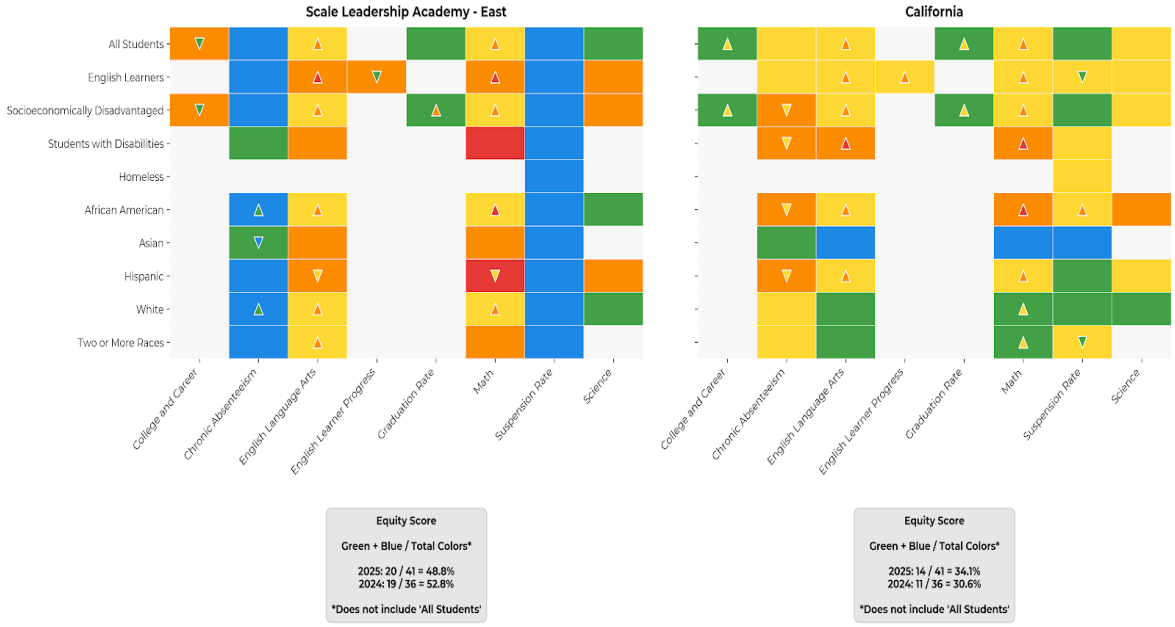
Student Group Performance (Equity & Growth)

SLA-East recognizes achievement gaps among EL, SWD, African American, Hispanic, and SED students. The school has implemented meaningful steps to address underlying causes, including:

- Targeted intervention:
  - Group tutoring (<25th percentile)
  - Intensive 1:1 tutoring (<10th percentile)
- Robust ELD program with biweekly monitoring
- SEL counseling via eLuma + schoolwide SEL lessons
- Equity-focused parent workshops (SEL, behavior, technology)
- CAASPP-aligned reteach cycles, writing frames, and math problem-structure routines
- Increased college/career access (dual enrollment, CTE, AVID, CCGI)

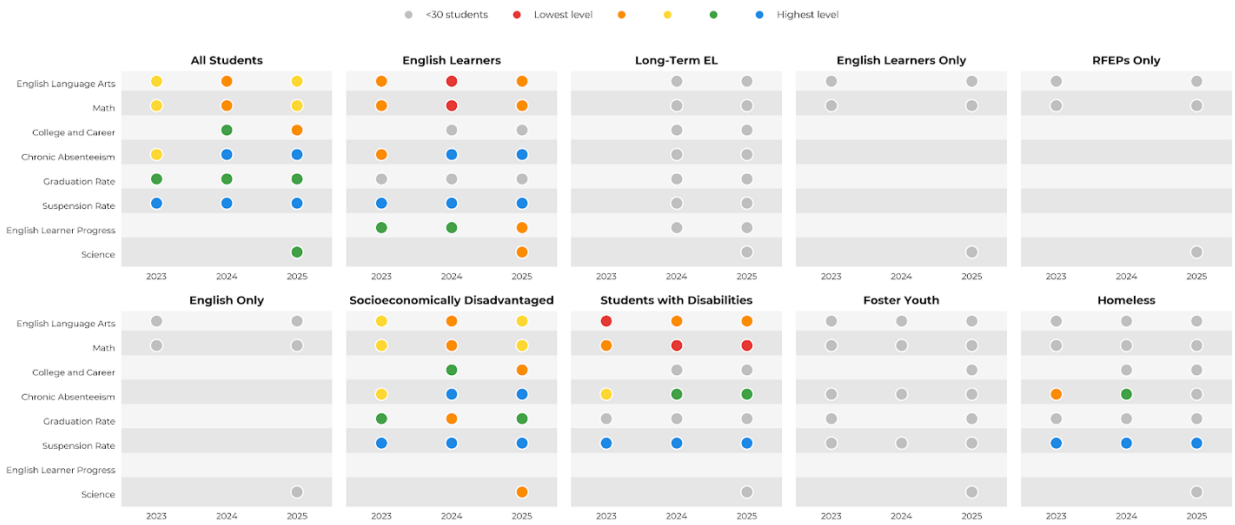
These targeted supports meet renewal requirements for addressing subgroup performance and ensuring equitable access to educational opportunity.

Scale Leadership Academy - East – CA Dashboard Color Matrix – All Student Groups (2025)

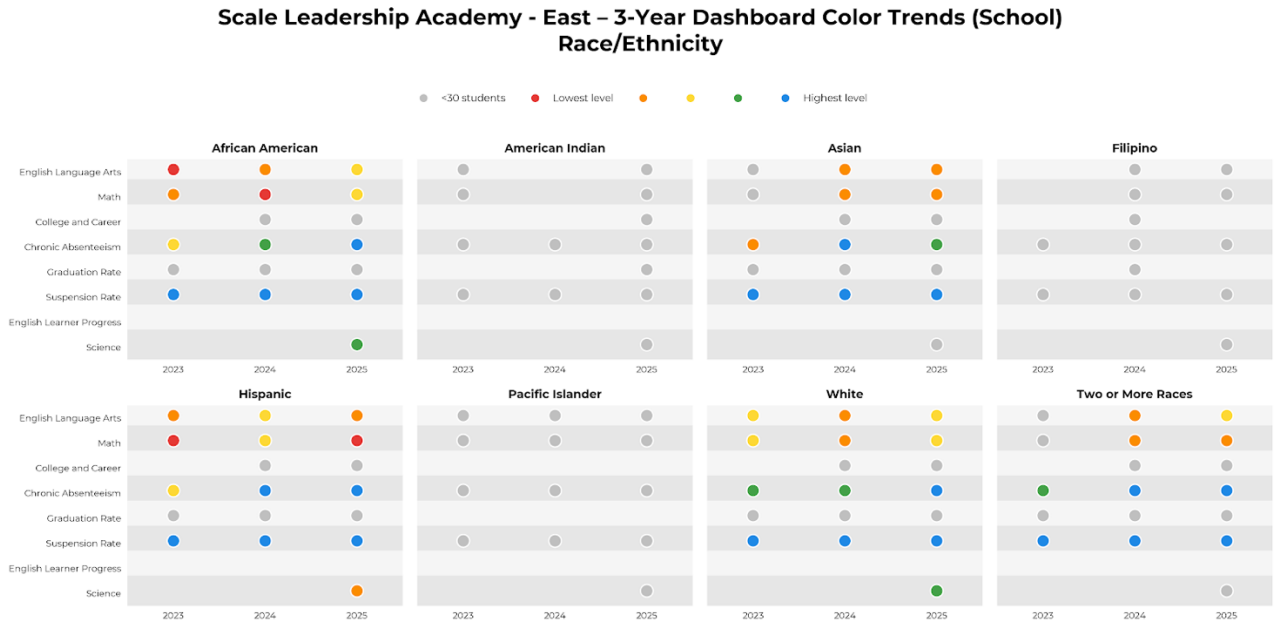


This matrix summarizes 2025 CA Dashboard results by indicator and student group. All Students show stronger performance in Graduation Rate and Science, while ELA and Math remain in the mid-range. English Learners and Students with Disabilities display more orange and red ratings than other groups, highlighting larger equity gaps. The equity score is 48.8% (20 of 41 blue or green), slightly down from 52.8% and above California's 34.1%. These results help prioritize targeted supports to move more student groups into blue and green outcomes.

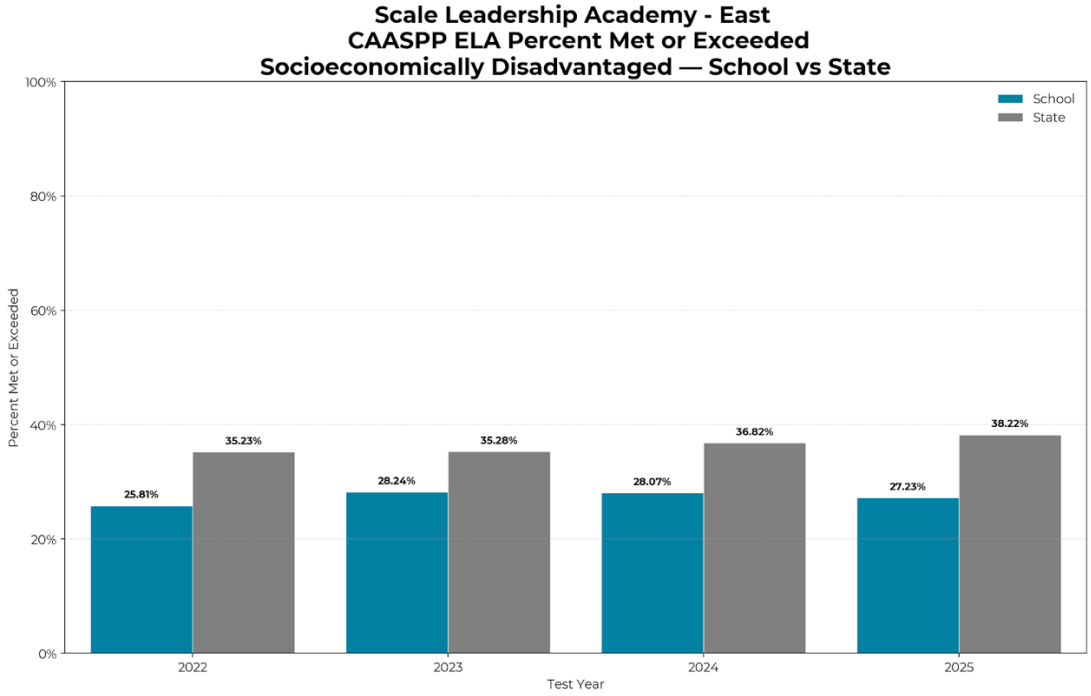
Scale Leadership Academy - East – 3-Year Dashboard Color Trends (School) Student Groups



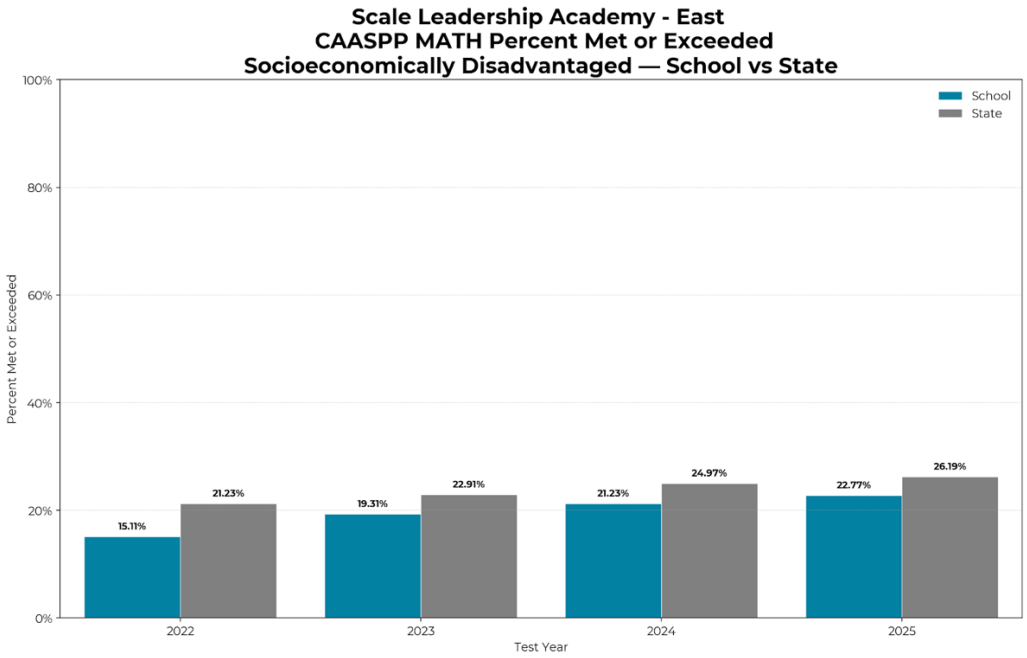
This three-year view shows how Dashboard performance levels have shifted since 2023 across student groups and indicators. All Students remain strongest in Graduation Rate and Suspension Rate, with Chronic Absenteeism improving to blue in both 2024 and 2025. English Learners show positive patterns in attendance and suspension, but ELA and Math remain in the orange to red range, and English Learner Progress dipped in 2025. Students with Disabilities show the largest academic need, especially in Math, even as chronic absenteeism improves. Several panels include gray markers due to small group sizes, so trends should be read cautiously while focusing improvement where colors are lowest.



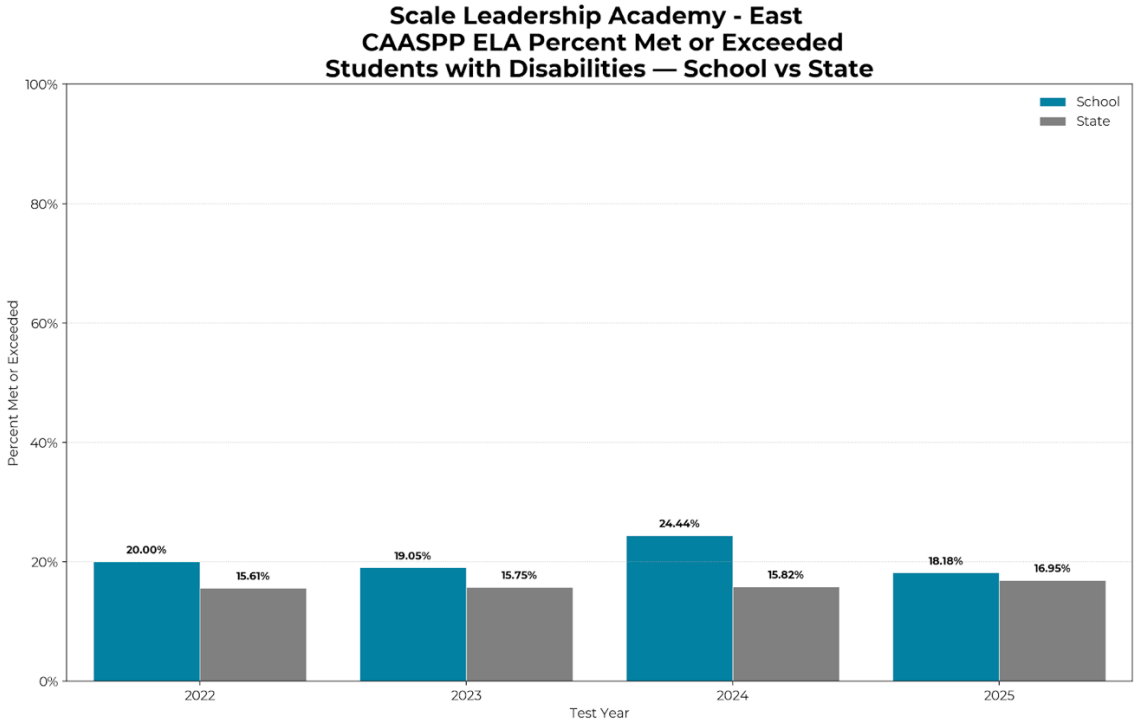
This three-year race and ethnicity view highlights where outcomes are consistent across groups and where gaps persist. Across multiple groups, Suspension Rate remains a relative strength (blue), and Chronic Absenteeism improves for several groups by 2024–2025, including African American, Hispanic, White, and Two or More Races. The most persistent needs show up in ELA and Math, where African American and Hispanic groups remain in the orange to red range across years, signaling ongoing academic inequities. Science appears for a limited set of groups in 2025 and trends vary by group, so it is best interpreted as an emerging data point rather than a stable pattern. Several panels are gray due to small group sizes, so year-to-year changes should be read cautiously while still using the patterns to prioritize supports where the colors remain lowest.



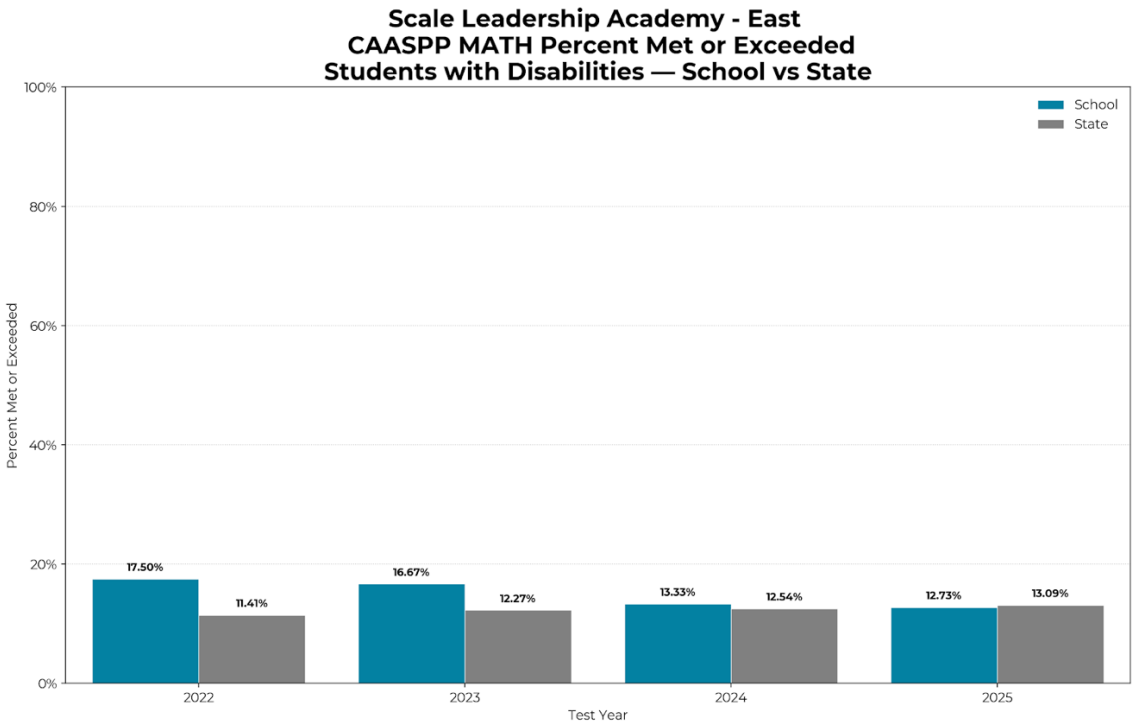
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East demonstrate consistent performance in ELA over four years, maintaining results between 25%–28%. Although the state continues to perform higher, the gap has remained stable, indicating that SCALE is holding steady while serving a high-needs population. This consistency reflects strong literacy supports, structured ELA instruction, and targeted intervention efforts.



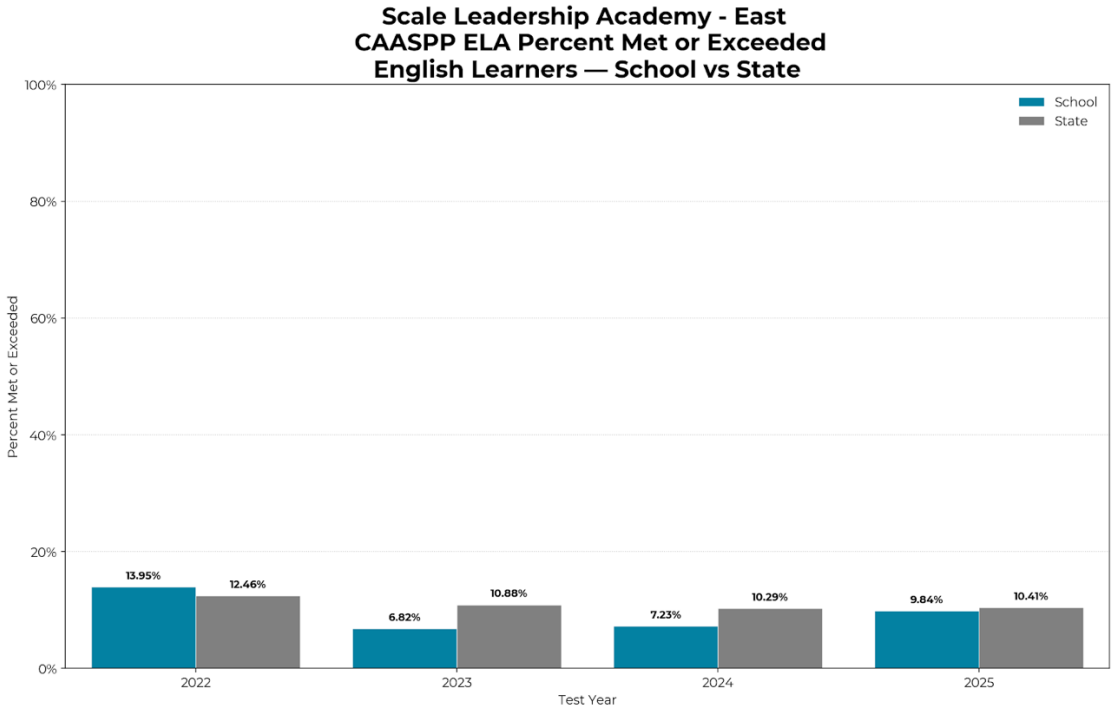
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East show steady, consistent growth in CAASPP Math over four years. Performance increased from 15.11% in 2022 to 22.77% in 2025, reflecting an upward trajectory. Although the state continues to outperform the school, the gap has narrowed each year—showing meaningful progress in closing achievement gaps. This improvement highlights the impact of targeted math interventions, small-group instruction, and individualized learning supports.



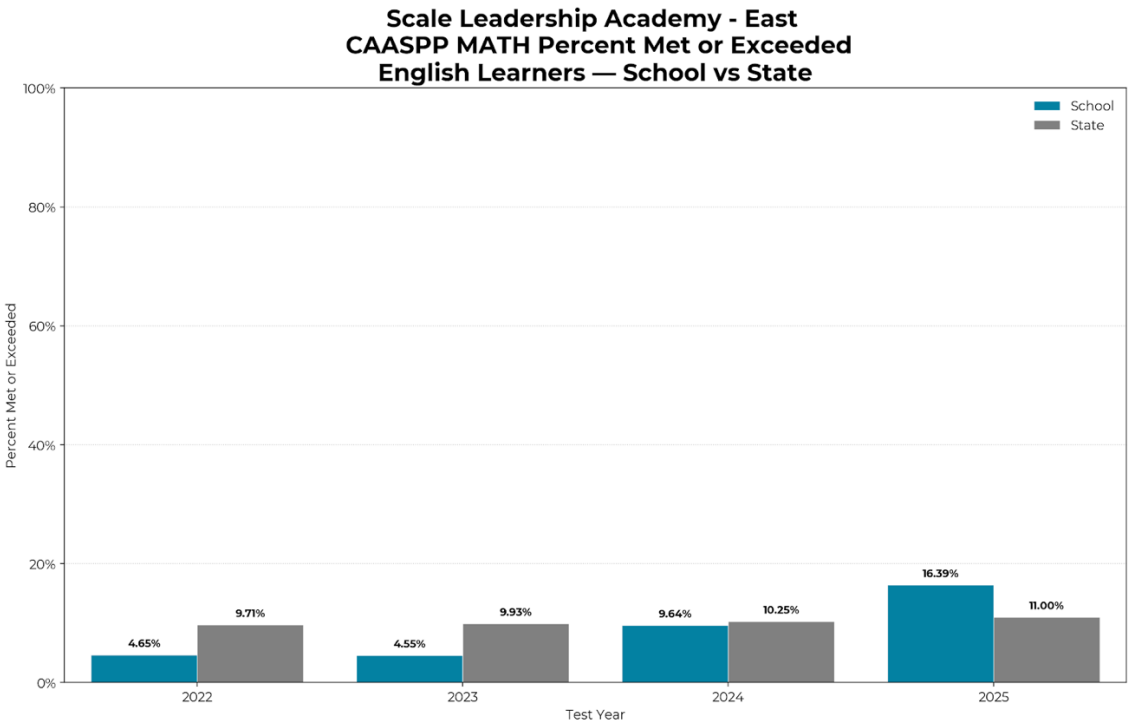
Students with Disabilities at SCALE Leadership Academy–East consistently perform at or above the statewide average in ELA. From 2022–2025, school performance ranged from 18–24%, while the state remained between 15–17%. Notably, SCALE outperformed the state in all four years, including a peak of 24.44% in 2024, demonstrating the effectiveness of targeted literacy supports, integrated ELA intervention, and alignment with IEP goals. Although performance dipped slightly in 2025, results remain above the state average, highlighting both progress and an opportunity to strengthen sustained growth.



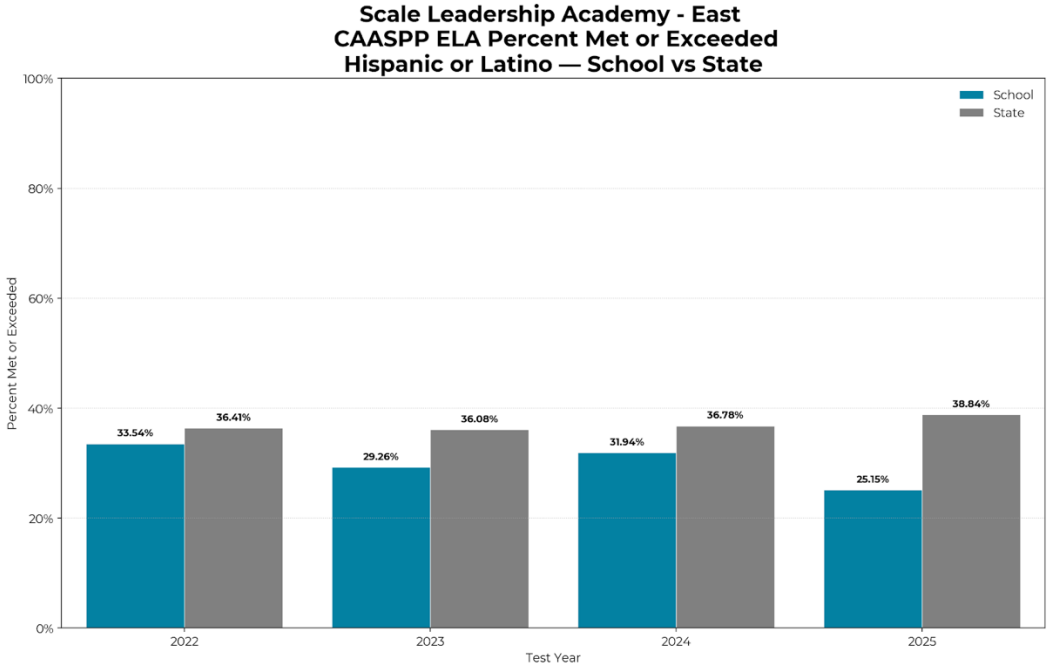
For Students with Disabilities, SCALE Leadership Academy–East demonstrates consistent performance that remains comparable to or above the state each year. The school-maintained levels between 12–17% from 2022–2025, outperforming the state in two of the four years and closely aligning with it in the remaining years. While performance dipped slightly from 2022 to 2025, the subgroup remains stable.



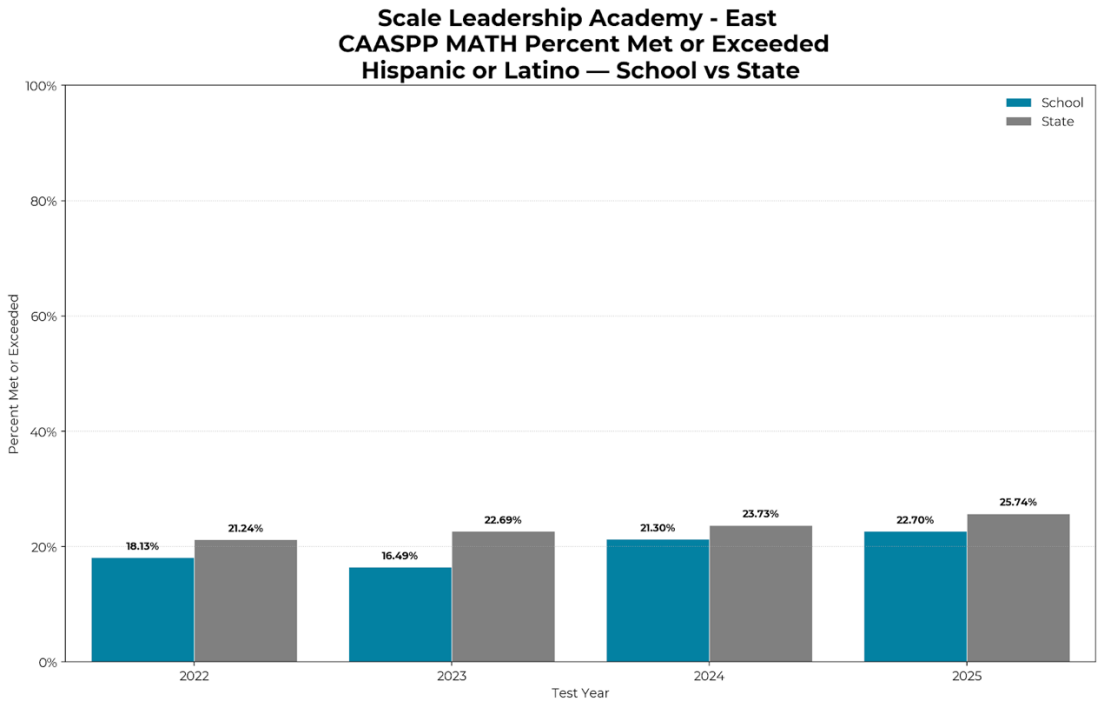
ELA CAASPP for English Learners is improving after a 2023 dip. SLA East went from 13.95% (2022) to 6.82% (2023) and 9.84% (2025). The state stayed around 10% to 11% in 2023 to 2025. In 2025 we are 0.57 points below the state. Renewal work focuses on designated ELD, stronger core literacy, and progress monitoring.



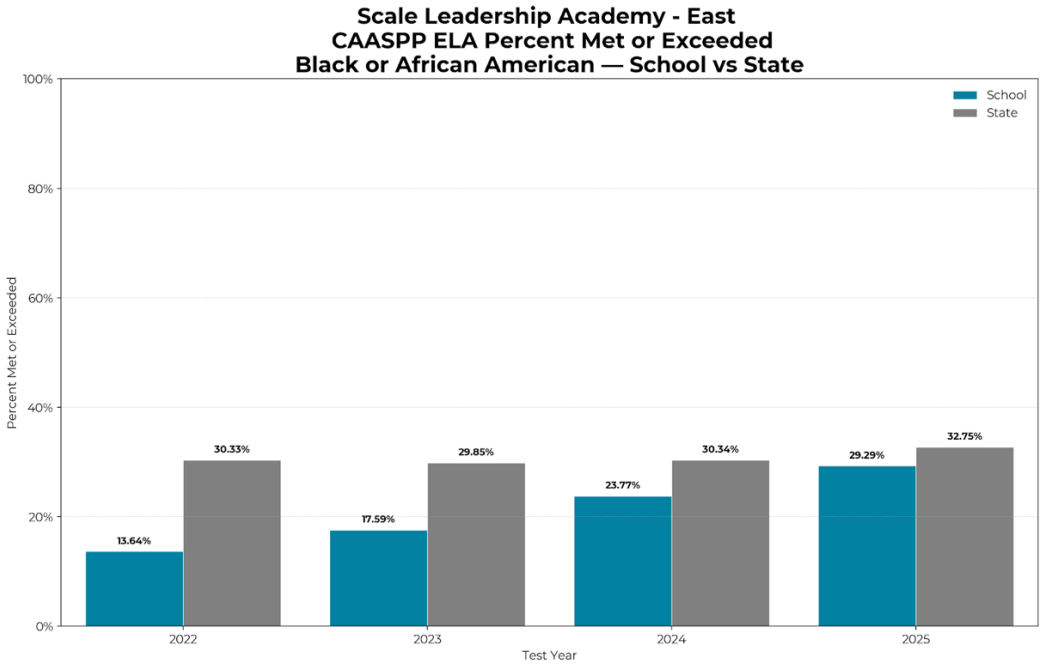
The data shows clear upward progress for English Learners in CAASPP Math at SCALE Leadership Academy–East. Performance increased from 4.65% in 2022 to 16.39% in 2025, demonstrating steady and meaningful growth. By 2025, English Learners at SCALE outperformed the statewide average for this subgroup (16.39% vs. 11.00%). This improvement reflects the effectiveness of targeted ELD supports, math intervention blocks, and individualized small-group instruction. Continued investment in integrated ELD, foundational math skills, and progress monitoring is expected to sustain and accelerate this positive trend.



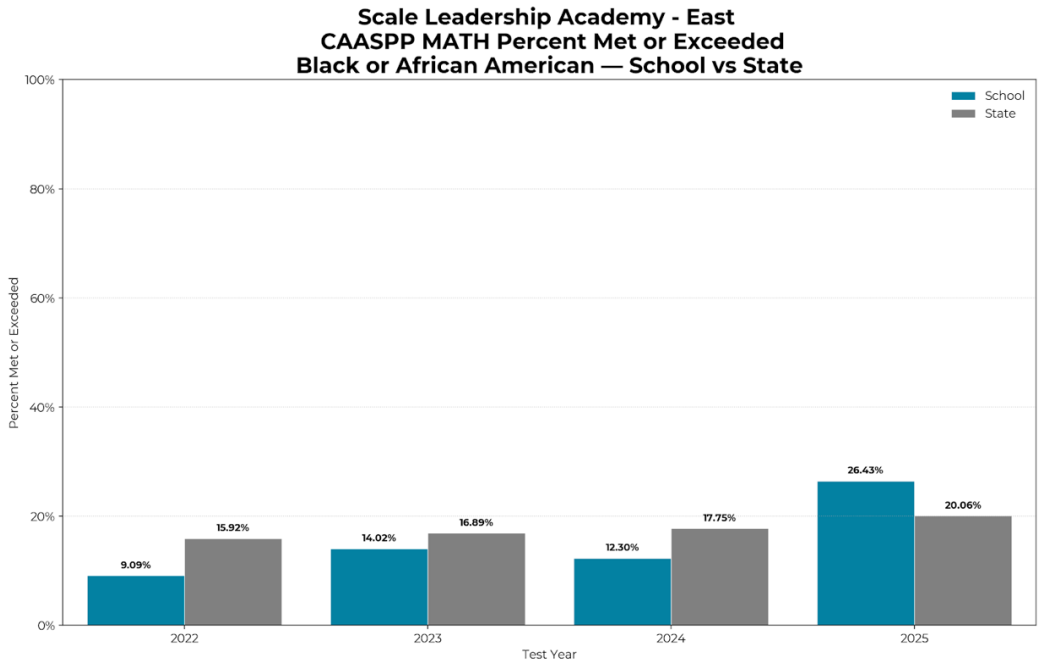
The data shows fluctuating but overall stable ELA performance for Hispanic/Latino students at SCALE Leadership Academy–East. While proficiency decreased from 33.54% in 2022 to 25.15% in 2025, the school remained within a consistent range across years. Although state performance remained higher, the gap has remained relatively steady. This trend highlights the need for continued targeted ELA supports.



The chart shows steady improvement in CAASPP Math performance for Hispanic/Latino students at SCALE Leadership Academy–East. Scores increased from 18.13% met/exceeded in 2022 to 22.70% in 2025, demonstrating consistent year-over-year growth. Although state averages remain slightly higher, the gap has narrowed, indicating the effectiveness of targeted math supports, intervention blocks, and small-group instruction. Continued focus on foundational skills, progress monitoring, and differentiated intervention will support further improvement for this subgroup.



The graph shows consistent improvement in ELA performance for Black/African American students at SCALE Leadership Academy–East. Scores increased from 13.64% meeting/exceeding standards in 2022 to 29.29% in 2025, reflecting steady year-over-year gains. Although the state average remains higher, the gap has narrowed significantly, demonstrating the positive impact of targeted literacy supports, intervention blocks, and individualized tutoring. Continued focus on reading comprehension, writing skills, and progress monitoring is expected to sustain this upward trajectory.



The graph shows steady improvement in CAASPP Math performance for Black/African American students at SCALE Leadership Academy–East. Between 2022 and 2025, the percentage of students meeting or exceeding standards increased from 9.09% to 26.43%, surpassing the state's performance for this subgroup in 2025 (20.06%). This upward trend demonstrates meaningful progress and reflects the impact of targeted interventions, small group supports, and individualized tutoring provided to students. Continued focus on instructional support and monitoring is expected to sustain and further accelerate growth.

Best Interest of Pupils

Renewal of SLA-East is in the best interest of pupils because:

- The school serves a diverse student population, including 52 students referred by Palo Verde Unified School District for the 2025–2026 school year, and consistently partners with the district to serve over 100 students each summer through enrichment and credit-recovery programs. This collaboration provides a supportive and alternative learning model for pupils who may not have found success in traditional settings.
- Students show measurable academic improvement over time across multiple verified and verifiable indicators.
- High levels of engagement, attendance, and graduation demonstrate a safe, effective learning environment.

The school provides opportunities that many students may not have access to in their local schools, including:

- Dual enrollment through Norco College
- CTE pathways (Arts & Media)
- AVID college readiness
- Personalized ILPs and flexible virtual learning
- SEL supports and mental health counseling
- Enrichment experiences (college tours, Grad Bash, ceremonies, field trips)
- Students have 24-hour access to learning platforms, offering the flexibility to pursue academics while prioritizing personal interests such as acting, sports, or other passions.
- Families consistently report high satisfaction and strong alignment between the school's model and student needs.

Conclusion & Renewal Request

SLA-East has demonstrated strong performance, measurable growth, effective interventions, and robust student supports, fully aligned to Education Code §47607.2.
Based on clear evidence across state, local, verified, and verifiable indicators, SLA-East respectfully requests approval of its five-year charter renewal (2026–2031) and looks forward to continuing our strong partnership with Palo Verde Unified School District to advance student success.

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Chris Shockley, hereby certify that the information submitted in this application for a California public charter school to be named SCALE Leadership Academy-East ("SLA," "SCALE," or the "Charter School") and submitted to the Palo Verde Unified School District ("PVUSD" or the "District") is true to the best of the knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, SLA will follow any and all federal, state, and local laws and regulations that apply to SLA, including but not limited to:

- SLA shall meet all statewide standards and shall conduct all required state assessments pursuant to Education Code §§ 60605 and 60851. For an online/non-classroom-based program, the Charter School shall additionally ensure all required assessments are administered in compliance with California's remote/virtual testing security protocols, technology-access requirements, and state guidance for online assessment environments.

- SLA declares that it shall be deemed the exclusive public-school employer of the employees of SLA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- SLA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- SLA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- SLA shall admit all students who wish to attend. If more students apply than spaces available, the Charter School shall conduct a public random drawing consistent with Education Code § 47605(d)(2) and AB 1505. All enrollment and lottery procedures shall be accessible and shall not discriminate based on digital access or connectivity. Required preferences under EC § 47605(d)(2)(B)(i)–(iv) shall be applied

- SLA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of SLA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- SLA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- SLA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- SLA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- SLA will ensure that, pursuant to Education Code § 47605(l) (as amended through 2025), all teachers hold a valid certificate, permit, or other document issued by the California Commission on Teacher Credentialing authorizing their assignment, or a valid waiver pursuant to law. SLA will also maintain all credential records and make them available for authorizer review.

- SLA shall at all times maintain all necessary and appropriate insurance coverage.

- SLA will ensure that for any non-classroom-based instruction, the Charter School complies with Education Code § 47612.5(b) and all current CDE funding-determination regulations. Documentation of time-value determinations, certified by credentialed teachers, shall be maintained.

- SLA shall offer the minimum instructional minutes required under EC § 47612.5(a)(1)(A)-(D). For an online/non-classroom-based program, all instructional minutes shall be provided through Independent Study pursuant to Education Code § 51747, including synchronous instruction requirements, daily participation, and documentation of time-value of student work.

- If a pupil is expelled or leaves SLA without graduating or completing the school year for any reason, SLA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- SLA may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- SLA shall maintain accurate and contemporaneous written records documenting student attendance, time-value of work products, daily participation, synchronous instruction, and engagement records as required under Independent Study law (EC § 51747, § 51747.3). Records shall be maintained electronically and accessible for audit.

- SLA shall, on a regular basis, consult with its parents and teachers regarding SLA's educational programs. [Ref. Education Code Section 47605(c)]

- SLA shall comply with the geographic limitations established under EC §§ 47605, 47605.1, and AB 1507. As an online/non-classroom based school, all resource centers, meeting spaces, testing locations, and administrative offices shall be located within the authorizing district's boundaries unless explicitly authorized under statute.

- SLA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- SLA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- SLA shall comply with the Public Records Act.

- SLA shall comply with the Family Educational Rights and Privacy Act.

- SLA shall comply with the Ralph M. Brown Act, including updated Government Code § 54953 teleconference meeting requirements applicable to online/virtual charter schools.

- SLA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Signature: _____

Date: _____

FOUNDING GROUP

SCALE Leadership Academy-East was founded by a diverse group of educators and professionals with extensive experience across K–12 education, higher education, school administration, law, psychology, and student support services. The founding group was led by Lawrence C. Wynder II, Ed.D., an experienced educator and administrator who has served in roles ranging from teacher and coach to school administrator and adjunct faculty across elementary, secondary, and postsecondary settings. Dr. Wynder holds degrees from the University of La Verne, Claremont Graduate University, and the University of Southern California, as well as teaching and administrative credentials, and founded SCALE Leadership Academy-East with the vision of establishing a distinguished learning institution that contributes meaningfully to K–12 school reform. The founding group also includes Caroline Castillo, Esq., a practicing attorney with extensive experience representing municipal and public sector clients in complex compliance matters; Edna Herring, a former district superintendent and senior educational consultant with leadership experience across multiple states; Kenneth Mitchell, a credentialed school psychologist and Board Certified Behavior Analyst with experience in several Southern California school districts; Shariff Hunt, an educator with over two decades of service as a teacher and school leader in both public and private schools; and Hector Herrera III, an educator and academic who has worked in supplemental education and student support programs. Collectively, the founding group brought deep expertise in instructional leadership, governance, student services, legal compliance, and organizational development, forming the foundation for SCALE Leadership Academy- East's mission, vision, and commitment to high-quality educational outcomes.

CURRENT BOARD MEMBERS

SCALE Leadership Academy-East is currently governed by a Board of Directors that provides oversight of the school's academic program, fiscal operations, and organizational compliance, consistent with applicable provisions of the California Education Code and the school's approved charter. Current governing board members include:

- **Alexis Saenz (Board President)** is a patent attorney who earned his Juris Doctor from Loyola Law School, Los Angeles, and a Bachelor of Science in Physics from California State University, Dominguez Hills. A former physics engineer, he worked for Raytheon Corporation and has served students and education throughout his life through extensive leadership in student government and community service, including coaching for the Special Olympics and youth sports.

- **Marcoz Rodriguez (Board Member)** has 26 years of experience in the ornamental horticulture and landscape green industry, with expertise in landscape design, irrigation, water conservation management, heavy equipment operation, and hardscape installation and repair. He serves on the Board to support hands-on career training and believes strongly in learning by doing through high-quality CTE programs.

- **Gerado Castaneda (Board Member)** earned his undergraduate degree at the University of California, Los Angeles, majoring in Political Science with a specialization in international relations, and his law degree from the University of La Verne College of Law. He currently serves as an attorney with the Los Angeles County Public Defender's Office, practicing criminal defense. He chose to serve on the Board because education has long been a personal passion, and he believes SCALE Leadership Academy is positioned to make a meaningful impact on its students.

- **Mary Ceja (Board Member**) is a nurse case manager with over 20 years of experience in healthcare, specializing in patient advocacy, care coordination, and family support. She received her LVN training at Citrus College and serves on the Board to support student success, provide a health-focused perspective to educational leadership, and give back to the community through service.

- **DaMon Cromartie-Smith (Board Member)** holds a bachelor's degree from the University of Texas at El Paso in Communications (Electronic Media) and played in the NFL for six years, including four years with the Pittsburgh Steelers and two years with the Washington Redskins. Adopted at 11 months old, he brings a deep commitment to giving back and serves on the Board to support students facing adversity and promote positive life outcomes.

The Governing Board meets regularly, maintains publicly noticed meetings, and fulfills its fiduciary and governance responsibilities in accordance with state law and the school's bylaws.

ELEMENT A – EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Education Code Section 47605(c)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals *Education Code § 47605(c)(5)(A)(ii).*

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Overview

- SLA is a public non-classroom based/online charter school operating within the boundaries of the Palo Verde Unified School District (PVUSD). Additional information regarding facilities and resource center requirements is included in the "Facilities" subsection under Miscellaneous Provisions, in compliance with Education Code §§ 47605, 47605.1, and 51747.3.
- The phone number for SLA is (888)-315-4660.
- The contact person for SLA is Chris Shockley.
- The term of the SLA charter shall be from July 1, 2026 through June 30, 2031 pursuant to Education Code §§ 47607 and 47607.2 and the renewal standards established by AB 1505.
- The grade configuration is TK-12.
- The grade level of the students in the first year will be grades TK-12.
- SLA is a non-classroom based/independent study charter school, the District and SLA understand and agree that the Charter School may serve students who reside in Riverside County and counties contiguous to Riverside County, consistent with Education Code §§ 47605(d)(1)–(2) and 51747.3, and subject to all requirements governing resource centers and non-classroom based instruction.
- SLA shall offer CTE activities through strategic partnership for students grades 6th-12th.
- SLA is not proposing a cap on enrollment.
- The instructional calendar will be based on a twelve (12) month year-round schedule that operates on five (5) learning tracks: Track A, B, C, D, and E.

- SLA shall operate a public online instructional program aligned with Education Code §§ 51745–51749.6, including:
    - daily live interaction or live instruction requirements
    - synchronous and asynchronous online learning
    - teacher assignments and independent study master agreements
    - ongoing pupil engagement monitoring and tiered re-engagement processes

Targeted Student Population

SLA serves the high-risk student population, which includes the following: expelled and suspended students; wards of the court, pregnant and/or parenting; recovered dropouts; habitually truant; retained more than once in kindergarten through grade eight; students who are credit deficient; students with a gap in enrollment; students with high level transiency; foster youth; and homeless youth. These student groups are identified under the Dashboard Alternative School Status ("DASS") program. As described above, and as allowed under state law, SLA shall apply for and seeks to qualify as a DASS school.

Additionally, SLA serves specialized student populations whose educational needs may be better served outside of the traditional classroom-based system, including but not limited to elite athletes and performing artists whose practice/training regimen and schedule do not make it feasible to attend a traditional classroom-based school and students who have traditionally been homeschooled.

SLA maintains a student body that is demographically like that of surrounding Riverside County schools, including English Learners and students with special needs. SLA will continue to serve a diverse student population so that all students have the benefit of a rich and fulfilling learning experience.

Enrollment Plan
SLA will continue to serve students in grades TK-12 and has a targeted growth of approximately 5-10% annually.

Figure 1. Enrollment and Faculty Projections

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Enrollment & ADA By Grade						
TK	99	106	112	126	139	152
K	118	126	134	149	165	181
1st Grade	126	134	143	159	176	193
2nd Grade	112	119	127	142	157	171
3rd Grade	114	121	129	144	159	175
4th Grade	113	120	127	142	157	172
5th Grade	124	132	141	158	175	191
6th Grade	125	134	142	159	176	193
7th Grade	167	178	189	211	234	256
8th Grade	186	199	211	236	261	286
9th Grade	65	69	74	82	91	100
10th Grade	55	59	63	70	77	85
11th Grade	53	56	60	67	74	82
12th Grade	43	47	51	56	62	68
Total Projected Enrollment	**1,500**	**1,600**	**1,700**	**1,900**	**2,100**	**2,300**
# of Teachers	60	64	68	76	84	92
Average Daily Attendance (ADA)						
ADA %	95%	95%	95%	95%	95%	95%
Total	**1,425.00**	**1,520.00**	**1,615.00**	**1,805.00**	**1,995.00**	**2,185.00**

Educational Philosophy

Mission

The mission of SLA is to establish grades TK-12 non-classroom based, independent study public charter school that sets students on a path for success in high school, college, and beyond. Upon students leaving SLA, it is our aim that students: (1) are prepared to perform at top levels in their high schools, college and beyond; (2) have obtained an early college awareness; (3) will have a drive to succeed in all subjects, embracing all academic challenges; and (4) have developed a personal commitment to serve as leaders of the 21st century.

Vision

SLA envisions a high performing school that is centered around quality instruction, personalized learning, and engagement through authentic learning experiences.

SLA's education program draws upon a wide range of educational research, which includes learning and instruction, educational psychology, literacy studies, multi-cultural education, and cognitive studies. Our development team is dedicated to providing a learning environment that produces well-rounded students, who are prepared for both college and the rapidly changing 21st century job market. SLA intends to create a setting that meets the unique needs of each student while adding academic rigor and relevance to students' online learning experiences.

Expected Schoolwide Learner Results (ESLRs)

Upon leaving SCALE Leadership Academy East, a student will be...

- An effective communicator able to articulate organized thoughts through logical arguments using evidence and reliable references;
- A critical thinker able to analyze and solve problems from various points of view and make decisions based on those points of view. Someone who can come to the same solution using more than one approach;
- A personally and socially responsible individual who exercises moral and ethical discretion with regards to themselves and others;
- A productive individual with meaning behind their actions which yield positive results and leave behind a legacy;
- Technologically advanced, able to find ways to quickly and effectively create and utilize innovations.

The Four Pillars of SLA

- **Accountability:** SLA achieves accountability through clearly defined governance and operational systems that support bureaucratic, professional, community, and fiscal responsibility. The school maintains Board, District, and SELPA oversight, conducts annual independent financial audits, and complies with all state and federal charter school requirements, including Independent Study funding determinations and attendance documentation. Instructional accountability is supported through multiple measures of assessment, including benchmark exams, CAASPP, STAR 360, Individual Learning Plans (ILPs), and portfolio reviews. Leadership regularly analyzes academic and operational data to

guide instructional decisions, monitor progress, and ensure continuous improvement aligned with the school's mission and accreditation standards.



- **Equity/Multiculturalism**: SLA promotes equity and multiculturalism by intentionally serving a diverse student population that includes accelerated learners, student athletes, foster youth, homeless youth, students with disabilities, English learners, credit-deficient students, and homeschool families. The school implements personalized Independent Study programs, targeted academic interventions, and counseling supports to address individual student needs. Instruction incorporates culturally responsive curriculum, multicultural literature, and learning experiences that encourage students to explore their identities and cultural histories. School leadership continuously monitors academic and engagement data to identify and address inequities and works collaboratively with staff, families, and community partners to ensure balanced, inclusive, and equitable learning opportunities for all students.



- **Leadership:** Leadership at SLA is grounded in reflective practice, data-informed decision-making, and a commitment to continuous improvement. School leaders use assessment data, instructional reviews, and organizational analysis tools to guide schoolwide planning and address challenges specific to the school community. Leadership structures promote shared responsibility by engaging teachers in curriculum development, professional learning, and program innovation. Ongoing professional development, evaluation tools, and ethical

leadership practices strengthen leadership capacity and ensure decisions support student learning, organizational effectiveness, and a positive school culture.



- **Learning**: Learning at SLA is supported through a rigorous, research-based educational model that emphasizes personalized instruction, flexibility, and student engagement. The school provides standards-aligned online and independent study coursework, project-based learning opportunities, and differentiated instructional strategies designed to meet diverse learning needs. Individual Learning Plans (ILPs) guide instruction by identifying student strengths, areas for growth, and academic goals aligned with college and career pathways. Students engage in authentic learning experiences, including CTE pathways, community college coursework, enrichment activities, service learning, and technology-integrated instruction that promote mastery, motivation, and real-world application.



Key Characteristics of SLA

- **Family-Community-School Partnerships**: SLA actively fosters strong partnerships among families, the school, and the broader community to support student learning and development. Families are encouraged to participate in school events, committees, and enrichment opportunities, and are supported as partners in their students' educational

programs. Students engage in service learning and community-based activities that extend learning beyond the virtual classroom and strengthen civic responsibility. These partnerships enhance communication, build trust, and contribute to a supportive learning environment aligned with the school's mission.



- **Technology innovation and integration:** SLA integrates technology throughout its educational program to enhance instruction, engagement, and student achievement. Students and staff utilize a variety of online learning platforms, digital tools, and learning management systems to support standards-aligned instruction, assessment, and communication. Technology integration supports personalized learning, computer literacy development, and access to flexible instructional resources that prepare students for college, career, and 21st-century learning environments.

- **Global View/Cultural Awareness:** SLA promotes global awareness and cultural understanding through curriculum, advisory activities, and language studies that encourage students to explore diverse cultures, perspectives, and global issues. Students develop an understanding of their role as global citizens by examining historical, social, and cultural contexts and engaging in learning experiences that emphasize empathy, ethical responsibility, and cross-cultural competence. These practices support the development of informed, culturally responsive leaders.

- **High Expectations**: SLA maintains high academic and behavioral expectations for all students and provides the necessary supports to help students meet those expectations. Instructional goals are clearly communicated, and students are expected to demonstrate rigorous academic performance through coursework, assessments, and state testing. Teachers monitor progress closely and provide targeted interventions, feedback, and enrichment to ensure students are challenged, supported, and held to standards that exceed minimum state requirements.

- **Quality Instruction**: SLA delivers high-quality instruction through standards-aligned curriculum, research-based instructional strategies, and engaging virtual learning environments. Teachers utilize differentiated instructional methods to address diverse learning styles and needs while maintaining academic rigor. Instruction is continuously

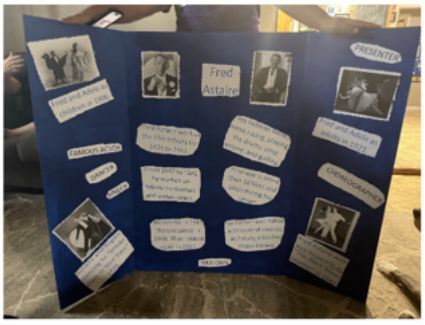
refined through professional development, data analysis, and reflective practice to ensure consistent student growth and meaningful learning experiences.

- **Focus on Results**: SLA emphasizes a strong focus on results by regularly measuring student progress using multiple assessment tools, including benchmarks, portfolios, Individual Learning Plans (ILPs), and state assessments.

  Data is analyzed collaboratively to inform instructional planning, identify areas for improvement, and ensure alignment with college and career readiness goals. This results-driven approach supports accountability and continuous improvement across the school.

- **Strong Academic Supports**: SLA provides comprehensive academic and social-emotional supports to address the diverse needs of its student population. Support services include ILPs, advisory programs, counseling, tutoring, Student Study Teams (SST), and enrichment opportunities. These systems are designed to ensure students have access to the academic, emotional, and organizational supports necessary to succeed in an independent study environment.

- **Authentic Learning Experiences**: SLA emphasizes authentic learning experiences that connect academic content to real-world applications. Lessons, units, and projects are designed to be meaningful, engaging, and relevant, allowing students to apply knowledge through project-based learning, service learning, internships, and community engagement. These experiences promote deeper understanding, critical thinking, and student ownership of learning.



5th Grade Student

Mr. M. challenged Novah to learn about a famous dancer from years past, Fred Astaire. She really enjoyed learning about such a talented performer.



5th Grade Student

Dellanie impressed us with her research on one of her favorite musicians, Billie Eilish.

- **Focused Time on Task and Flexible Scheduling**: SLA operates on a year-round instructional calendar and offers flexible scheduling to meet the needs of independent study students. The school complies with all applicable Independent Study laws and funding requirements while providing personalized learning programs that emphasize focused instructional time and academic progress. Flexible scheduling supports student engagement, pacing, and access to learning opportunities throughout the year.

- **Strong University Partnerships**: SLA values partnerships with higher education institutions as a means of strengthening curriculum, instruction, and innovation. University volunteers, interns, faculty, and consultants contribute to program development, student enrichment, and the evaluation of instructional practices. These partnerships support SLA's commitment to continuous improvement, research-based practice, and preparation for postsecondary success.



What it Means to be an Educated Person in the 21st Century

Our goal is to ensure that our students develop the skills and behaviors necessary for academic, personal, and professional success in the 21st century. The Massachusetts Institute of Technology faculty defines a well-educated person in the 21st century as having the following characteristics:[3]

- Strong knowledge of academic content
- Problem solving capability (of both complex and well-structured problems)
- Creativity and the ability to work with multiple intelligences
- Motivation to learn, intellectual independence, and ability to self-educate
- Communications skills (oral, written, teamwork, and interpersonal skills)
- Global awareness, vision, a sense of human responsibility and ethics

We embrace the MIT faculty's emphasis that a 21st century learner must have both strong academic skills and specific character traits. While these descriptions were likely based on the characteristics expected of successful college students and graduates, SLA believes that these characteristics should be developed at an early age. Our structured environment, high-quality instruction, and focus on character development will create students who are self-motivated, competent, and lifelong learners prepared for the challenges of earning a college degree, vocational skills, or entrepreneurship. As our mission states, we will strive to equip our graduates with the academic skills, character traits, and intellectual habits to be successful in higher education and life.

How Learning Best Occurs

We believe that learning occurs best:

- When there are consistent high expectations for one hundred percent (100%) success for all students with clear expectations for what students should know and be able to do and how well
- When instruction is research based and of a high quality, help students see the real-life relevance
- When students develop personal and academic goals that are linked to their interests
- When each teacher is energetic, enthusiastic, and caring and is deeply committed to the achievement and progress of every student
- When each classroom, and in this case the virtual classroom, creates a hunger for learning through inquiry-based learning designed to adapt to students' diverse learning styles
- When guidance and support are provided for all students through qualified inspiring teachers, exemplary leaders, and through parents as partners in their child's education
- When students have the opportunity to apply their learning in hands-on projects, community activities, service learning, and utilize modern technology tools to accomplish their academic and career goals

Overview of Educational Model

The educational model for curriculum and instruction at SLA is guided by our core values, our beliefs about how learning best occurs, and by best practices researched in high- performing schools that successfully prepares students to succeed in college and beyond.

College-Preparatory and Career Focus

SCALE Leadership Academy–East offers a wide range of flexible, individualized graduation pathways designed to support the diverse needs, goals, and life circumstances of our students. Whether a student is college-bound, pursuing athletics, entering the workforce, earning CTE certification, or recovering credits, our model ensures every student has a pathway that aligns with their post-secondary plans.

Our primary pathways include:

1. **Accelerated / Early Graduation**
   Students who wish to graduate earlier than their expected cohort may pursue an accelerated plan by meeting specific criteria. This pathway supports students ready to transition sooner into college, vocational programs, military service, or the workforce.

2. **A-G College-Preparatory Pathway**
   SCALE offers UC/CSU A-G approved courses for students planning to attend a four-year

university. This pathway ensures students meet all admissions eligibility requirements for UC, CSU, and other four-year institutions.

3. **NCAA-Approved Courses for Student Athletes**
   For students interested in playing sports at the collegiate level, SCALE provides NCAA-approved coursework to ensure eligibility for athletic participation at the college level.

4. **General Diploma Pathway**
   This pathway is designed for students who are not pursuing A-G or NCAA eligibility but aim to earn their high school diploma and transition to community college, technical programs, military service, or enter the workforce.

5. **Career Technical Education (CTE) Pathways**
   Students can complete a CTE pathway and earn a certificate in a designated industry sector. This provides hands-on skills, career-focused training, and industry-aligned knowledge that prepares students for employment or further training.

6. **Credit Recovery Pathway**
   For students who are credit-deficient, this pathway allows them to make up missing credits and get back on track toward completing graduation requirements.

7. **Fifth-Year Pathway**
   Some students enroll with previous concurrent enrollment and are missing the requirements needed to graduate in four years. These students may complete a fifth year to earn the necessary credits for graduation.

All students, including students with a history of underachievement will learn successfully at high levels and have a fundamental right to high expectations, quality instruction, and educational equity that will prepare them for academic and lifelong success. All students at SLA, through our thematic approach to learning and supplemental curriculum, will be mindful of the A-G requirements that are necessary to stay on the college track. All students will be expected to demonstrate proficient to advanced performance as measured by the CAASPP and in analysis of student work portfolios and individual learning plans to ensure that they maintain a college ready and/or technical career focus throughout their attendance at SLA.

Research-based Instructional Strategies

SLA believes that the implementation of research-based instructional strategies also maximizes learning. Teachers should build on prior knowledge, create meaningful contexts, and provide comprehensive input and modeling.[4] Building on prior knowledge allows students to make connections with past learning experiences and allows for a more comprehensive understanding of new concepts, facts, processes, algorithms, and problem-solving strategies. Meaningful contexts have a positive effect on learning when learning becomes relevant to the student, which provides more opportunities for student engagement.

SLA has identified research-based strategies that are consistent across multiple studies.[5] Teachers must provide a range of opportunities for practice and application, and establish a positive and supportive environment. The gradual release of responsibility frameworks four elements is consistent with these three suggestions where collaborative learning and individual practice provide opportunities for feedback and furthermore adequately supports each students' learning needs.

There are also a few research-based strategies that have a positive impact on language acquisition. Teaching students to read in their first language promotes higher levels of reading and achievement in English. What we know about good instruction and curriculum in general holds true for English Language Learners.[6] Thus, the emphasis on gradual release, prior knowledge, and feedback are a few strategies that are beneficial for all students regardless of the wide range of individual learning needs. These recommendations are essential to SLA's vision for success and will be the basis whereby research-based strategies are evaluated and monitored.

[4] Dutro, S. and Moran, C. (2002) Rethinking English Language Instruction: An Architectural Approach.

[5] Dutro, S. and Moran, C. (2002) Rethinking English Language Instruction: An Architectural Approach.

[1] *Ten Traits of Highly Effective Teachers: How to Hire, Mentor, and Coach Successful Teachers* (McEwan, 2001).
[2] Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date] from, http://www.edpsycinteractive.org/topics/regsys/maslow.html.
MIT Presidential Task Force on Student Life and Learning, 1997. A summary of the discussions can be found at http://web.mit.edu/committees/sll/JrFacWkshp.html.

High Expectations[7]

SLA believes that effective schooling involves maintaining high yet reasonable expectations. Intellectual development is largely a response to what teachers expect and how those expectations are communicated.[8] High expectation is at the top of essential elements of a series of investigative reports that lead to student progress. School-wide and teacher expectations suggest that high expectations are communicated through policies and practices, which focus on academic goals. As a result, expectations must be explicit and continuously communicated to teachers and students to ensure that everyone understands what behaviors and outcomes must be achieved. There are many ways in which this can be realized, but this requires the school leader to find creative ways to set, communicate, and monitor progress toward academic goals. Goals should be set in terms of floors, not ceilings, and communicate to students that they have the ability to meet those standards.[9] Finally, it is imperative that school leaders monitor progress closely so as to keep expectations of individuals current. This entails monitoring student progress as well as teachers' ability to provide quality instruction.

Student Incentives and Rewards (Motivation)[10]

SLA believes that students work harder to understand and learn more deeply when they value what they are learning and expect their efforts to pay off. SLA emphasizes the importance of priming motivation and implements motivation strategies that will foster greater motivation in learning. Motivation involves self-efficacy, attributions, interest, and goal orientation. SLA teachers will be trained to identify gaps in motivation and will successfully implement solutions to close gaps in motivation.

[6] Goldenberg, C. (2008) Teaching English Language Learners: What the Research Does – and Does Not-Say. American Educator analysis. *Performance Improvement Quarterly*, *10*(2), 22-41.

[7] Cotton, K. (1989). *Expectations and student outcomes. NW Archives: School Improvement Research Series (SIRS).* http://educationnorthwest.org/webfm_send/562.

[8] Cotton, K. (1989). *Expectations and student outcomes. NW Archives: School Improvement Research Series (SIRS).* http://educationnorthwest.org/webfm_send/562

[9] Cotton, K. (1989). *Expectations and student outcomes. NW Archives: School Improvement Research Series (SIRS).* http://educationnorthwest.org/webfm_send/562

[10] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press.

Backward Planning

Backward design is a process that focuses on assessment first and instructional activities last, shifting teacher perspectives. Traditional curriculum design often begins with books or activities of subjects teachers want to teach or are required to cover. A curriculum is then designed and an assessment is selected at the end. Backward design forces teachers to look at the big picture with the end goals in mind. In backward planning, teachers set the vision or the essential understanding of their curriculum or unit, decide how students will provide evidence of their learning, and finally design instructional activities to help students learn what is needed to be successful.

Project Based Learning

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication, and critical thinking), and create high-quality, authentic products and presentations. SLA staff will work collaboratively to ensure that students are building deep content understanding, raising academic achievement, and are motivated to learn.[11] Research studies have demonstrated that PBL can:

- Be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests
- Be more effective than traditional instruction for long-term retention, skill development, and satisfaction of students and teachers
- Be more effective than traditional instruction by preparing students to integrate and explain concepts
- Improve students' mastery of 21st-century skills
- Be especially effective with lower-achieving students
- Provide an effective model for whole school reform

[11] Han, S., and Bhattacharya, K. (2001). Constructionism, Learning by Design, and Project Based Learning. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. http://projects.coe.uga.edu/epltt/.

Standards-based Grading

Standards-based grading is a grading system that aligns grading with key standards. SLA will adopt the standards-based grading model to monitor student progress and ensure that all students are meeting the standards.

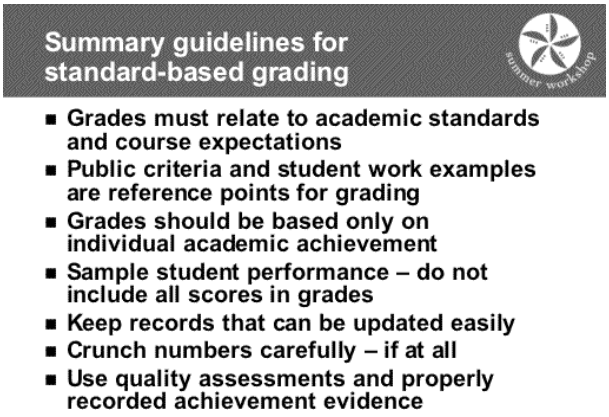


Figure 2. SLA Standards Based Grading Scale

Regular Courses				Honors Courses				AP/Dual Enrollment Courses			
Letter Grade	Grade Point	%	Credits Awarded	Letter Grade	Grade Point	%	Credits Awarded	Letter Grade	Grade Point	%	Credits Awarded
A+	4	97-100%	5	A+	5	97-100%	5	A+	5	97-100%	5
A	4	93-96%	5	A	5	93-96%	5	A	5	93-96%	5
A-	4	90-92%	5	A-	5	90-92%	5	A-	5	90-92%	5
B+	3	87-89%	5	B+	4	87-89%	5	B+	4	87-89%	5
B	3	83-86%	5	B	4	83-86%	5	B	4	83-86%	5
B-	3	80-82%	5	B-	4	80-82%	5	B-	4	80-82%	5
C+	2	77-79%	5	C+	3	77-79%	5	C+	3	77-79%	5
C	2	73-76%	5	C	3	73-76%	5	C	3	73-76%	5
C-	2	70-72%	5	C-	3	70-72%	5	C-	3	70-72%	5

D+	1	67-69%	5	D+	1	67-69%	5	D+	1	67-69%	5
D	1	63-66%	5	D	1	63-66%	5	D	1	63-66%	5
D-	1	62-60%	5	D-	1	62-60%	5	D-	1	62-60%	5
NC	0	0%-59%	No Credit Awarded	NC	0	0%-59%	No Credit Awarded	NC	0	0%-59%	No Credit Awarded

Multiple Assessments

SLA will provide multiple ongoing opportunities to measure student learning and to inform instruction through projects, analysis of student work and portfolios, and interim assessments as well as standardized ongoing assessments. SLA will utilize formative and summative assessments in order to effectively evaluate student learning. SLA will consistently build teacher capacity to properly align assessments with daily instruction. The analysis of formative and summative assessment results will be a key part of SLA organizational culture in which teachers will engage in collaborative inquiry and strategic planning around achievement results.

Figure 3. Major Assessments and Benchmarks

Major Assessments - TK-8

Semester 1
- Entrance Pre-Assessment (Math, English, Writing) (STAR 360)
- ELPAC Testing*
- Mid-Term Examination (Cumulative) (Acellus)
- Quarter 1 Benchmark Assessment
- All Subjects and Expository Writing (ELA and Math)
- Quarter 2 Benchmark Assessment
- All Subjects and Expository Writing (ELA and Math)
- Semester 1 Final Exams (Cumulative)

Semester 2
- Mid-Term Examination (Practice Exam) (STAR 360)
- Quarter 3 Benchmark Assessment (Math & ELA)
- ELPAC Testing*
- Expository Writing
- California Standardized Testing: CAASPP
- Final Semester Exams (Acellus)
    a) All Subjects and Expository Writing
- Capstone Projects
- Post Assessment (STAR 360)

Major Assessments - 9-12

Semester 1

- Entrance Pre-Assessment (Math, English, Writing) (STAR 360)
- ELPAC Testing*
- Mid-Term Examination (Cumulative)(Acellus)
- Quarter 1 Benchmark Assessment (ELA & Math)
- All Subjects and Expository Writing
- Quarter 2 Benchmark Assessment
- All Subjects and Expository Writing
- Semester 1 Final Exams (Cumulative)

Semester 2

- Mid-Term Examination (Practice Exam) (STAR 360)
- ELPAC Testing*
- Quarter 3 Benchmark Assessment (ELA & Math)
- Expository Writing
- California Standardized Testing: CAASPP (11TH Grade & 12th Science Only)
- Final Semester Exams (Acellus)
- All Subjects and Expository Writing
- Capstone Projects
- Post Assessment (STAR 360)

*1st Semester Initial ELPAC

*2nd Semester Summative ELPAC

Individual Learning Plans

To support the school mission and achieve its annual academic goals, SLA will establish an Individual Learning Plan (ILP) for each student that will be incorporated into each student's independent study master agreement in accordance with Education Code §§ 51747, 51747.5, 51747.7, 51749.5, and 51749.6, and all other applicable Independent Study requirements. An ILP is a student specific program that takes into consideration the student's strengths and weaknesses. It is a tool that will allow SLA administrators, teachers, and parents to plan, monitor, manage, and evaluate student achievement by identifying student needs and applying research-based interventions based on student performance data.

The ILP initiative will be viewed as a powerful tool by the SLA faculty for individualizing instruction, promoting a team approach, and facilitating opportunities for collaboration (i.e., teacher, resource staff, and parents all working together to help the student) and subsequently raising the academic achievement of at-risk students. The Principal and staff will evaluate ILP during professional development to target students with specific needs and establish instructional and student performance goals on a monthly and quarterly basis.

There is research to support both differentiating instruction and individualizing instruction[12] as methods of raising achievement. An ILP can be a valuable tool for educators to use in differentiating and individualizing instruction to help schools attain the ultimate goal of raising student achievement. SLA believes ILP's to be key to providing equity to all students. A sample copy of an ILP is attached hereto as an attachment.

School-wide Technology Plan

SLA staff will also establish a school-wide technology plan that will support staff with achieving yearly academic and professional goals. SLA may utilize the following technological tools and resources represented in Figure 12 below.

Figure 4. Technological Resources

Projects and Assignments Bank	A project bank is a list of projects options for 6th-12th grade. Teachers will refer students to the project bank to select projects as needed.
School Pathways	This program allows administrators, teachers, and counselors to keep track of student progress and maintain a performance portfolio.
Renaissance/STAR 360	This creates student performance reports to support teachers and administrators with monitoring student progress.
Student Email	Allows students to communicate with parents, teachers, and group members and gives them the technology experience necessary for the 21st century.
School Website	Allows parents, students, teachers, and administrators to access school information. Teacher information and learning resources will be available online.
Computer Literacy/Student Learning Blogs	Maintains information about student projects and new developments related to computer literacy.

Online Learning Systems	Will deliver online courses for grades TK-12. This include but not limited to: Acellus, Accelerated Reader, Myon, Edmentum, Edgenuity, AcuityCTE, Freckle, Generation Genius.
Google Drive and Google Classroom	Students will use google drive and google classroom to complete specific assignments embedded in the online learning system.

The primary roles and responsibilities of key staff members for year one as it relates to the implementation of the technology plan are provided below.

Figure 5. Staff Roles and Responsibilities (Technology)

Administrators	Administrators establish the school vision, improve technology proficiency, set technology goals, and align these goals with student performance objectives. Administrators also provide training and professional development related to technology that support teacher practice change
Teacher of Record (TOR)	Implements technology into core subjects and determine uses for technology when evaluating student performance Provides authentic technology-based learning experiences that also support core subjects and is in line with the school's mission
Technology Specialists/Teacher with technology experience	Provides resources, training, and support for teachers and administrators

[12] Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: ASCD.

Parent Communication

Parental involvement will be encouraged throughout the school. SLA will communicate with parents about student progress on an ongoing basis as parents interact with teachers, counselors, and administrators informally and by request, and using web-based technology, as it becomes feasible to implement at the school. Additionally, SLA will issue report cards and progress reports during the school year and will send annual reports to stakeholders. SLA will promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

Parent Involvement

SLA has a high level of participation of parents individually and through the school site council. Much of the planning work to date has involved parents seeking an educational alternative for their children. Parents will be involved in the school through volunteering, attending school events and parent meetings, and joining committees as they form.

Parents are highly encouraged to volunteer on campus, but there is no formal requirement to volunteer. Parents will play many important roles in the ongoing operation of the school, as well as the strategic planning and overall vision of the school community. For additional information on parent involvement, please see Element D of this charter.

School Leadership

SCALE Leadership Academy- East will select an exemplary Principal who is a capable instructional leader and entrepreneur in managing resources and whose skills and capacity will be developed through ongoing training. The principal will build a culture of collaboration and shared leadership among staff and establish various academic foci, goals, and approach to learning to ensure that all staff on working in one accord. The principal will promote an organizational culture and structure that culture and structure that allows teachers to play an active role in decision making by leading committees and developing new and innovative programs.[13] The Principal will also be responsible for establishing a culture of accountability around student learning and achievement.[14]

Curriculum and Instruction

SLA shall provide curriculum for grades TK-12 that is based on adopted state standards, including, but not limited to, the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, and other state standards and frameworks (collectively referred to herein as the "State Standards"). The following provides a more detailed description of the curriculum that will be offered by SLA.

English Language Arts

The English curriculum is based on Common Core State Standards for English Language Arts and emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers, and listeners in college settings and in life. SLA will:

- Integrate reading, writing, speaking, and listening to form a greater understanding of history/ social science, mathematics, and science
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers
- Teach students to read with ease, fluency, and enjoyment
- Expose students to multi-cultural fiction, non-fiction, poetry, essays, and scripts
- Teach students to write with clarity, expression, and purpose
- Coach students to deliver and critique oral presentations effectively
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multi-cultural literature selections
- Integrate appropriate technology and technological analysis into the study of English-Language Arts

Mathematics

SLA's mathematics curriculum is based on the Common Core State Standards for Mathematics. Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction, SLA will:

- Implement and refine a mathematics curriculum that incorporates the grade-level curriculum content specified in the *Mathematics Common Core Standards*
- Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful mathematicians and statisticians
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real life examples and problems
- Integrate appropriate technology and technological concepts into the study of mathematics

History and Social Science

History/Social Studies instruction is based on California state content standards and on the Common Core State Standards for English Language Arts and Literacy in history/social studies, science, and technical subjects. Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of curriculum development and history-social sciences instruction, SLA will:

- Implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified by expectations
- Integrate the core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists. Present history through primary sources such as art, letters, music, maps, and personal accounts

Science

SLA's science curriculum is based on the Next Generation Science Standards and the Common Core State Standards for English Language Arts and Literacy in history, science, and technical subjects. SLA will:

- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history, social science, mathematics, and Language Arts
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health
- Integrate appropriate technology and technological concepts into the study of science

[13] *Using Student Achievement data to Support Instructional Decision Making* from What Works Clearinghouse; IES National Center for Education Evaluation and Regional Assistance; U.S. Dept. of Educ. Sept. 2009; http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.

[14] DuFour, R. & Burnette, B. (2002, Summer). *Pull out negativity by its roots: Those who grow healthy school cultures must root out weeds of bad culture. Journal of Staff Development, 23(3). Retrieved April 24, 2006* http://www.nsdc.org/news/jsd/burnette233.cfm.

Physical Education

The curriculum for physical education is aligned with the goals expressed in the California Physical Education Model Content Standards and frameworks. The physical education curriculum is designed to develop movement skills and knowledge, to develop a positive self- image, to encourage physical, personal, and social development, and to develop healthy living, social, and interpersonal skills. The curriculum includes but is not limited to the following skill areas: sensory and perceptual skills, loco-motor and non-loco motor skills, balance, eye/hand and other general coordination skills. Students are instructed in the rules of many traditional games and sports with the aim of instilling a sense of strategy, a cooperative attitude, and a sense of fair play. Students learn to work and play effectively within team dynamics, to appreciate and respect all students' abilities, and not to exclude others because of superficial, cosmetic, or behavioral qualities. Students learn to play roles of leadership, or subordination to a common goal when appropriate. Most importantly, students come to recognize and are encouraged to act positively on the strong ligaments between physical, mental, and emotional well-being.

Advisory Curriculum

Advisory is a structure in which a teacher and a small group of students meet regularly for academic guidance to coordinate ways for students to be successful and connect to a peer group. SLA believes that the advisory curriculum will help students build a strong support system, social networks, and social capital. It will also increase access to teachers who will have a greater opportunity to serve as institutional agents to key resources. The Advisory curriculum will be designed to prepare students to take on ever increasing leadership roles and will support the school mission by helping the student build the essential skills necessary for success.

Skills to be obtained and developed during the Advisory period include:

- Global Awareness
- Global Citizenship
- Community Building
- Life Skills
- Goal Setting
- College/Career Awareness
- College Preparation
- Service Learning
- Enrichment
- Self-Discovery

Fine Arts

We believe that artistic expression and creativity are essential to building mental and emotional health as well as intellectual and social development. For this reason, SLA believes a key part of our mission is to shape and encourage the whole child. To achieve this SLA will offer a fine arts curriculum that will draw on the Common Core State standards and frameworks for Visual and Performing Arts. The fine arts curriculum will provide options for students to pursue their interests in Visual and Performing Arts, aesthetic studies, and art and art theory. Students will have the

option to begin with basic skills in the various arts and will have the option to move on to more specialized or advanced classes.

Foreign Language

SLA believes foreign language proficiency is an essential skill for educated individuals in the 21st century. Beginning in the middle school, SLA students are provided the opportunity to engage in foreign language activities beginning in grades 6th-8th and are expected to gradually increase fluency in a foreign language in the secondary grades. Student can choose between several language options that include but not limited to: Latin, German, French, Chinese, and Spanish. The foreign language component will support SLA's mission to promote cultural competence, global citizens, and future leaders. By the time SLA students graduate, students will development a competent understanding of conversation communication in one foreign language and will have a deeper understanding of the customs, values, and traditions that are unique to their chosen language of study. The foreign language curriculum is offered through the online learning systems and projects are embedded in each course to allow students to activate learned language skills.

Technology Curriculum

To support its mission of preparing students for success in high school, college, and beyond, SLA will implement a supplemental technology curriculum that is designed to integrate core academic content standards and essential technology standards in the Computer Literacy elective.

To achieve this aim, teachers and administrators will engage in cross-curricular planning sessions where staff will establish ideas, plans, goals, and expectations for implementation. During cross-curricular planning sessions, the computer literacy teacher will work collaboratively with other teachers to integrate standards and objectives in daily technology lessons, units, and projects. During cross-curricular planning, sessions two essential questions will be addressed: (1) How can computer literacy be integrated into core academic standards, and (2) How can core academic subjects integrate technology standards?

SLA is committed to developing a supplemental technology curriculum that incorporates instructional strategies that will boost achievement and engage students in effective, fun, and meaningful learning experiences. The commitment to integrate Computer Literacy in the core content will provide students with a more in-depth study of key standards and will allow students to more effectively transfer knowledge to more advanced levels of mastery.

Enrichment Activities

While not mandatory, SLA encourages students to participate in at least one enrichment activity per week. Enrichment activities provide opportunities for all students to get remedial help when needed, get involved in extra-curricular activities, build strong relationships, explore their interests, and build character.

The Enrichment program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from SLA and community-based organizations as well as the private sector.

Instructional Design

SLA's educational program model is rooted in the belief that curriculum for independent study students should provide program flexibility. Our curriculum and instructional framework is guided by the independent study and online learning models used nationwide. Parent educators will work directly with their assigned Independent Study Teacher (IST) to choose the most appropriate combinations of the following standards-based curriculum options that best suit the individual learning needs of the student. The following tools are provided to add flexibility:

Computer Based Teaching and Learning –SLA students will have access to the entire school curriculum through the online learning system (OLS). Students in grades TK-12 will have access to every course and supplemental materials and resources.

Courses at SLA combine online content with textbooks from nationally recognized publishers. This model offers a rich learning environment in that it combines a vast amount of age-appropriate learning resources available through the Internet with prescribed print curriculum and other electronic learning resources.

Online learning will be supplemented and enhanced with off-line (print-based) activities and assignments, charter school instructional staff/student discussion boards, project-based learning assignments, and opportunities for collaborative projects.

Courses are structured around objectives, content, and assessments. SLA 's courses follow an objective-based learning structure. Objectives for the course are clearly identified at the beginning of the course and will be included in the student's master agreement.

Each full-year course is typically divided into six (6) Units. Unit objectives are identified at the beginning of each unit. Units are then further divided into Topics. A Unit typically has between three (3) and six (6) Topics.

Topics are structured to include reading assignments, plus activities from a companion "Learning Guide" which is prepared for each SLA course by the course author. The Learning Guide will be available to each student online. Its materials supplement the textbook readings with:

- Additional supporting instructional material regarding a particular concept
- Guidance as to "what to look for" during the reading assignment
- Additional reference materials, from the web or other sources, to expand on the concepts being presented in the readings
- Stories and application viewpoints

Graded activities will include, as a minimum, a unit exam at the end of each unit, plus a Part I exam taken after mid-course (similar to a semester final exam), and a Part II exam taken at the end of year (similar to a Final Exam). Exams are typically "open book." Exams and assessments will be relevant and age appropriate. Exams will include a variety of assessment types:

- True/false and multiple choice

- Short answer
- Essays

In addition, additional activities (which may be graded or ungraded) that are included in each course may include:

- Research Paper
- Journals and story writing
- Discussion Board activities (classroom participation grade)
- Practice quizzes at the end of most topics

Our full-year courses are designed to contain approximately 180 hours of course work to complete, or the equivalent of one Carnegie Unit or one year of study. Our semester courses are designed to deliver approximately 90 hours of course work to complete.

SLA courses are rich with multimedia tools to keep students engaged throughout their online experience. Most of our multimedia is built using web-based technology. All courses contain a variety of flash tutorials, which include audio, text, and video components that reinforce course content and are designed to address various learning styles. All of our courses are also rich with engaging self-check and practice activities for students to self-assess their mastery of the course content. We also use a variety of web-based games including flashcard activities, crossword puzzles, drag and drop/matching activities, as well as basic self-check quizzes. These activities can be completed as many times as the student desires until they have mastered the skills. We offer animations to students to demonstrate a concept where appropriate. We have added avatars that both entertain and teach concepts using web-based technology. Avatars are used to present dialogues in our foreign language courses as well as instructional tutorials within our core subjects. Examples of the many different activities we provide in our courses are below.

- **Text Resources** –SLA offers a variety of text paper-based resource options at each grade level. This shall include consumables, grade level course packets, workbooks, any other adopted materials. All text-based materials shall be aligned to the State Standards.
- **Electronic Resources** –SLA offers a variety of electronic resources that are selected to supplement and enrich the curriculum. This will include but will not be limited to ebooks, audio links, visual tools, and other electronic resource.

- **Non-text Materials and Resources** –SLA offers a variety of materials through materials and resources vendors. These vendors will provide a plethora of supplemental materials, manipulatives, and science lab supplies.

- **Project Based Curriculum** – Project Based Learning is where students are assigned a project centered on a concept, topic, state, or national standard. Projects will provide the detailed instructions regarding the process and the required outcomes. Through guidance from the IST and parent educator, the student will study and reach mastery in the concepts presented using a variety of informational materials, hands-on activities, and other experiential learning opportunities. This type of instructional delivery naturally offers differentiated instruction capitalizing on the student's interests and learning style strengths.

Projects will be uploaded to a school portfolio platform to design, submit, and archive electronically submitted projects.

- **Community College Classes** –SLA has established a relationship with Norco Community College so that our students may attend courses receiving extra high school credits for grades 9-12 as well as community college credits applicable to future college applications.

- **Community Service and Internships** –SLA staff will work to establish opportunities for our students to participate in local community service activities and internship programs.

- **Experiential Learning Opportunities** – Field trips are offered several times during the year. Some of the field trip offerings will be attached to participation in a series of preparation classes. Some trips more focused on getting groups of SLA students and families together for socializing and networking.

- **ROP** –SLA will seek to establish a relationship with ROP Programs in Riverside County and other counties where students reside. SLA's juniors and seniors will have access to a variety of career preparation programs.

Daily School Functions

SLA's design will offer many of the same components offered students in a traditional school setting: standards-based curriculum, materials resources, some face to face support and interaction, parent support, and qualified teachers. However, each student's program will be unique because each student's program is based on his or her individual learning needs as the learning needs align with the student's goals and the school's goals for achievement.

A Learning Period in the Life of an SLA Independent Study Student

It would be impossible to describe a day in the life of an SLA student because no student routine will be exactly the same as another. What could be described, however, are the daily functions of key role players in the SLA learning community that enable the curriculum delivery and student achievement. The following section describes these key roles and functions in the day-to-day operations of the school.

The Role of the School

The Master Agreement outlines all components of and requirements regarding participation in SLA. It also outlines in detail SLA's obligations for serving the student's academic needs. SLA agrees to provide the tools and resources in various combinations as listed in the Curriculum Options section of this petition. The Individualized Learning Plan (ILP) will be developed by the Independent Study Teacher, parent and student team and will provide for ample coverage of the State Standards at grade level alongside regular assessments of student progress. Supplemental materials will be provided for those students in need of remediation as well as one-on-one and small group tutoring. The school will provide regular field trips and other experiential type learning opportunities.

Community Resources

SLA will also provide community resources that will act as a base of support for our independent study community. Community resources will be a place where students can access supports and enhance the independent study experience. Community resources may also provide a location for periodic organized social events. These events are important for students in independent study who do not typically have continuous access to peer groups. Forming social connections and positive relationships with peers is crucial to healthy growth and development and community resource links support healthy student development.

The Role of the Independent Study Teacher

The Independent Study Teacher (IST) acts as the facilitator of the student's Individualized Learning Plan. The IST meets with the student and parent no less than once for every 20 days of attendance in accordance with state law. This period of time is referred to as the Learning Period. Each Learning Period, the IST will be responsible for working directly with the parent and student ensuring that all program requirements are met and that the student is making good progress.

The IST will provide the following:

- Development of the student's Master Agreement and Learning Plan
- Assistance in developing weekly or monthly assignments
- Provide the student with the materials called for in the Learning Plan
- Meet face-to-face with parent and student once each Learning Period
- Provide a Learning Period report of each student's assignments and work completed
- Guide students in the development of their work samples portfolio
- Be accessible to parents on a daily basis throughout each Learning Period via email, phone or through additional requested meetings as needed
- Provide parent coaching and support in developing highly effective teaching and learning strategies
- Assessment and evaluation of student work
- Administration of regular assessments
- Assisting parents in interpreting assessment outcomes and how to use this information to assist in the home learning environment
- Make referrals for various school programs like Response to Intervention (RtI), tutoring, counseling, etc.
- Providing short term one-on-one tutoring as needed
- Evaluate all student work and determine the semester grades
- TK-3 grade students will have the opportunity to submit assignments, discuss academic progress, and receive synchronous and asynchronous instruction daily.
- 4-5th grade students will have the opportunity to submit assignments, discuss academic progress, receive live interaction and asynchronous instruction daily, with the opportunity for at least weekly synchronous instruction.
- 9-12th grade students will have the opportunity to submit assignments, discuss academic progress, receive asynchronous instruction daily, with the opportunity for at least weekly synchronous instruction.

The Role of the Parent

The role of the parent is defined in detail in the Parent and Student Handbook. The Parent will be responsible for the daily oversight of the student's Individualized Learning Program. Parents will work directly with the IST in the development of the curriculum. They will also work directly with the IST to establish a weekly plan as a guide enabling the parent and student to stay on track for completion of the required amount of coursework each Learning Period.
Parents will work directly with their students in whatever capacities are needed in order for the student to learn successfully. They will be responsible for checking their student's work for completion and accuracy on a daily basis using methods agreed upon with the Independent Study Teacher. SLA parents/guardians agree to provide the following:

- Daily oversight, guidance and support of each student's Individualized Learning Program
- Report the student's lessons and other educational activities to the IST for each Learning Period
- Guide the student in the development of their work portfolio
- Report to the IST any challenges or difficulties the student might be experiencing in a timely manner
- Provide transportation to community resource activities, small group experiences, and social events

Counseling and Support Services

Students who turn to independent study school programs often enroll because of circumstances that keep them from being successful in traditional school environments. SLA has planned for a well-developed counseling and support services department that will assist students who are facing and managing challenges that may be impeding their learning. While most students facing these challenges will be in middle and high school, SLA's support services are available to all students grades TK-12.

Our mission is to facilitate each student's academic, career, and personal/social development through the counseling department's delivery of guidance and counseling activities as well as through a collaborative effort between SLA staff, parents, student, and community. Ultimate objectives are to enhance academic productivity and results, assist students in identifying their interests and abilities, and facilitate development of personal/social skills that will remediate student deficits, capitalize on student strengths, cultivate their unique capabilities, and enable youth to become socially responsible individuals. SLA's counseling programs are based on the American School Counselors Association Framework for School Counseling Programs model.

Fundamental beliefs of the counseling program for SLA:

- All students can learn and should be given the opportunity to do so and be supported academically
- All students have dignity and worth and have a right to a safe, mutually respectful, and healthy learning environment
- Learning involves the education of the whole person and is a continuous lifelong process
- Learning requires the active participation, mutual respect, and individual accountability of students, parents, teachers, and staff

- Diversity is to be respected and appreciated
- The school counseling program will be student centered. The program will be based on specific goals and developmental student competencies
- We recognize the need for some students to have other growth opportunities
- Some students may struggle with change, family issues, self-identity, social/emotional issues, or academic difficulties. The program provides support to students in need as well as in crisis, and offers small group counseling, individual counseling, or referrals to outside agencies as appropriate

Specific Programs:

- Academic Counseling – two specific programs: One for middle school students and their parents focused on transition to high school, and the other for high school students and their parents focused on college, career, and life planning
- Crisis Management – one-on-one and group counseling led by the school's counselor to assist students in managing crisis for grades TK-12
- Health and Wellness – project-based coursework assigned by the IST focused on developing and maintaining healthy minds and bodies for grades TK-12
- College, Career, and Life Planning – individual and group, project-based activities for high school students grades 9-12
- Life Skills – project-based learning opportunities and small group counseling focused on developing a variety of essential skills in the areas of communication, social skills, and decision making for grades 6-12

Elementary Grades: TK-5

The elementary curriculum is based on the adopted State Standards. Students that are enrolled in the elementary grades will have access to the same curriculum as provided by traditional school settings. Elementary students like all other SLA students will be assigned an advisory teacher. As in every grade level, elementary students will each have an academic advisor who also serves as the student's Independent Study Teacher who will assist the student with completing the Individualized Learning Plan and agreement.

Students will be granted a virtual seat in six (6) courses where they will access the entire curriculum through the online learning system. These courses will be facilitated by an online learning system (OLS). Each course will include units of study in which units will provide materials assessments and interactive learning experiences, and students will be assessed on each unit through regular formative and summative assessments. SLA teachers will also embed required hands-on projects and activities so students can activate their learning outside of the virtual environment. The online curriculum course embedded technology standards, visual and performing arts, and fine arts project aimed to provide a rich exposure to the arts.

In addition to comprehensive courses fully online, students will have a number of other learning tools and resources. Students will also have access to a bundle of materials and resources to include programs that support math practices such as *Edmentum* or another online learning resource publisher. A project bank will be available for parents and students for students to choose from a range of projects.

Supplemental materials such as electronic reading resources will be embedded in each course. Students will also have access to consumable materials and other print resources. Each student's learning experience will be based on their individual needs and goals and as recommended by their ILP, and some students may request to submit paper-based assignments and project more than participate in the online curriculum component.

Opportunities for enrichment will be provided for students in grades TK-5. Students will have the opportunity to participate in physical education activities to support physical education and health curriculum. Activities aimed at supporting the physical education requirements for elementary grades will be organized by program coordinators and satisfy the minimum requirement for participation in the elementary grades.

The school counselor, program coordinators, and independent study teachers will organize community service events to provide numerous opportunities for students to participate in community service events and log participation hours.

Middle Grades: 6-8

The middle school curriculum builds on the elementary curriculum and aims to offer additional course options. The middle school curriculum and materials are based on the State Standards. Our instructional approach includes online courses, paper-based materials, discussion boards, and hands on projects, and opportunities for physical education, enrichment, and extracurricular activities.

SLA will select resources from state adopted materials database for English, math, science, and social studies, to ensure alignment between curriculum, standards, courses, and materials.

What distinguishes the elementary level and middle school requirements is that students in grades six (6) to eight (8) are required to take one elective each year. Students are offered several online electives so they can explore their interests to embark on a personal journey of self-discovery before entering high school. The following is a sequence of courses that are required of students in the middle grades.

Sequence of Courses for Grades 6-8

Subject Area	6th Grade	7th Grade	8th Grade
Advisory	Advisory 6	Advisory 7	Advisory 8
English Language Arts	English 6	English 7	English 8
Mathematics	6th Grade Math	Math 7	Pre-Algebra
Science/Lab Science	6th Grade Science	Physical Science	Life Science
History/Social Studies	Social Studies 6	World Civilizations	U. S. History
Elective	Digital Marketing, Recording Technology, Video Production, Media	Photography, Digital Marketing, Recording Technology, Video Production, Media	Health 8, Photography, Digital Marketing, Recording

	Broadcasting, Graphic Design, Photography	Broadcasting, Graphic Design	Technology, Video Production, Media Broadcasting, Graphic Design
Physical Education	PE/Enrichment Activities	PE/Enrichment Activities	PE/Enrichment Activities

High School Grades: 9-12

Graduation Requirements

Students shall receive diplomas of graduation from SCALE only after completing the prescribed course of study, credit requirements, and meeting the standards of proficiency established by SCALE and the State of California.

Advisory :	40 credits
English:	40 credits
Mathematics (1 Year of Algebra 1 is required):	20 credits
Physical Science:	10 credits
Life Science/Biology:	10 credits
Ethnic Studies:	5 credits
(Starting Fall 2025, graduating in the 2029–30 school year)	
World History,	10 credits
US History,	10 credits
Economics/Government	10 credits
Foreign Language or VPA:	10 credits
CTE:	20 credits
Physical Education:	20 credits
Health	5 credits
Electives:	20 credits

*Total credits required to graduate 230

Graduation Requirements

Advisory:	40 credits
English:	40 credits
Mathematics (1 Year ofAlgebra 1 is required):	20 credits
Physical Science:	10 credits
Life Science/Biology:	10credits
Ethnic Studies:	5 credits
Personal Finance:	5 credits
(Starting Fall 2026, graduating in the 2030-31 school year)	
World History:	10 credits
US History:	10 credits
Economics/Government:	10 credits
Foreign Language or VPA:	10 credits

CTE:	20 credits
Physical Education:	20 credits
Health:	5 credits
Electives:	15 credits

*Total credits required to graduate 230

Credit may be earned only in classes not previously passed. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. Students taking honors or Advanced Placement courses will earn extra grade points as determined by the Board of Directors.

Graduation requirements may change as determined by the Board of Directors, without need for material revision of the charter. For graduation requirements for Foster Youth as prescribed by AB 167/216 please refer to the AB 167/216 attachment.

Graduation Requirement Plans

While SCALE offers multiple pathways, we utilize three graduation requirement plans aligned to California standards:

- 230-Credit Plan (Standard)
- 200-Credit Plan – typically used for students enrolling after their 10th-grade year
- 130-Credit Plan – California minimum graduation standard for eligible students

Under the 230-credit and 200-credit plans, students may pursue any pathway:

- Accelerated/Early Grad
- A-G
- NCAA
- CTE Completer
- Credit Recovery
- General Diploma

CTE completion is a requirement under the 230 and 200 plans; however, certain students may qualify for a waiver depending on their English Learner (EL) level and specific circumstances.

This ensures that EL students with significant language-support needs are not disadvantaged while still meeting state expectations and individual learning goals.

The 130-credit plan is reserved for eligible students and typically applies to credit-recovery students. Students on this plan do not pursue A-G, NCAA, CTE, or accelerated pathways.

Student-Centered Counseling & Enrollment Support

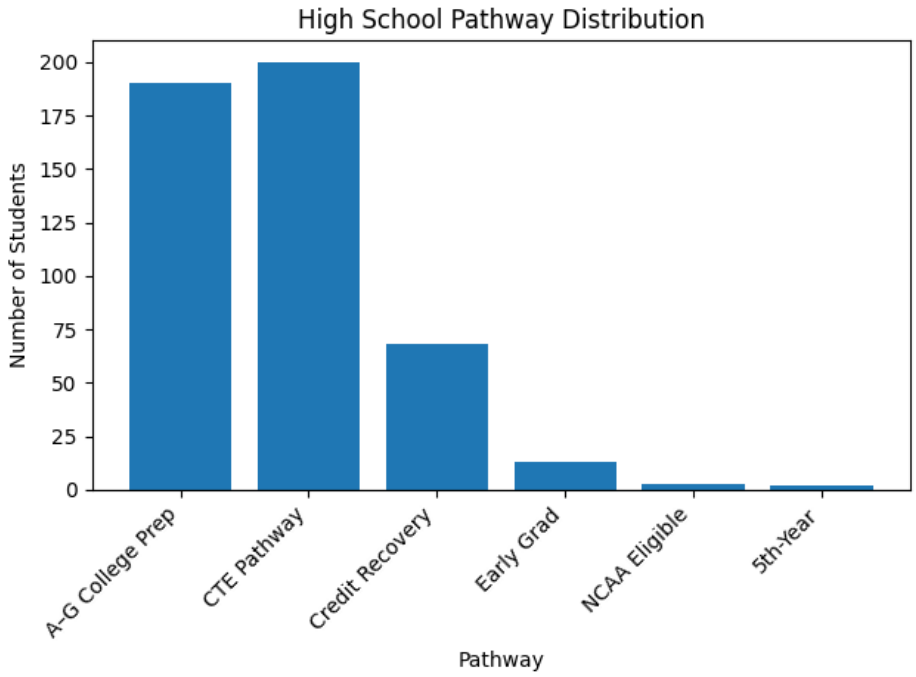
We proudly serve a wide range of students, including high-achieving scholars, student athletes, and students who have experienced academic disruption or barriers. Our counselors conduct a full transcript analysis and meet one-on-one with each student and parent/guardian to determine the best-fit pathway based on credits, goals, and post-secondary plans.

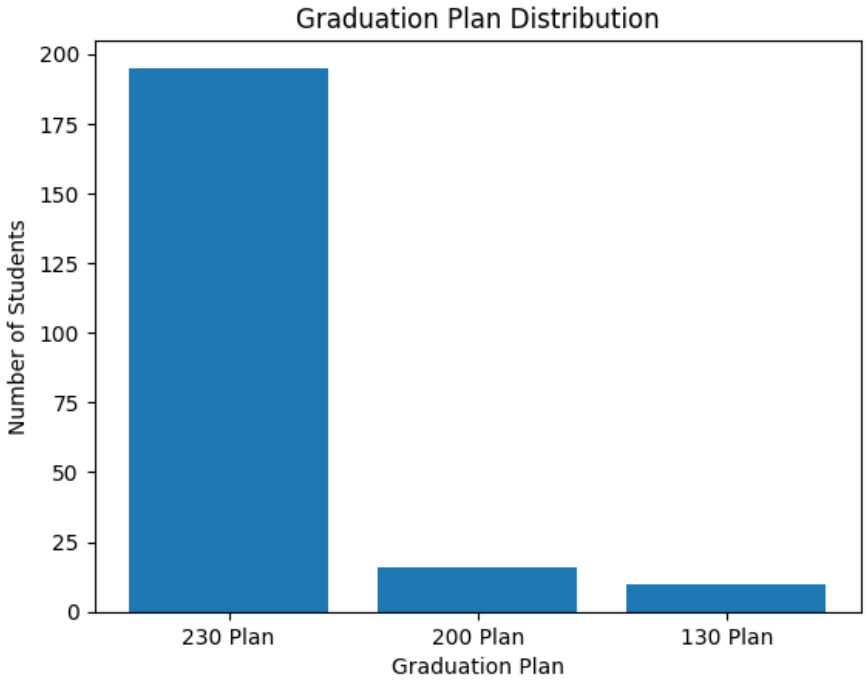
Currently 25-26 school year at SCALE Leadership Academy–East, every student is supported, welcomed, and guided toward a personalized pathway to graduation and beyond.

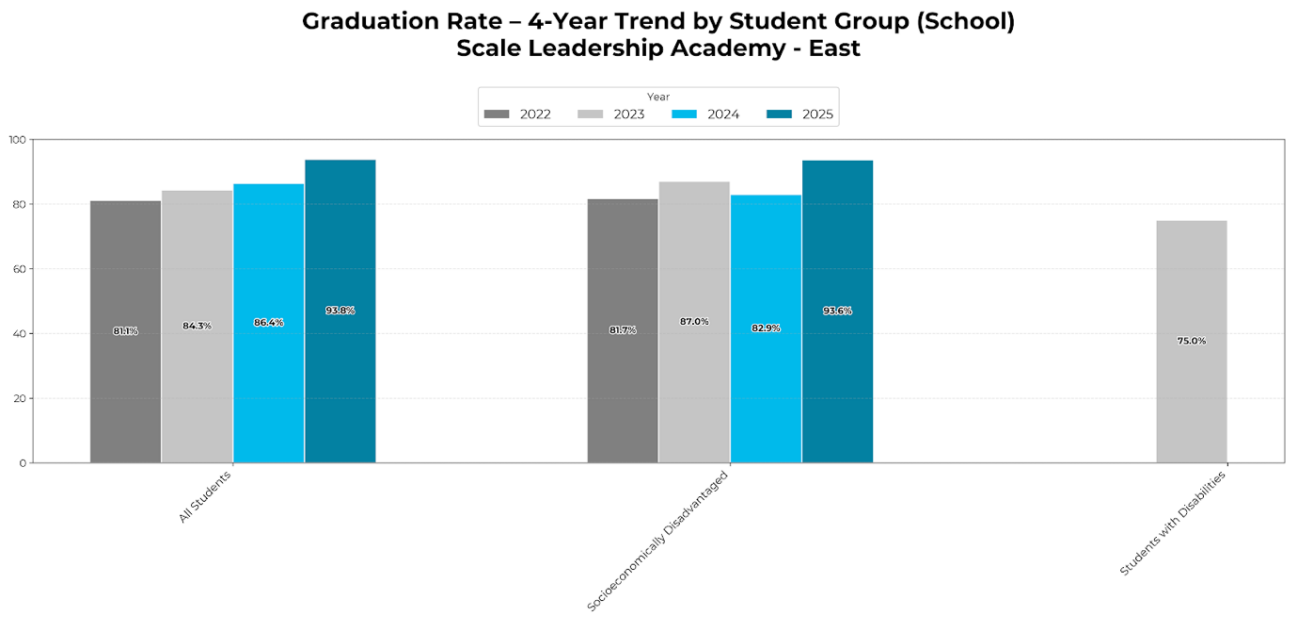
Graduation Plan	Number of Students	% of High School Population	Notes
230 Plan	195	88%	Standard SCALE Graduation Plan
200 Plan	16	7%	Modified plan based on student needs
130 Plan	10	5%	Alternative plan for unique situations

Pathway	Number of Students	% of High School Population	Notes
A–G College Prep	190	86%	On track for 4-year universities
CTE Pathway	200	90%	Required for graduation at SCALE
Credit Recovery	68	31%	Needs targeted intervention
Accelerated / Early Grad	13	6%	Working ahead of pace

NCAA Eligible	3	1%	Meeting NCAA academic guidelines
5th-Year Students	2	1%	Extended graduation timeline







Graduation data demonstrates a significant and sustained improvement over the past four years and represents a major strength of SCALE Leadership Academy–East. The All Students group increased from 81.1% in 2022 to 93.8% in 2025, while Socioeconomically Disadvantaged students improved similarly from 81.7% to 93.6%. This upward trajectory reflects the effectiveness of the school's academic counseling systems, credit-monitoring structures, targeted interventions, and individualized support plans. The consistency of growth across student groups demonstrates SCALE's capacity to identify student needs early, provide timely intervention, and maintain strong graduation outcomes aligned with our mission to prepare students for postsecondary opportunities.

Sequence of Courses for Grades 9-12

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Advisory:	Advisory	Advisory	Advisory	Advisory
English: Students take one English course per year.	English 9[a-g]	English 10[a-g]	English 11[a-g] AP English Language and Composition[a-g]	English 12[a-g] AP English Literature and Composition[a-g]
Mathematics: 1 year of Algebra 1 is required	Algebra 1[a-g] or Integrated Math I[a-g]	Geometry[a-g], Integrated Math II[a-g] or approved Math course	**Approved Elective** *Additional math course recommended	**Approved Elective** *Additional math course recommended
History: Students take one History course per year starting in 9th grade	Ethnic Studies[a-g] (1 semester) **(starting Fall 2025) Commencing with pupils graduating in the 2029–30 school year**	World History[a-g] or AP World History[a-g]	U.S. History[a-g] or AP U.S. History[a-g]	U.S. Government[a-g] and Economics[a-g] (Only 1 semester each)
Science: Students take one Life Science and one Physical Science course	Biology[a-g], Biology AP Biology[a-g]	Chemistry[a-g], Honors Chemistry[a-g] AP Chemistry[a-g] or an approved physical science course	**Approved Elective** *Additional science course recommended	**NA**

Foreign Language or VPA :	Spanish 1[a-g] Spanish 2[a-g] Spanish 3[a-g] Latin 1[a-g] Latin 2[a-g] German 1[a-g] German 2[a-g] French 1[a-g] French 2[a-g] ASL 1[a-g] ASL Music Appreciation[a-g] Instrumental Music[a-g] or approved FL or VPA course	**Approved Elective**	**Approved Elective**	**Approved Elective**
Physical Education: Students take two years	Physical Education 1AB	Physical Education 2AB	N/A	N/A
Health: 1 semester of Health is required	Health[a-g]	N/A	N/A	N/A
Personal Finance: 1 Semester of Personal Finance required	Personal Finance[a-g] **Commencing with pupils graduating in the 2030-31 school year**	N/A	N/A	N/A
CTE: Students take two years and/or complete pathway	Film/Video Production I[a-g] Media Broadcasting I[a-g] Graphic Design I[a-g] Recording Technology/Audio Production I[a-g] Digital Marketing I[a-g] Photography I[a-g]	Film/Video Production II[a-g] Media Broadcasting II[a-g] Graphic Design II[a-g] Recording Technology/Audio Production II[a-g] Digital Marketing II[a-g]	*Students may also enroll in CTE courses during grades 11 and 12 to meet pathway or graduation requirements based on their individual academic plan.*	*Students may also enroll in CTE courses during grades 11 and 12 to meet pathway or graduation requirements based on their individual*

		Photography II[a-g]		*academic plan.*

Accreditation, Transferability of Courses, and Eligibility of Course to meet College Entrance Requirements

SLA is accredited by Cognia, and our "A-G" course list has been approved since 2018.

SLA will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public high schools and that outlines SLA's policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be designated as such in the parent/student handbook. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the "A-G" approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the "A-G" list and transferability of classes will be updated on an annual basis. A high school diploma will be issued to all students who meet SLA's graduation requirements.

Professional Development

Students learn best with teachers who are knowledgeable of their subject matters and fields and are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. A key component of the SLA school culture will be the manner in which teacher continuously emphasizes the need and commitment for instructional improvement. SLA believes that what makes this commitment to instructional improvement possible is on-going professional development that builds capacity around instruction as well as engaging all stakeholders in the change process.

SLA believes that there are four aspects of engaging teachers-as-learners. This includes the need for teachers to engage in technical mastery, reflective practice, research, and collaboration. SLA will use five types of staff development models for teachers.[15] These include individually guided staff development, observation/assessment, the improvement process, training, and inquiry. In recent years, researchers have advocated for more collaboration among teachers rather than teachers working in isolated environments. However, each of these approaches to development, when effectively amalgamated with one another, can allow for a gradual accumulation of rich and meaning development experiences for all teachers that actively engage in this process. SLA will structure professional development to apply all five models that were recommended by these best practices.

Professional development trainings are offered on a bi-weekly basis during the school year for all professional staff.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of SLA's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Educational Program and Implementation Plan (2018-19)

Figure 6.

INITIATIVE METHODS	END GOAL	TIMELINE FOR COMPLETION		Implemented
		Week	Year	
STANDARDS-BASED GRADING	All units, lessons, and assessments are aligned to the State Standards and at an appropriate level of rigor. Grades are aligned with specific standards enabling staff to track student performance levels.	1	1	Yes
PROJECT-BASED LEARNING	Teachers integrate high-quality standards-based projects into at least two instructional units during the second semester.	8	1	Yes
CAPSTONE PROJECT	One high quality, integrated, standards-based capstone project per grade level per year.	31	1	Yes
TECHNOLOGY INTEGRATION - DIGITAL	Digital portfolios are aligned to standards and school-wide outcomes are of excellent quality and support	5	2	Yes
PORTFOLIO	student reflection and learning. Portfolios are archived and kept on file for evaluation prior to graduation.			Yes

[15] Sparks, D., and Loucks-Horsley, S. "Models of Staff Development." In HANDBOOK OF RESEARCH ON TEACHER EDUCATION, edited by W. R. Houston. New York: MacMillan Publishing Company, 1990, 234-250.

TECHNOLOGY INTEGRATION	Core subjects integrate technology appropriately. Students have multiple opportunities to identify, select, and apply the most appropriate technology applications for a given project or assignment.	4	1	Yes
DATA MANAGEMENT AND ANALYSIS	OARS is used in all content areas. Data driven decision-making is a continuous school-wide practice to guide instruction.	8	1	Yes
INTERVENTIONS	All students actively participate in appropriate, high-quality intervention, acceleration, and enrichment that results in increased achievement.	10	1	Yes
ENRICHMENT ACTIVITIES	All students are actively engaged in extra-curricular activities and have extended opportunities for academic development. Teachers encourage students to stay involved and build stronger bonds with students and staff outside the classroom and in non-traditional settings.	10	1	Yes
GRADUAL RELEASE OF RESPONSIBILITY MODEL	Teachers provide a learning environment that enhances students' opportunities to build on new knowledge and transfer new skills to tasks with ever-increasing difficulty.	2	1	Yes
ILPS	Each student will have an Individual Learning Plan to ensure that all students are making positive progress toward individual and school goals. This will be conducted in Advisory courses and will include the participation of all teachers and administrators.	11	1	Yes
EARLY WARNING SYSTEM/RESPONSE TO INVERVENTION	Teachers conduct an analysis to detect struggling students and develop a system and protocols to respond to student needs.	4	1	Yes
STUDENT SUCCESS TEAMS	Staff members form teams to ensure the success of at-risk students identified in our Early Warning System.	10	1	Yes
EVERYONE	All teachers integrate Language Arts	1	1	Yes

TEACHES ENGLISH	skills in all subjects to support students with reading, writing, and literacy.			Yes
SYSTEMATIC ELD	Teachers provide reading materials in students' native language and frontload new vocabulary prior to introducing new ideas, concepts, and facts.	21	1	Yes

SLA believes that the Gap Analysis Framework and Overall Program Evaluation is key to its academic success. These evaluations provide quantitative and qualitative data that will support the school with decision-making and allow for greater opportunities for achievement. SLA believes that our commitment to objective data evaluation will set us apart from other schools and allow greater opportunities for improvement and progress toward the SLA mission.

Gap Analysis Process Essential Questions

- What is our performance goal?
- Where are we now (related to the goal)?
- What is the size of the gap?
- What is causing the gap (knowledge/skill, motivation, or organizational policies/culture)?
- What solutions will close the gap?
- How will we implement the solutions?
- How will we measure our progress?

Overall Program Evaluation

SLA conducts an evaluation of the overall instructional program at the conclusion of each school year. This evaluation process is separate from the Gap Analysis Evaluation of specific programs and specific academic goals. SLA conducts a final overall evaluation by selecting key indicators from pre-selected areas of interest. This will include at least five (5) indicators. SLA will form an Evaluation Steering Committee representing key stakeholders. The Evaluation Steering Committee will recommend the areas for evaluation based on the rationale that each of these areas is significantly related to the success of the school's overall instructional program. The areas to be examined may include any of the following:

Key Evaluation Areas (Indicators)[16]

- Community characteristics
- School culture and climate
- School governance
- Student characteristics
- Teacher characteristics
- Parent characteristics
- Instructional supervision
- Curriculum development process

[16] Glickman, C., Gordan, S., and Ross Gordon, J. 2007.*Supervision and instructional leadership: A developmental approach*. Boston: Pearson.

- Teacher characteristics
- Parent characteristics
- Instructional supervision
- Curriculum development process
- Classroom teacher practices
- Student achievement
- Professional development programs
- Parent and community involvement programs
- Student assessment methods
- Relationships with other school, central office, and external organizations

Process for Overall Program Evaluation

- Selecting areas to be examined
- Identifying Specific Evaluation Questions
- Designing the Evaluation
- Gathering and Analyzing Data
- Preparing and Presenting the Evaluation Report

Figure 7. Four Levels of Evaluation[17]

LEVEL 1: REACTION Are the participants motivated by the program? Do they value it?
LEVEL 2: IMPACT DURING THE PROGRAM Is the system effective while it is being implemented?
LEVEL 3: TRANSFER Does the program continue to be effective after it is implemented?
LEVEL 4: BOTTOM LINE Has the transfer contributed to the achievement of organizational goals?

Figure 8. Example of Level 1 Reaction Questions[18]

Example of Level 1 Reaction Questions
Open Questions What would you change about this program, and how would you change it to make it more effective for you and for

[17] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press. (pg. 128).

[18] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press. (pg. 130).

others? What features of this program do/did you like or value? What do/did you dislike about this program?
Closed Questions: Please circle the number that best represents your own reactions to this program. Far Below Average-1 Below Average-2 Average-3 Above Average-4 Far Above Average-5 1. Overall, how much are/did you enjoy(ing) this program (compared with other, similar programs)? 1 2 3 4 5 2. Will you be able to use what you gained on the training? (will you be supported in using it in the classroom) 1 2 3 4 5 3. How confident are you that these strategies will work (will what you gained be effective when you use it) 1 2 3 4 5 4. How much do you value the goals of this program (compared to other performance goals you face)? 1 2 3 4 5

Figure 9.[19]

BOTTOM LINE STAGED INNOVATION EVALUATION DESIGN				
FIRST TRIAL APPLICATION OF A NEW PROGRAM				
	LEVEL 1 BASELINE MEASURE	LEVEL 2 PERFORMANCE IMPROVEMENT	LEVEL 3 TRANSFER TEST	LEVEL 4 IMPACT MEASURE
TEACHER 1	2.4	0	2.8	+0.4
TEACHER 2	X	0	X	X
TEACHER 3	X	0	X	X
SECOND APPLICATION-REVISED PROGRAM				
	LEVEL 1 BASELINE MEASURE	LEVEL 2 PERFORMANCE IMPROVEMENT	LEVEL 3 TRANSFER TEST	LEVEL 4 IMPACT MEASURE
TEACHER 1	X	0-2	X	X
TEACHER 2	X	0-2	X	X
TEACHER 3	X	0-2	X	X
THIRD APPLICATION				
	LEVEL 1 BASELINE MEASURE	LEVEL 2 PERFORMANCE IMPROVEMENT	LEVEL 3 TRANSFER TEST	LEVEL 4 IMPACT MEASURE
TEACHER 1	X	0-3	X	X
TEACHER 2	X	0-3	X	X
TEACHER 3	X	0-3	X	X

[19] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press. (pg. 138)

FIGURE LEGEND
X= TEST OF PERFORMANCE AT ONE OF THE LEVELS
0=ORIGINAL PROGRAM IMPLEMENTATION
0-2/0-3=REVISED OR IMPROVED VERSIONS

Plan for Students Achieving Below Grade Level

As stated above, the SLA model is designed to be able to adequately serve students who are at-risk of achieving below proficiency on state exams. At SLA we will identify at-risk students based on standardized tests, classroom formative and summative assessments, and school-wide quarterly benchmark assessments. We believe that our students will progress from low-achieving to high-achieving during their time at SLA. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced proficient achievers on state tests. The following process will be taken to identify and support students performing below grade level.

- Teachers will administer frequent formative assessments, summative assessments, and standardized assessments to monitor student progress
- Teachers will work in Professional Learning Communities (PLC) to analyze assessment results, identify trends, and identify at risk students that are performing below proficient on exams
- SLA will analyze data and trends within specific subgroups
- Teachers will analyze individual student results and identify students that are far below basic, below basic, and basic
- Students will be categorized on an RTI chart and interventions will be established for students in each performance band using the PLC approach. Each group classified into a performance band is called a "performance group." Thus, performance groups will be established in each classroom based on assessment results. (A significant amount of attention will be placed on students that are on the borderline of moving to the next performance band)
- Advisory teachers will update the individual learning plan for each student and include the target goal to be achieved for each subject
- The Vice Principal will establish a small group tutoring schedule to support the needs of students not meeting State Standards
- The Principal will work with teachers to develop and locate teaching resources and follow-up assessments based on the needs of each performance group

Plan for Students Achieving Above Grade Level /Gifted and Talented Students

Ultimately, we expect that all students at SLA will achieve above grade level. High-achieving students are those who regularly score at exceeding State Standards. The process for developing interventions for this group will be much like those used to identify and support at-risk and low achieving students. Teachers will utilize individual learning plan goals, and individual and small group projects that will challenge students to build on existing knowledge and that will be academically challenging. Various projects will be developed by staff through the PLC approach to ensure everyone's cooperation in addressing the needs of students performing above grade level. Specialized projects for students performing above grade level will be designed through the Buck Institute Project Based Learning Model.

Teachers, administrators, and parents will work with these students by providing opportunities for differentiated instruction, project-based learning, discovery learning, and other activities. SLA staff will track student progress in the student's Individual Learning Plan. SLA will implement a fair process for identifying exceptional ability and/or potential and will utilize a range of tools, measurement instruments, and work samples that will adequately assesses the abilities of students of various need and cultural and socio-economic backgrounds, including English Learners and students with special needs.

Plan for English Learners

Overview

SCALE Leadership Academy- East serves multilingual learners through an asset-based program that treats language as a strength and centers equity, access, and high expectations. The school provides Designated English Language Development (ELD) aligned to the California ELD Standards and students' ELPAC proficiency levels, and Integrated ELD across all content areas so students build academic language while engaging with grade-level standards. Instruction reflects our core approaches of constructivist practice, Universal Design for Learning, project-based learning, and mastery-based learning so students can access complex texts and tasks with multiple entry points and demonstrate understanding in varied ways suited to a virtual independent-study context.

The program is coordinated by school leadership in collaboration with the Assessment Coordinator, ELD Coordinator and teachers. Staff plan for scaffolded, language-rich instruction, provide designated and integrated supports matched to student needs, and verify required accommodations for students with disabilities. Progress is monitored through classroom evidence and state measures; teams review results for individual students and student groups, adjust supports, and communicate next steps with students and families in clear, family-friendly language. Identification, placement, services, reclassification, and RFEP monitoring are described in the subsections that follow.

Home Language Survey/Primary Language Assessment

At initial enrollment, SCALE Leadership Academy- East administers the California Home Language Survey (HLS) to each student's parent/guardian to determine the language(s) used by the student and in the home. The HLS is completed once at a student's first enrollment in a California public school and is kept in the student's cumulative record. If any HLS response indicates a language other than English, the student is preliminarily classified To Be Determined (TBD) for English Language Acquisition Status (ELAS) and proceeds to the Initial ELPAC (or Initial Alternate ELPAC, as applicable). If all responses indicate English, the student is classified English Only (EO). Before testing, the school reviews the student's CALPADS history to avoid unnecessary retesting. The ELD/Assessment and CALPADS coordinators collaborate on any ELAS corrections and maintain documentation. The HLS and subsequent notifications are provided in family-friendly language and, when required, in the family's home language. Families receive clear explanations of Initial ELPAC results and what they mean for placement and services.

ELPAC English Language Proficiency Assessments for California ("ELPAC")

SCALE Leadership Academy- East administers the English Language Proficiency Assessments for California (ELPAC) to identify, place, and annually monitor English Learners' progress in listening, speaking, reading, and writing. The assessment system includes the Initial ELPAC for first-time identification and the Summative ELPAC for yearly progress; students with the most significant cognitive disabilities participate in the Initial Alternate and Summative Alternate ELPAC as specified in their IEPs.

Initial ELPAC (Identification)

- Trigger: Any non-English response on the Home Language Survey and no prior California English Learner history.
- Timeline: The school administers, scores, and updates English Learner status within state timelines and notifies families in writing.
- Outcomes: Students are classified English Learner (EL) or Initial Fluent English Proficient (IFEP) and placed accordingly.
- Placement & Services: Identification results inform Designated and Integrated ELD services, with accommodations or modifications consistent with student plans.

Summative ELPAC (Annual Progress)

- Participation: All students identified as EL participate each year until reclassified.
- Use: Results inform instruction, language goals, and placement decisions and are one component considered in reclassification of the student as fluent English proficient (RFEP).
- Reporting: Families receive official Student Score Reports and plain-language explanations of results and next steps.

Alternate ELPAC

- Eligibility: Students whose IEPs indicate the use of alternate assessments participate in the Initial Alternate and Summative Alternate ELPAC.
- Implementation: Assessments are administered with appropriate accessibility resources and scoring procedures per state guidance.

Accessibility, Security, and Test Administration

- The Assessment Coordinator (LEA ELPAC Coordinator) oversees all ELPAC administration, scheduling, training, security, accommodations, technology readiness, and reporting.
- The ELD Coordinator and staff assist with scheduling, family communication, and follow-up.
- Test administrators and proctors complete required trainings, sign security affidavits, and follow incident-reporting procedures.
- Testing occurs in secure, proctored settings appropriate to a virtual/independent-study model, with make-ups to maximize participation.

Records and Data Management

- Student records and assessment data are maintained in School Pathways (student information system) and approved assessment platforms with role-based access and secure storage.
- After scoring, results are recorded in state systems and local records; rosters, accommodations, and settings are validated before testing, and results are reconciled afterward to ensure accuracy.

Family Communication

- The school provides advance notices, directions, and post-assessment reports in clear, family-friendly language and, when required, in the home language.
- Communications distinguish identification vs. annual monitoring and explain how results inform instruction and services.
- Universal K–2 screening results, if applicable, are used to guide instruction and are **not** used for reclassification.

ADEPT Interim Assessment

SCALE Leadership Academy- East keeps ADEPT in our assessment toolkit as a brief, low-stakes interim check of English-language development. When used, ADEPT provides quick snapshots of listening, speaking, reading, and vocabulary between daily instruction and our state/local measures (CAASPP, ELPAC and STAR 360), allowing teachers to refine ILP goals, small-group placement, and scaffolds. It is administered by trained staff with standardized directions, and the same accessibility supports students receive in class and through IEP/504s. Results are for instructional use only, not for grades, retention, special education eligibility, or reclassification. Leadership periodically reviews completion, reliability, usability, instructional impact, and time/cost to determine scope and cadence of use.

Additional Language Testing Methods

SCALE Leadership Academy- East recognizes that placement and language supports should not rely solely on standardized measures such as ELPAC (and tools in our toolkit like ADEPT) or STAR 360. In addition to these, teachers may use brief, low-stakes language checks to complement daily instruction and provide a fuller picture of English-language development. These checks are administered during regular virtual or in-person sessions, scored with teacher-developed rubrics aligned to the California English Language Development Standards, and calibrated across teams. They are brief and accessible with the same supports students receive in class and those documented in IEP/504 plans.

Results are recorded to refine ILP goals, small-group placement, and scaffolds, and are for instructional improvement only, not for grades, retention, special education eligibility, or reclassification decisions.

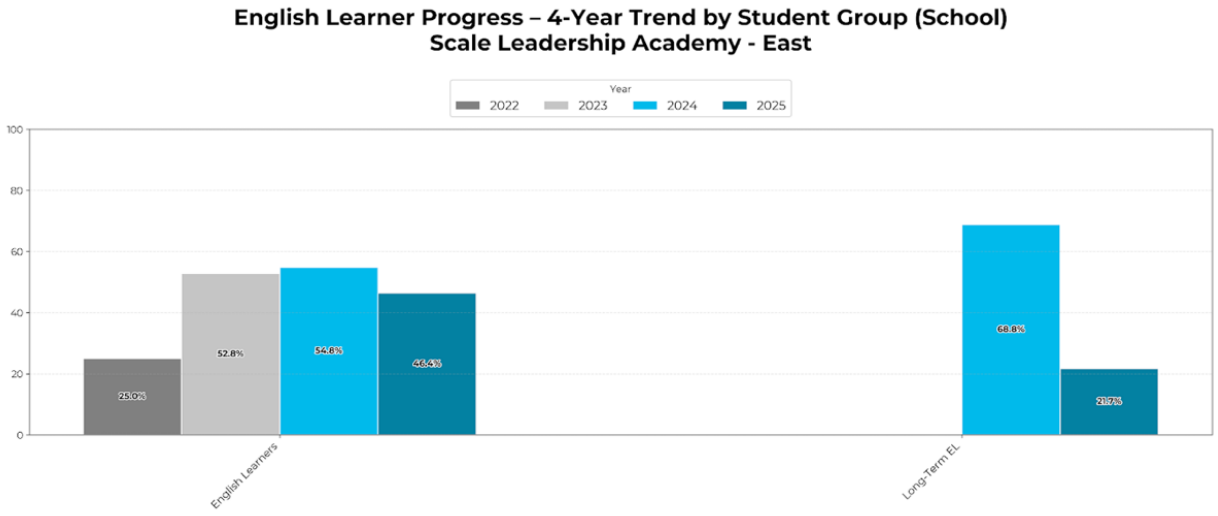
- Listening comprehension tasks with quick responses
- Picture-based oral prompts and short oral interviews/retells
- Targeted vocabulary probes tied to current units
- Short writing “quick writes” or writing samples

- Oral reading fluency with comprehension talk
- Reading interpretation or paraphrasing checks

Language Proficiency Levels

SCALE Leadership Academy- East aligns to the California ELD Standards and ELPAC proficiency descriptors to guide placement, goal-setting, and daily instruction. "Teachers determine students' working level using multiple measures (ELPAC, CAASPP, STAR 360, classroom artifacts, and additional low-stakes checks) and adjust Individualized Learning Plan (ILP) goals, designated ELD groupings, and integrated scaffolds accordingly with the guidance of the ELD Coordinator. Levels are used to inform instruction, not to track students, and are reviewed regularly as new evidence of language growth emerges.

- **Level 1 – Emerging (ELPAC PL 1: Minimally Developed):** Builds foundational listening/speaking; relies on visuals, modeling, and sentence frames to communicate basic needs and ideas; early print concepts and vocabulary development.
- **Level 2 – Developing (ELPAC PL 2: Somewhat Developed):** Expands simple sentences and routine academic language; can participate in structured dialogues with scaffolds; growing control of grammar and high-utility vocabulary tied to current units.
- **Level 3 – Expanding (ELPAC PL 3: Moderately Developed):** Uses connected sentences and some complex language to explain, describe, and compare; reads and writes with support to meet grade-level tasks; increasing independence with academic language functions.
- **Level 4 – Bridging/Proficient (ELPAC PL 4: Well Developed):** Uses grade-level academic English with minimal support across listening, speaking, reading, and writing; engages in extended discourse, justifies claims with evidence, and edits for clarity and accuracy.
- **Instructional Use:** Level determinations drive ILP targets, small-group placement, scaffold selection (e.g., sentence frames, visuals, modeled writing), and progress monitoring cycles; movement between levels is based on a body of evidence reviewed by teachers and leadership.



English Learner Progress (ELPI) increased sharply from 2022 to 2024, then dipped in 2025. English Learners improved from 25.0% (2022) to 54.8% (2024), then decreased to 46.4% in 2025. Long Term EL results were much less stable, dropping from 68.8% in 2024 to 21.7% in 2025. This signals a need for tighter progress monitoring and stronger LTEL supports. Charter renewal priorities include consistent designated ELD, targeted LTEL intervention, and focused reclassification planning

Supports, Strategies for Instruction, Resources and Interventions for English Learners

SCALE Leadership Academy- East emphasizes oral language as the bridge to reading and writing. Teachers make academic language visible with clear language objectives and the Gradual Release of Responsibility ("I do, we do, you do"), using Designated and Integrated English Language Development (ELD) aligned to the California ELD Standards and each student's Individualized Learning Plan (ILP) in our virtual independent-study model. This includes but not limited to the following techniques:

- Total Physical Response
- Workshop models
- Literature circles
- Cooperative learning
- Thematic teaching
- Language-experience approach
- Dialogue journals
- Questioning techniques
- Scaffolding
- Kinesthetic activities
- Graphic organizers
- Pre-teaching vocabulary
- Modeling; use of culturally relevant materials; and primary-language reading as appropriate.

Instructional Strategies

In English Language Arts, instruction begins with oral language comprehension and production as the critical link to growth in reading and writing. Teachers explicitly teach vocabulary, language functions, discourse, and syntax, then move students from modeled practice to guided application and independent use through the Gradual Release of Responsibility. Students routinely demonstrate understanding across reading, writing, listening, and speaking.

Our core digital ecosystem couples Acellus for grade-level content with CAASPP results, Renaissance STAR 360 and Exact Path to pinpoint strengths and needs, set ILP targets, and deliver targeted skill practice. CAASPP and STAR 360 informs grouping and goal setting; Exact Path provides sequenced lessons and progress checks so teachers can personalize intervention while maintaining access to grade-level tasks.

Rosetta Stone is part of our ELD toolkit. For newcomers and early-intermediate learners, Rosetta Stone Foundations provides structured practice aligned to CEFR A1–A2. Teachers establish a starting point by using the program's Review activities (beginning at Unit 1 and advancing until mastery dips below threshold), then assign weekly minutes and mastery goals that connect directly to each student's ILP targets in listening, speaking, reading, and vocabulary. For students at higher proficiency levels, teachers leverage Rosetta Stone as a focused practice environment to strengthen pronunciation, fluency, and academic vocabulary tied to current units. For example, using speaking activities as warm-ups, curating topic sequences that mirror content themes, and extending lessons with teacher-designed prompts (oral summaries, evidence-based explanations, or quick-writes) to deepen transfer to grade-level tasks. In all cases, Rosetta Stone complements teacher-led instruction; usage and growth are monitored through routine progress checks and reflected in ILP updates.

Teachers embed regular academic-language production through online discussions, short written posts, and collaborative projects that require students to explain, justify, compare, and synthesize. Literature circles and leveled reading tasks emphasize language functions and discourse, with texts and supports tailored to students' reading levels and language goals.

Across science and social studies, instruction combines hands-on and project-based learning with explicit language scaffolds. Teachers front-load and revisit domain vocabulary, use visuals and models to build background knowledge, and apply guided reading routines so students can access complex informational texts while practicing content-specific language.

All instruction remains aligned to California content standards and the California ELD Standards. Evidence from ELPAC, CAASPP, STAR 360, classroom artifacts, Rosetta Stone progress, and quick checks feeds ILP updates, small-group placement, and next-step scaffolds. Staff calibrate practices within PLCs and log formative results in local systems for progress monitoring across tracks, ensuring accessibility supports match those used in class and documented in IEP/504 plans.

Resources & Tools

SCALE Leadership Academy- East maintains a purposeful toolkit that supports both Designated and Integrated ELD within our virtual independent-study model. Resources are selected to strengthen oral language as the bridge to reading and writing, align with the California ELD Standards, and connect directly to each student's Individualized Learning Plan (ILP). Teachers use these tools to plan, deliver, and monitor instruction; leadership supports calibration, training, and data use.

- Core content & diagnostics: Acellus (grade-level coursework); Renaissance STAR 360 (screeners/progress checks); CAASPP (state test results); Exact Path (targeted skill pathways).
- Language development: Rosetta Stone (Foundations and teacher-curated sequences), teacher-created sentence frames/discussion stems, modeled/shared writing resources.
- Interactive instruction tools: Nearpod, Pear Deck, Blooket, Google Classroom/Docs/Slides for real-time checks, student talk, and feedback.
- Reading libraries & media: Leveled texts, Epic and comparable digital libraries, educator-curated YouTube clips to build background knowledge and vocabulary.
- Formative assessment & ILP management: Quick oral/listening probes, brief writing samples, rubric banks, progress logs connected to ILP targets.
- Communication & translation supports: Family updates in plain language, bilingual aide support, translated summaries when needed.
  Accessibility: Consistent with classroom supports and documented IEP/504 accommodations (e.g., repeated directions, alternative response modes, breaks).
- Data systems & reporting: Entries to School Pathways SIS and local dashboards for grouping, goal setting, and progress monitoring within PLC cycles.
  Professional learning: Training, exemplars, and calibration routines for strategy use, tool setup, and data interpretation.

Acellus, STAR 360, and Exact Path operate as our core digital ecosystem: Acellus maintains access to grade-level content; STAR 360 identifies strengths and needs to set ILP targets; Exact Path delivers skill-level practice and progress checks. Teachers also review CAASPP test results in addition to the above in PLCs to adjust small-group rosters, scaffolds and next steps.

Rosetta Stone is part of our ELD toolkit across levels. Foundations provides structured practice aligned to CEFR A1–A2 for newcomers and early-intermediate learners, with starting points established through the program's Review activities. For students at higher proficiency levels, teachers curate sequences and speaking activities to refine pronunciation, fluency, and academic vocabulary tied to current units; short oral summaries and quick-writes extend practice into grade-level tasks. Usage expectations (weekly minutes/mastery goals) are connected to ILP targets, and progress informs regrouping and instructional adjustments.

Interactive tools such as Nearpod, Pear Deck, and Blooket are used to increase student talk, visualize vocabulary and language functions, and provide immediate feedback. Teacher-created frames and modeled writing support the Gradual Release of Responsibility, moving students from guided practice to independent use of academic language.

Leveled readers, Epic, and educator-curated media build background knowledge and domain vocabulary in English Language Arts, science, and social studies. Guided reading routines and close-reading prompts are paired with discussion stems, so students practice content-specific language while accessing complex texts.

Formative evidence, including oral responses, listening checks, brief writing samples, and platform progress, feeds ILP updates. Teachers log key checkpoints ensuring that placement, grouping, and scaffold decisions reflect a current body of evidence.

All tools are implemented with accessibility in mind. Students receive the same supports they use in class and those documented in IEP/504 plans, and staff are trained to apply accommodations consistently in both synchronous and asynchronous settings.

Modifications and Accommodations

SCALE Leadership Academy- East provides an access-first set of accommodations so English Learners can engage with grade-level content while developing academic English. Supports are aligned to the California ELD Standards, each student's Individualized Learning Plan (ILP), and, where applicable, IEP/504 plans. Modifications are used only when formally required (e.g., by an IEP) and documented; otherwise, teachers prioritize accommodations that preserve grade-level expectations and the construct being taught or assessed.

- Extended time, breaks, reduced distraction/alternate setting (including virtual breakout rooms), and flexible scheduling.
- Rephrased and chunked directions; visual supports, models, and think-alouds; pre-teaching and spiraled review of key vocabulary.
- Alternative response modes (oral, video/audio recordings, scribing, speech-to-text, manipulatives/graphics) with rubrics that value language growth.
- Sentence frames, discussion stems, guided note templates, and leveled/annotated texts to reduce unnecessary linguistic load.
- Bilingual supports for access (e.g., translated directions, picture/glossaries, bilingual aide support) when appropriate to the task.
- Assistive technology and platform features (audio replay, captions, zoom/magnification, adjustable pacing) across Acellus, Exact Path, and Rosetta Stone.
- Classroom, interim, and state testing accommodations that maintain test validity; no supports that cue answers or change the construct.
- Documentation of supports in ILPs and, where applicable, IEP/504 plans; routine review in PLCs and family communication in home languages.

Access-first approach. Teachers begin with universal design and embedded scaffolds so students can participate in grade-level learning without lowering expectations. Oral language is prioritized as the bridge to reading and writing: lessons include clear language objectives, modeled practice, and structured student talk before independent work. Accommodations are faded as students demonstrate independence.

Alignment to ILPs and IEP/504s. Decisions about supports are grounded in current ELPAC/CAASPP results, STAR 360 data, classroom artifacts, additional language checks, and, when applicable, IEP/504 requirements. ILPs specify the language goals, supports, and progress

checks for each student; case managers ensure any required modifications are explicitly documented and implemented with fidelity.

Instructional accommodations. In daily instruction, teachers use chunked directions, visuals, and models; provide sentence frames/discussion stems; and allow alternative response modes (e.g., oral explanations, recorded responses, quick sketches/graphic organizers). Digital tools support accessibility: Nearpod/Pear Deck for visuals and checks for understanding; Acellus and Exact Path for adjustable pacing; Rosetta Stone for audio replay, pronunciation practice, and scaffolded tasks that can be aligned to ILP targets.

Assessment accommodations. For classroom and interim assessments, teachers apply accommodations that preserve the construct (e.g., reading passages are not read aloud when reading is being measured). Typical supports include extended time, separate/quiet settings or 1:1 administration, repetition and simplification of directions, visual organizers, and alternative response capture (oral/recorded). For state assessments such as ELPAC, staff use only approved accessibility resources and accommodations; scheduling includes make-ups and breaks to reduce fatigue, with security protocols maintained in virtual or in-person settings.

Virtual implementation. In our independent-study model, accommodations are mirrored online: breakout rooms for small-group/1:1 support; camera/microphone checks; captioning when appropriate; screen magnification; and secure workflows for students to submit audio or video responses via Google Classroom. Proctors verify identity and environment, and teachers provide tech checks, so accessibility features are ready before instruction or assessment.

Monitoring, documentation, and family partnership. Teachers record key supports and checkpoints; PLCs review evidence to adjust groupings, scaffolds, and goals across tracks. Families receive plain-language updates and translations when needed. So, they understand how accommodations support progress and what growth looks like at home and school. Leadership provides ongoing training and calibration, so accommodations are applied consistently, and modifications are used only when formally required and educationally appropriate.

Interventions

SCALE Leadership Academy- East delivers targeted, short-cycle interventions that prioritize oral language as the bridge to reading and writing while maintaining access to grade-level content. Interventions operate within an MTSS framework and are aligned to the California ELD Standards and each student's Individualized Learning Plan (ILP). Entry, duration, and exit are based on a body of evidence, so support is responsive and timely in our virtual independent-study model.

- Models include designated ELD blocks (K–12), pull-out groups (including sessions to monitor and coach Rosetta Stone usage), and integrated supports connected to core instruction; all English Learners have access to Rosetta Stone.
- Students are grouped by grade band and ELPAC proficiency level (e.g., K–2 Levels 1–3; 3–5 Levels 1–3; 6–8 Level 1; 6–12 Levels 2–3; 9–12 Level 1) with weekly level groups and additional pull-outs.
- Who delivers: the ELD Coordinator leads designated ELD; bilingual aides ensure on-time logins; Teachers of Record (TORs) share links, coordinate participation, and reinforce goals.

- Frequency and consistency: level groups meet once per week on a published schedule; TORs/aides align calendars and notify students; the coordinator follows up when groups miss a session.
- Monitoring: weekly review of Rosetta Stone usage, attendance tracked in a shared Google Sheet, and session links distributed via Chat; progress tied to ILP targets.
- Barriers and mitigation: staff address attendance variability and technology issues (freezing/lag/drops) with reminders, make-ups, and tech checks; schedules avoid lunch, prayer times, and transportation windows.
- Program adjustments: mid-year regrouping based on observed proficiency and teacher feedback; temporary pauses during ELPAC/CAASPP windows and major religious observances (e.g., Ramadan).
- Resources and materials: Google Meet, Rosetta Stone, Nearpod, Pear Deck, Google Slides/Classroom, Blooket, Kahoot, educator-curated YouTube, Teachers Pay Teachers, and Magic School AI.

MTSS fit and entry/exit - Interventions begin when multiple indicators, such as ELPAC domains, STAR 360 screening and growth, classroom artifacts, quick language checks, and platform progress, converge to show a need. Each cycle is goal-driven and time-bound in the ILP. Students exit when they meet the targeted goals across measures and can sustain the skill within core instruction.

Models and delivery - Designated ELD blocks run K–12 under the ELD Coordinator, with explicit language objectives and structured practice. Pull-out sessions provide focused coaching (including Rosetta Stone routines and goal setting), while integrated supports connect language objectives to current content so students practice listening, speaking, reading, and writing in authentic tasks.

Grouping and cadence - Learners are organized by grade band and ELPAC level for weekly level groups, ensuring instruction matches current proficiency. Additional pull-outs serve hybrid and upper-grade students who need targeted acceleration or monitoring. Cadence is steady across tracks, so students receive predictable touchpoints.

Monitoring and barrier mitigation - Staff track weekly Rosetta Stone minutes and mastery, record attendance in a shared sheet, and deliver session links via Chat. When technology disrupts learning, teachers provide immediate re-entry, alternative submission options (audio/video), and make-up times. Schedules are refined with sites and families to avoid known conflicts.

Program agility - Group rosters are revisited mid-year as proficiency becomes clearer; teachers share observations with the ELD Coordinator to adjust lesson focus. Interventions pause during statewide testing windows and major observances to protect student well-being and test readiness, then resume with re-teaching as needed.

Tools, data flow, and family partnership - Google Meet supports live sessions; Rosetta Stone provides structured practice aligned to ILP targets; Nearpod, Pear Deck, and other interactive tools increase student talk and feedback. Key checkpoints (attendance, RS usage, brief products) are logged to SIS/local dashboards for PLC review. Families receive plain-language updates so they understand goals, progress, and how to support practice at home.

Monitoring and Re-Designation of EL Students

SCALE Leadership- East monitors English Learners through a consistent, multi-measure process conducted at least twice each year. Students complete the ELPAC annually as required. In addition, teachers, the ELD Coordinator and Assessment Coordinator, review progress at semester checkpoints using a body of evidence that includes ELPAC domain results when available, CAASPP results, STAR 360 screening and growth, classroom work samples and brief language checks, teacher observations, and platform evidence such as Rosetta Stone practice and mastery. These measures document progress toward proficiency and determine supports and interventions tailored to each student's development.

Reclassification (redesignation to RFEP) utilizes multiple criteria, including, but not limited to, all the following:

1. Assessment of English language proficiency using an objective instrument, including the state ELPAC (overall proficient level); and
2. Teacher evaluation, including a review of the student's academic readiness and curriculum mastery; and
3. Parent/guardian opinion and consultation; and
4. Comparison of performance in basic skills using local/standardized measures (e.g., CAASPP, STAR 360) against expectations for English-proficient students of the same age/grade.

Prior to reclassification, families receive a notification letter and an invitation to meet to review evidence, discuss English proficiency and academic achievement, and consider redesignation. Meetings and summaries are provided in the family's home language as needed. The ELD team (ELD Coordinator, Assessment Coordinator, Vice Principal, Principal and teacher of record) documents the decision and updates student records in the SIS and local dashboards.

After redesignation, students remain on a structured monitoring plan with checkpoints each semester for up to four years. Teachers review course performance, classroom artifacts, STAR 360 indicators, and state assessment results when available. If data indicate a need for additional support, targeted interventions are provided while maintaining RFEP status. The school also conducts an annual review of EL progress and outcomes to determine whether broader instructional or programmatic adjustments are necessary.

Parental Notices and Waivers

SCALE Leadership Academy- East provides clear, timely notices to families regarding English Learner identification, placement, services, assessment, progress, and program options. Notices follow the California Code of Regulations requirements for content, timing, and language access and reflect parent-request procedures in lieu of the former "waiver" system (EC §305; EC §310; 5 CCR §§11310–11311, 11316).

- Initial identification notice after the Home Language Survey and required English language proficiency assessment, stating the student's ELAS, services offered (Designated/Integrated ELD), and how progress will be monitored (5 CCR §11310).

- Annual notice of English Learner status and services, including how ELD is provided in our virtual independent-study model and how families will receive progress updates (5 CCR §11310).
- Assessment notices for the Initial and Summative ELPAC and any local measures used to inform instruction, including purpose, schedule, and student supports (5 CCR §11310).
- Reclassification consideration notice describing criteria and inviting family input before a decision is made.
- Information on parent rights to request language acquisition programs or adjustments to services, and how the school processes and responds to such requests (EC §310; 5 CCR §11311).
- Translation of notices and meeting materials into the home language when required or practicable (5 CCR §11316).

Families may request a different language acquisition program (e.g., bilingual or other alternative program) or changes to a student's services consistent with EC §310 and 5 CCR §11311. The school reviews interest levels, staffing, and feasibility and takes reasonable steps to offer programs when demand meets legal thresholds. Engagement with parents and the broader community regarding instructional methods and language programs is ongoing and aligned to EC §305.

Parents/guardians may decline or adjust particular ELD services while the school continues to provide access to grade-level content, administer required assessments, and monitor progress until students meet reclassification criteria. Prior to reclassification, families receive written notice and an invitation to confer; after reclassification, students are monitored on a regular schedule to ensure sustained success.

All notices, requests, meetings, and decisions are documented. Communication is available virtually or in person, with plain-language summaries and translations provided as required.

Monitoring and Evaluation of Program Effectiveness

SCALE Leadership Academy- East evaluates its English Learner program through a predictable, windowed cycle. School leadership, Assessment Coordinator, ELD Coordinator and teachers review multiple measures each window, update ILP goals, and use results to refine designated ELD groups, pull-outs (including Rosetta Stone coaching), and integrated supports. This continuous review is aligned to LCAP Goal #2 and its English Learner–focused metrics; findings set annual and mid-year targets and directly inform next-step actions in instruction, interventions, professional learning, and resource allocation.

- **Student outcomes:** ELPAC domain growth and overall levels; STAR 360/CAASPP screening and growth; course performance and work samples; reclassification (RFEP) rates and post-RFEP progress.
- **Intervention impact:** ILP goal attainment; Exact Path skill mastery; Rosetta Stone usage and lesson mastery tied to ILP targets; movement within level groups.
- **Fidelity and access:** % of scheduled designated ELD/pull-out sessions delivered; student attendance; timely regrouping; pauses/resumptions around statewide testing and major observances; consistency of accommodations aligned to IEP/504 plans.

- **Instructional quality:** Evidence of language objectives, Gradual Release, student talk, vocabulary/morphology routines, and scaffolded reading/writing; calibration of teacher rubrics and speaking/listening tasks.
- **Equity checks:** Results disaggregated by proficiency level, grade band, newcomers and long-term ELs, students with disabilities, foster/homeless youth, and socioeconomically disadvantaged students to identify and close gaps.
- **Family partnership:** Frequency and clarity of progress updates, availability of translated summaries, and family feedback on access and clarity.
- **Data systems:** Accurate, timely entries to School Pathways SIS and local dashboards for grouping, goal-tracking, and PLC review; audit checks for data quality.
- **Program capacity:** Staffing, scheduling, and technology reliability (e.g., attendance variability, device/connection stability) with action plans to mitigate barriers.

Program review occurs on a set cadence each semester. Teams analyze ELPAC domain trends, CAASPP results, STAR 360 growth, ILP goal progress, and evidence from classroom artifacts and additional language checks. Targets are established to advance LCAP Goal #2, reviewed mid-year, and adjusted as needed; results determine concrete next steps such as regrouping students, revising ILP goals, and scheduling focused intervention cycles.

Instructional quality and calibration are monitored through short observations and artifact reviews. Look-Fors include visible language objectives, Gradual Release ("I do, we do, you do"), purposeful student talk, vocabulary/morphology routines, and scaffolded reading/writing aligned to current content. Teams use common rubrics, short speaking/listening probes, and periodic moderation of writing samples to ensure consistency and to meet Goal #2 progress expectations.

Equity is examined in every review. Disaggregated results surface disproportionalities by proficiency level, grade band, and student group. Schedules are adjusted to protect access (e.g., avoiding lunch, prayer times, and transportation windows), and students with inconsistent attendance receive targeted outreach, make-ups, or alternative submission options (audio/video) to maintain continuity.

Family and student voice shape program refinements. Families receive plain-language progress updates and translated summaries when needed, with opportunities to discuss goals and next steps. Input from families and students is analyzed alongside outcome data; actions are taken when results fall short of LCAP Goal #2 expectations.

Findings drive concrete actions. The ELD Coordinator, Assessment Coordinator, and teachers coordinate regrouping within designated ELD, adjust pull-out schedules (including Rosetta Stone coaching routines), and recommends targeted PD on high-leverage strategies. Where appropriate, the school pilots or scales tools (e.g., interim checks) and refines digital workflows so evidence flows cleanly into ILPs and dashboards.

Data governance practices protect student privacy and ensure decision-quality information. Entries are role-based, timely, and auditable; measures and reports are defined in advance of each window to support consistent comparisons across tracks and years. Annual summaries are incorporated into LCAP Goal #2 reporting and school-wide planning, ensuring the EL program remains effective, equitable, and aligned to grade-level expectations, and that outcomes directly inform the next round of actions.

Plan for Serving Students With Disabilities

Overview

SCALE Leadership Academy- East believes that all students can learn and achieve when provided access to an inclusive, standards-aligned instructional program, appropriate supports, and positive relationships. The school is committed to serving students with diverse learning needs, including students with disabilities, English Learners, students performing below grade level, and students identified as gifted and talented.

SCALE Leadership Academy- East operates as a Local Educational Agency (LEA) within the Riverside County SELPA and is responsible for ensuring that students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), as required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable state and federal laws.

The school ensures access to its educational program, facilities, activities, and digital learning environments for students with disabilities. The Special Education Director oversees program implementation, compliance, and coordination with Riverside County SELPA. The school utilizes SELPA-approved procedures, documentation platforms, forms, and guidance to ensure that services are provided consistently and in alignment with legal and programmatic requirements.

Operation as a Public School of the District for Purposes of Special Education

SCALE Leadership Academy- East operates as a Local Educational Agency (LEA) within the Riverside County SELPA and is responsible for providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to all eligible students with disabilities, consistent with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable state and federal regulations.

The school identifies, evaluates, and serves students with disabilities through a comprehensive IDEA-aligned program that provides Specialized Academic Instruction, direct and related services (e.g., speech-language, OT/PT, counseling), accommodations, modifications, assistive technology, and other supports individualized to student needs. The Special Education Director oversees program implementation, compliance, and coordinates with the Riverside County SELPA of services for procedural guidance, technical assistance, and dispute-prevention support.

Special education services are delivered by credentialed special education teachers and appropriately licensed and certified related service providers. Services may be provided in virtual, in-person, or hybrid learning environments, depending on student need and IEP team determination. General education Teachers of Record collaborate with special education staff to implement differentiation, accommodations, and access to program content within the independent study model. General education teachers do not provide IEP service minutes.

Related services, including Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Vision services, Deaf and Hard of Hearing services, and Orientation and

Mobility services, are provided when required by the IEP. Paraeducator and behavioral support services are provided when determined necessary by the IEP team and may occur virtually, in resource centers, or in community-based instructional settings.

Progress toward IEP goals is monitored regularly and reported to parents at least quarterly. IEP meetings are held virtually, with in-person meetings available upon request. The school maintains required documentation and reporting in SEIS and ensures compliance in coordination with the Riverside County SELPA.

SCALE Leadership Academy- East does not rely on the authorizing district for special education service provision, funding, case management, or program oversight.

Staffing

Special education services at SCALE Leadership Academy- East are provided by appropriately credentialed and qualified special education teachers and licensed related service providers, in accordance with the Individuals with Disabilities Education Act (IDEA), California Education Code, and Riverside County SELPA requirements.

The school hires, evaluates, and supervises its own special education teachers, paraprofessionals, and special education support personnel. The Special Education Director verifies that all staff hold and maintain required credentials, licenses, and training required to provide Specialized Academic Instruction and related services. The Director also delivers ongoing professional development and mentoring, and provides program oversight to ensure instructional quality, fidelity to IEPs, and full compliance with state and federal regulations.

Related services, such as Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Vision services, Deaf and Hard of Hearing services, Orientation and Mobility services, and behavior intervention services, are provided by qualified providers employed or contracted by the school. The Special Education Director and casemangers/SPED Teachers coordinate scheduling, service delivery, and documentation to ensure that services are delivered in accordance with the IEP.

General education teachers collaborate with special education teachers to support implementation of accommodations and modifications. General education teachers do not provide IEP service minutes.

Notification and Coordination

SCALE Leadership Academy- East maintains responsibility for identifying, evaluating, and serving students with disabilities and coordinates all aspects of special education services through its Special Education Director. The Special Education Director ensures communication among school staff, related service providers, families, and the Riverside County SELPA to support timely and effective implementation of IEPs.

SCALE Leadership Academy- East follows state and federal laws regarding the discipline of students with disabilities, including requirements related to manifestation determination reviews and continuation of services during disciplinary removals exceeding ten days. The Special

Education Director oversees discipline processes for students with IEPs to ensure compliance with IDEA. The school collaborates with the Riverside County SELPA for consultation and procedural support when needed.

The Special Education Director oversees referrals, coordinates multidisciplinary assessments in all suspected areas, and ensures evaluations are conducted by appropriately credentialed personnel within required timelines. Eligibility and placement/service recommendations are made by the IEP team with parent participation based on multiple measures and the student's needs in the least restrictive environment (LRE).

Identification and Referral

SCALE Leadership Academy- East conducts ongoing Child Find activities to identify, locate, and evaluate students who may require special education services or accommodations under Section 504. Child Find procedures include review of academic performance data, attendance patterns, behavioral observations, parent input, student study team meetings, and communication with families.

When concerns are raised by school staff, the Counseling Department facilitates the Student Study Team (SST) process. The SST reviews student data, identifies general education interventions, and monitors progress. If interventions do not adequately support the student or data indicates that the student may require specialized instruction, the SST may refer the student for a special education evaluation.

When a parent or guardian submits a written request for evaluation, SCALE Leadership Academy-East provides a written assessment plan within 15 calendar days, consistent with California Education Code. The school does not require completion of SST interventions prior to responding to a parent request for evaluation. Upon receipt of a signed assessment plan, the school conducts all assessments and convenes an IEP meeting within 60 calendar days, excluding school breaks in excess of five days.

The Special Education Director oversees the referral process, coordinates assessments, and ensures that all evaluations are conducted by appropriately credentialed and qualified assessors. Eligibility decisions and program recommendations are made by the IEP team based on review of multiple data sources and consideration of the student's needs in the Least Restrictive Environment.

Assessments

Assessments are conducted to determine a student's eligibility for special education and related services and to inform the development of appropriate educational plans. Once a referral for evaluation is made, SCALE Leadership- East provides parents or guardians with a written assessment plan within 15 calendar days, consistent with California Education Code. Assessments are conducted only after receiving written parent consent.

All assessments are conducted by credentialed and qualified assessors in accordance with IDEA, California Education Code, and Riverside County SELPA procedures. Assessments are selected

and administered so as not to be discriminatory, are conducted in the student's primary language when required, and utilize multiple measures to determine eligibility and need.

Upon completion of assessments, an IEP team meeting is convened within 60 calendar days, excluding school breaks in excess of five days, to review assessment results, determine eligibility, and develop or update the IEP as appropriate.

The Special Education Director coordinates assessment timelines, evaluator assignments, and documentation to ensure compliance with legal requirements and implementation of evaluation procedures.

IEP Meetings

SCALE Leadership Academy- East coordinates, schedules, and facilitates IEP meetings for students with disabilities, in compliance with IDEA and state law. IEP team membership includes required participants: the parent or guardian, a general education teacher, a special education teacher, an administrative designee with decision-making authority, and related service providers as appropriate. Students are invited to participate when transition planning or student input is appropriate.

The Special Education Director ensures that parents receive timely notice of IEP meetings, that meetings are held within required timelines, and that required documentation and procedural safeguards are provided. IEP meetings are held virtually, with in-person options available upon parent request.

The IEP team reviews assessment data, progress toward goals, program supports, and placement considerations in the least restrictive environment. The team collaborates to develop, review, and revise IEPs based on the student's strengths and needs. All decisions are documented in SEIS, and the Special Education Director oversees implementation to ensure compliance and fidelity of services.

IEP Development

The IEP team, with parent/guardian participation, makes decisions about eligibility, goals, services (including related services), accommodations, placement, and exit from special education in accordance with IDEA and the California Education Code. SCALE Leadership Academy- East develops and implements IEPs aligned to state content standards that reflect each student's strengths and area of need, ensure access to the general education curriculum in the least restrictive environment (LRE), and include ongoing progress monitoring and reporting.

The Special Education Director coordinates the development and revision of IEPs, ensures required team members are present, and supports the team in reviewing data and determining appropriate supports and services. IEPs document specialized academic instruction, related **services,** accommodations, modifications, assistive technology, progress monitoring, and transition planning when applicable.

All IEP decisions are made collaboratively at the IEP meeting and are documented in SEIS. Copies of the IEP and procedural safeguards are provided to parents following each meeting. The

Special Education Director ensures that services and supports are implemented as written and monitors fidelity of implementation across instructional environments.

IEP Implementation

SCALE Leadership Academy- East is responsible for implementing each student's IEP as written. The Special Education Director oversees implementation to ensure that services, accommodations, and supports are delivered with fidelity and in alignment with IDEA, California Education Code, and Riverside County SELPA procedures.

Specialized Academic Instruction is delivered by credentialed Special Education teachers, or a General Education teacher may support instruction under the supervision of a credentialed Special Education teacher. Related services are provided by appropriately licensed and certified providers. Services may be delivered virtually or in person based on student need and IEP team determination. The General Education Teacher of Record collaborates with the Special Education teacher to ensure access to the educational program and to implement accommodations and modifications in the general education environment. The General Education teacher does not provide IEP service minutes.

Progress toward IEP goals is monitored regularly and reported to parents at least quarterly, consistent with school reporting periods. Documentation of service delivery, progress monitoring, and communication logs is maintained in SEIS and other designated systems to ensure accurate recordkeeping.

The Special Education Director ensures coordination among service providers, maintains communication with families, and provides support to staff in problem-solving and adapting instruction. The school convenes IEP meetings as needed to review progress, address concerns, and adjust supports and services.

Interim and Initial Placements of New Charter School Students

SCALE Leadership Academy- East complies with Education Code Section 56325 regarding the enrollment of students with existing IEPs who transfer to the school. When a student with an IEP enrolls during the school year, the Special Education Director reviews the student's current IEP and coordinates an interim placement to ensure there is no interruption of services.

For students transferring from another district within California with an existing IEP, SCALE Leadership Academy- East provides services comparable to those described in the previously approved IEP in consultation with the parent for a period of up to 30 days. During this period, the IEP team meets to adopt the prior IEP or develop and implement a new IEP, consistent with federal and state law.

In accordance with IDEA (34 CFR § 300.323(e)-(f)) and California Education Code § 56325(a)(1), when a student with an existing IEP transfers from another school within the same SELPA, SCALE Leadership Academy- East will, without delay, continue to implement the services and placement described in the current IEP. These comparable services will remain in place unless and until changes are agreed upon through an IEP team meeting.

For students transferring from out-of-state, SCALE Leadership Academy- East provides comparable services while conducting any necessary assessments to determine eligibility under California Education Code. Following assessment, the IEP team convenes to develop and implement a California-compliant IEP.

The Special Education Director coordinates record requests, interim placement, service continuity, assessment timelines, and IEP scheduling to ensure a smooth transition and uninterrupted access to Free Appropriate Public Education (FAPE).

Non-Public Placements/Non-Public Agencies

When the IEP team determines that a student requires services or a placement that cannot be provided by the school, SCALE Leadership Academy- East may contract with nonpublic agencies (NPAs) or nonpublic schools (NPSs) that are certified by the California Department of Education. Decisions to utilize an NPA or NPS are made by the IEP team based on the student's individual needs and in accordance with IDEA and state law.
The Special Education Director coordinates the process for securing NPA and NPS services, including consultation with the Riverside County SELPA, contracting procedures, service authorization, and monitoring of service delivery and documentation.
Parent requests regarding NPA/NPS services, unilateral placements, or reimbursement requests are reviewed through the IEP team and dispute resolution processes as required by law.
Non-discrimination

SCALE Leadership Academy- East admits all students and does not discriminate based on disability. No student will be denied enrollment, counseled out, or discouraged from attending due to the nature, extent, or severity of their disability or due to the actual or perceived need for special education or related services. The school conducts Child Find activities to identify students who may require support and ensures equal access to its educational program, facilities, and activities in accordance with IDEA, Section 504, the ADA, and state law.

Parent/Guardian Concerns and Complaints

SCALE Leadership Academy- East encourages open communication with families and works to resolve concerns regarding special education services collaboratively and at the earliest level possible. Parents and guardians may raise concerns with the Principal and Special Education Director, who coordinates communication, reviews relevant information, and facilitates problem-solving discussions with staff and service providers.

If a concern cannot be resolved through informal communication, the Special Education Director may convene an IEP team meeting to review data, clarify services, and consider adjustments. The school provides parents with information regarding their Procedural Safeguards and supports them in understanding their rights under IDEA and Section 504.

When a parent or guardian requests mediation, files a complaint, or indicates potential disagreement regarding identification, assessment, placement, or services, the Special Education Director consults Principal, Executive Direction, the school's legal counsel and collaborates with the Riverside County SELPA to ensure compliance with state and federal procedures. The school participates in complaint investigations, mediation, and due process hearings as required by law and maintains documentation of communication, service delivery, and progress monitoring to support resolution.

Due Process Hearings

SCALE Leadership Academy- East is responsible for responding to and participating in mediation and due process hearings related to special education disputes. If a parent or guardian files for mediation or due process, or if the school determines that mediation or due process is necessary to ensure the provision of a Free Appropriate Public Education (FAPE), the Special Education Director coordinates the response.

The Special Education Director consults with the school Principal, Executive Director, school's legal counsel and collaborates with the Riverside County SELPA to ensure that procedural requirements are met, that necessary documentation is maintained, and that the school's response reflects IDEA and California Education Code requirements. The school participates in mediation and due process hearings and implements any resulting agreements or orders.

SCALE Leadership Academy- East maintains all records and documentation needed to support the school's position in any dispute and ensures that IEP team participation, communication with families, and service implementation are documented consistently.

SELPA Representation

SCALE Leadership Academy- East is a Local Educational Agency (LEA) member of the Riverside County Special Education Local Plan Area (SELPA). The school participates in SELPA governance and decision-making activities in accordance with the SELPA Local Plan. The Special Education Director, or designee, represents the school at SELPA meetings, training sessions, and compliance reviews. The school collaborates with SELPA staff to ensure adherence to state and federal requirements, support professional learning, and maintain high-quality special education programs and services.

Funding

SCALE Leadership Academy- East receives and manages special education funding directly as a Local Educational Agency (LEA) member of the Riverside County SELPA. The school is responsible for budgeting, allocating, and expending state and federal special education funds in accordance with IDEA, California Education Code, and the SELPA Local Plan. Funding is used to provide special education instruction, related services, nonpublic agency services when required, assistive technology, professional development, and other activities necessary to ensure a Free Appropriate Public Education (FAPE).

SCALE Leadership Academy- East participates in the SELPA's funding allocation and cost-sharing structures, including any applicable SELPA risk pools or regionalized services

arrangements. The school maintains fiscal records in accordance with SELPA and state reporting requirements, submits reports as required, and participates in SELPA and state compliance reviews. The school works collaboratively with SELPA to ensure that all students with disabilities receive appropriate services in the least restrictive environment.

Section 504 of the Rehabilitation Act

SCALE Leadership Academy- East recognizes its responsibility to ensure that no student with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity operated by the school, as required under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Students who have a physical or mental impairment that substantially limits one or more major life activities may be eligible to receive accommodations or services through a Section 504 Plan. The Principal and Vice Principal, in collaboration with the Counseling Department, oversee the Section 504 referral, evaluation, eligibility determination, and plan development process.

A Section 504 Team is convened for each student and includes the parent or guardian, appropriate general education teachers, counselors and staff, and individuals knowledgeable about the student, evaluation data, and accommodation options. The team reviews relevant academic, behavioral, medical, and developmental information to determine whether the student qualifies as a student with a disability under Section 504 and whether accommodations are necessary to ensure access to a Free Appropriate Public Education (FAPE).

If an evaluation is needed, it is conducted using multiple sources of data and valid, nondiscriminatory assessment tools. If, during the evaluation process, the team suspects that the student may have a disability requiring specialized instruction, the team will refer the student for assessment under the Individuals with Disabilities Education Act (IDEA).

For students determined eligible under Section 504, the team develops a written Section 504 Plan that identifies the accommodations, modifications, and supports necessary to ensure equal access to the educational program. The Counseling Department is responsible for maintaining Section 504 documentation and ensuring that all relevant staff, including substitutes, have access to and understand the plan. The school monitors implementation and reviews each Section 504 Plan at least annually or more frequently if needed.

Career Technical Education (CTE) Pathways

Introduction

SLA's Career Technical Education (CTE) program provides students with the opportunity to integrate academic learning and technical skill development through rigorous, hands-on instruction aligned with state and industry standards. The program is designed to prepare students for both postsecondary education and entry into high-demand career fields across California's economy.

SLA's CTE model is guided by the California Department of Education's Career Technical Education Model Standards and supports the College and Career Indicator (CCI) performance framework. Through project-based learning, mentorship, and real-world application, students develop the academic foundation, technical proficiency, and professional competencies necessary for lifelong success.

Program Goals and Objectives

The overarching goals of SLA's CTE program are to:

- Bridge the gap between academic theory and real-world practice
- Provide equitable access to career-focused learning for diverse student populations
- Offer flexible and personalized education models
- Integrate soft skills development, including communication, collaboration, and professionalism
- Maintain continuous program improvement through data collection, evaluation, and stakeholder feedback

These objectives ensure that each CTE pathway remains relevant to the current workforce and postsecondary demands.

Core Functions of the CTE Program

SLA's CTE program operates through four core functions that collectively prepare students for college and career readiness:

1. Academic and Credit Recovery
   Students may earn an accredited high school diploma while completing technical coursework in a CTE pathway. Individualized learning plans and accelerated options allow students to meet academic and career milestones efficiently.
2. Career Technical Education and Certification
   SLA provides CTE courses aligned with industry standards, focusing on practical, project-based learning and technical certification. Each course emphasizes skill acquisition, problem-solving, and digital literacy relevant to the chosen field.
3. Mentorship and Professional Development
   Students receive weekly personalized instruction and mentorship from qualified CTE instructors. Mentorship focuses on skill mastery, workplace expectations, and connection to field opportunities.
4. Field Experience and Work-Based Learning
   Students participate in structured field experiences that provide authentic exposure to professional environments. Through approved partner sites and instructor-supervised placements, students gain hands-on experience that reinforces classroom learning.

CTE Concentrations

SLA offers CTE concentrations aligned with the Arts, Media, and Entertainment and Business and Technology industry sectors, ensuring students acquire relevant, transferable skills. Concentrations include:

- Audio Production
- Business Skills
- Digital Marketing
- Film Industry
- Graphic Design
- Mass Communications
- Media Broadcasting
- Media Industry
- Multimedia
- Music Industry
- Photography
- Recording Technology
- Sports Industry
- Sports Management
- Tech Industry

Each concentration integrates academic content, technical training, and opportunities for students to demonstrate applied learning through digital portfolios, performances, or field-based projects.

Field Experience

Field experience is a central component of SLA's CTE design. Students participate in approved field experiences and site-based learning opportunities coordinated by their CTE instructors. These experiences allow students to:

- Apply technical skills in real-world settings
- Explore professional roles within their area of study
- Receive feedback from mentors and industry professionals
- Build portfolios that document their achievements and competencies

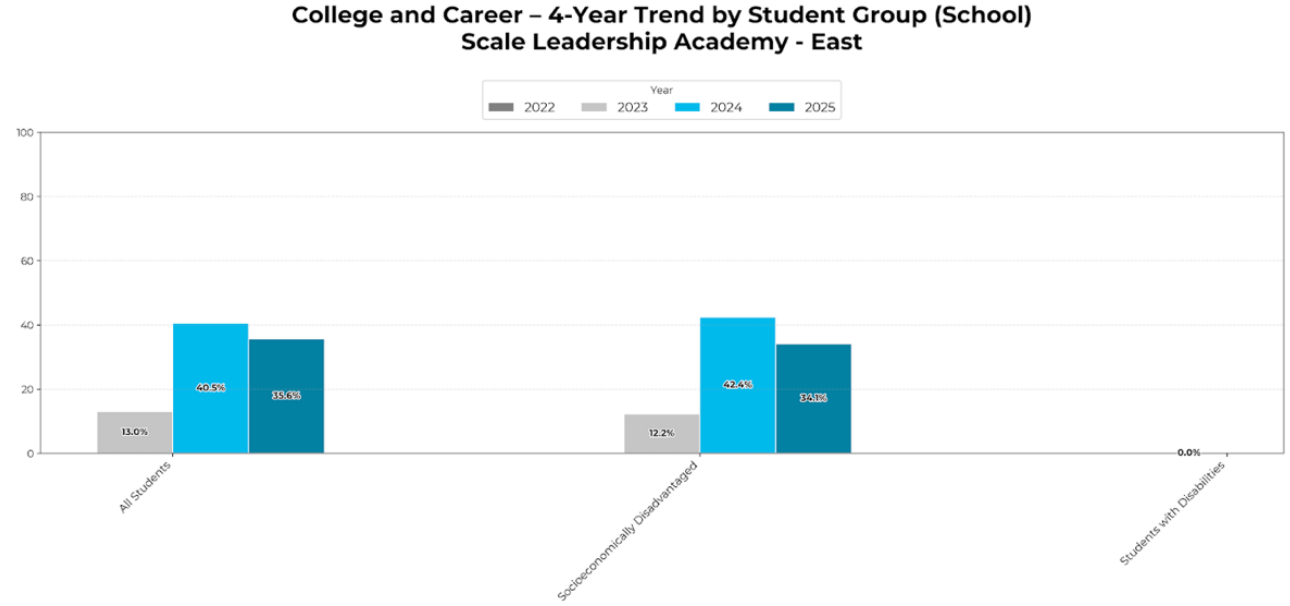
These experiences promote engagement, responsibility, and employability by connecting classroom learning directly to workplace applications.

Evaluation and Continuous Improvement

SLA uses a continuous improvement model to evaluate the effectiveness of its CTE program. Data is collected annually on pathway completion, certification attainment, and student outcomes to inform decision-making and program refinement.

Indicator	Outcome Measure
CTE Pathway Completion	% of students completing at least one CTE pathway
Industry Certification Attainment	% of students earning an industry-recognized credential

College & Career Indicator (CCI)	% of graduates classified as "Prepared" on the CCI
Work-Based Learning Participation	% of students completing a field experience or capstone project
Student Engagement	Survey data reflecting relevance, satisfaction, and engagement
Equity and Access	Participation and completion rates for English Learners, foster youth, students with disabilities, and socioeconomically disadvantaged students



This graph shows strong improvement in College and Career readiness over four years. All Students increased from 13% (2022) to 40.5% (2024) and remained steady in 2025. Socioeconomically Disadvantaged students show the same growth pattern. Students with Disabilities remain at 0%, indicating a continued need for targeted support. Overall, the data reflects substantial progress and the positive impact of our college and career readiness initiatives.

Conclusion

SLA's Career Technical Education program provides a comprehensive and equitable approach to preparing students for success in college, careers, and civic life. By combining rigorous academics, technical proficiency, mentorship, and field experience, SLA ensures that every graduate leaves with the knowledge, skills, and confidence to thrive in an evolving workforce.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes" means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement schoolwide and for all groups of pupils served by the charter school, as defined in EC §47607(a)(3)(B), and shall align with the state priorities set forth in EC §52060(d), applicable to the grade levels served or the program operated. (EC §47605(c)(5)(B))

For purposes of charter renewal, pursuant to EC §47607.2, the chartering authority shall evaluate the charter school's performance on the California School Dashboard indicators for all students and for student subgroups. If the charter school does not meet the automatic renewal criteria under EC §47607(c)(2), the authorizer shall also consider verified data, including clear and convincing evidence that students have made at least one year's academic progress for each year in the school, or demonstrate strong postsecondary outcomes. Charter renewal decisions shall also consider whether continued operation is in the best interest of students. Alternative schools will be evaluated under Dashboard Alternative School Status (DASS) criteria as applicable. (EC §47607.3)

SCALE Leadership Academy- East maintains rigorous expectations for all students, with a commitment to high academic achievement and equity. The school will disaggregate performance data to monitor and address outcomes for each numerically significant student subgroup, as defined by the California School Dashboard and applicable sections of the Education Code.

The Executive Director, Principal, administration, teachers, and staff shall be held accountable to the Board of Directors for progress toward measurable pupil outcomes, including those outlined in the Local Control and Accountability Plan (LCAP) and aligned to the state priorities set forth in EC §52060(d). This accountability includes demonstrating student growth, addressing disparities in subgroup performance, and meeting charter renewal criteria pursuant to EC §47607.2.

SCALE Leadership Academy- East has established the following student outcome goals, which align with the state priorities described in Education Code §52060(d) and are reflected in the school's Local Control and Accountability Plan (LCAP). These goals are designed to support measurable academic growth, address the needs of all student subgroups, and demonstrate progress toward charter renewal criteria pursuant to Education Code §47607.2.

SCALE Leadership Academy- East: Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code §§ 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the following table outlines SCALE Leadership Academy- East's annual goals, actions, and measurable outcomes aligned with the eight state priorities, as described in EC §52060(d). These goals are designed to address the needs of all students and subgroups served by the school, with particular attention to equity, academic growth, and closing achievement gaps. The associated metrics will inform progress monitoring and identify where additional supports, made possible through the Local Control Funding Formula (LCFF), are needed to ensure student success.

Local Control Accountability Plan ("LCAP")

Pursuant to EC §47606.5, SCALE Leadership Academy- East will produce and annually update a Local Control Accountability Plan (LCAP), using the template adopted by the State Board of Education. This plan will reflect updates to the goals and actions presented herein and may include school-specific additions or amendments to support continuous improvement.

In compliance with EC §47604.33, SCALE Leadership Academy- East shall submit its LCAP to the authorizing district and the Riverside County Superintendent of Schools annually on or before July 1. The LCAP and any revisions made to implement it shall not be deemed material revisions to the charter and will be maintained as a living accountability tool by the school.

The following tables represent the annual measurable outcomes and targets from the current Local Control and Accountability Plan (LCAP) for 2024–2027. These outcomes will guide the Charter School's progress during the initial years of the renewal term (2026–2031) and remain aligned with the applicable State Priorities pursuant to Education Code § 52060(d). To review additional LCAP metrics, baseline data, or goal details, please see the attached LCAP document.

Goal 1: Conditions for Learning & Course Access

Description:
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; and (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.
Type: Maintenance of Progress Goal

State Priorities Addressed: Priority 1: Basic (Conditions of Learning) & Priority 7: Course Access (Conditions of Learning)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	% of teachers fully credentialed and appropriately assigned	98%	100%		100%	+2%
2	% of students with access to standards-aligned instructional materials	100%	100%		100%	0%
3	School safety evaluation accuracy / passing rate	80%	Met/Exceeded		80%	Exceeded baseline
4	% of staff completing Safe Schools training, CPR, First Aid	100%	100%		100%	0%
5	% of students enrolled in a broad course of study	100%	100%		100%	0%

Goal 2: Implementation of State Standards & EL Access
Description: SLA will maintain full implementation of the adopted academic content and performance standards set by the State Board of Education. Over the next three years, the school will focus on continuous improvement by initially meeting 50% of its metrics and progressing to 100% over the three-year cycle, ensuring that programs and services enable English learners to access both the Common Core academic content standards and the English Language Development standards. **Type:** Maintenance of Progress Goal **State Priorities Addressed:** Priority 2: State Standards (Conditions of Learning) & Priority 4: Pupil Achievement (Pupil Outcomes)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	100% of teachers will be trained to implement CA standards including how ELs will access CCSS & ELD standards	100%	100%		100%	0%
2	100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with consistent engagement of 60%	100% enrollment / 26% engagement	100% enrollment / 18% engagement		100% engagement 60%	–8% (from baseline engagement)
3	SLA East will implement targeted support strategies for ELs to achieve a minimum of 15% growth in English	15%	49.2%		15%	+34.2%

	language proficiency					
4	50% of ELs will either progress one ELPI level or maintain ELPI Level 4	30%	49.2%		50%	+19.2%
5	33% of ELs who maintained ELPI level <4 will progress one level	33%	N/A (due to data constraints)		33%	Not measurable
6	33% of ELs who declined by at least one ELPI level will either progress or maintain their level	33%	N/A (data constraints)		33%	Not measurable
7	100% of ELs who qualify for reclassification by scoring PL 4 on Summative ELPAC will be reclassified	100%	37.5%		100%	–62.5%

Goal 3: Academic Performance and Achievement

Description:
SLA will improve by 9% each year, as measured by the successful completion of additional academic indicators, and will sustain pupil achievement across multiple measures. These indicators include, but are not limited to, assessment performance, college readiness benchmarks, and language proficiency growth.
Type: Focus Goal
State Priorities Addressed: Priority 4: Pupil Achievement & Priority 8: Other Pupil Outcomes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	50% of students will meet one of three readiness paths via CAASPP/SGP/DFS	19%	31.2%		50%	+12.2%
2	African American students will reduce DFS in ELA by 27.1 points	–86.4 pts	–83.1 pts		–59.3 pts	+3.3 pts
3	SPED students will reduce DFS in ELA by 36.1 points	–113.4 pts	–78.7 pts		–77.3 pts	+34.7 pts
4	EL students will reduce DFS in ELA by 24 points	–82.0 pts	–99.1 pts		–58.0 pts	–17.1 pts
5	Homeless students will reduce DFS in ELA by 18 points	–53.5 pts	–155.7 pts		–35.5 pts	–102.2 pts
6	Hispanic students will reduce DFS in Math by 36.1 points	–95.2 pts	–86.8 pts		–59.1 pts	+8.4 pts
7	EL students will reduce DFS in Math by 35 points	–101.1 pts	–118.7 pts		–66.1 pts	–17.6 pts
8	Homeless students will reduce DFS in Math by 29 points	–87.2 pts	–178.0 pts		–58.2 pts	–90.8 pts

9	40% of high school students will complete A-G requirements	40%	34.1%		40%	–5.9%
10	40% of high school students will complete CTE pathways	40%	22.7%		40%	–17.3%
11	100% of non-A-G/CTE students with at least one CTE course will be offered certification post-graduation	100%	100%		100%	0%
12	20% of high school students will complete both A-G and CTE pathways	20%	27%		20%	+7%
13	Reduce "Not Prepared" students by 15% annually	58.7%	50%		43.8%	–8.7%
14	50% of pupils that take AP exams will pass with 3+	N/A	N/A		50%	N/A
15	17% of 11th-graders will opt into EAP or equivalent assessments	17%	50%		17%	+33%
16	80% of 11th-graders opting into EAP will demonstrate college readiness	80%	67%		80%	–13%
17	100% of HS students will be offered A-G approved courses	100%	100%		100%	0%
18	100% of HS students will be offered dual enrollment	100%	100%		100%	0%
19	90% of 11th and 12th graders will complete 2+ CTE courses	90%	73.6%		90%	–16.4%
20	School will advertise Golden State Merit Diploma & specialized / personalized options	N/A	Met		N/A	Met

21	90% of K–6 students will demonstrate proficiency across core subjects	90%	91.9%		90%	+1.9%
22	90% of 7–8 grade students will demonstrate proficiency across core subjects	90%	86.7%		90%	–3.3%
23	African American students will improve DFS in Math by 10 points (2025–26 start)	–120.3 pts	N/A		–110.3 pts	N/A
24	EL students will improve DFS in Math by 15 points (2025–26 start)	–118.7 pts	N/A		–103.7 pts	N/A

Goal 4: Parent Engagement and School Climate

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

Type of Goal: Maintenance of Progress Goal
State Priorities Addressed:

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

Metrics #	*Metric*	*Baseline*	*Year 1 Outcome*	*Year 2 Outcome*	*Target for Year 3*	*Current Difference from Baseline*
1	*100% of parents will be solicited for input in decision-making*	*100%*	*100% achieved through surveys, conferences, newsletters, digital platforms*	*TBD*	*100%*	*Maintained at 100%*

2	*80% of parents participate in biannual parent-teacher conferences and ILP reviews*	*80%*	*95% (semester 1), 97% (semester 2)*	*TBD*	*80%*	*+17% (avg) above baseline*
3	*100% of parents of unduplicated pupils will be offered trainings linked to student learning and SEL*	*100%*	*5 training sessions offered (partnership with eLuma and counseling team)*	*TBD*	*100%*	*Goal maintained*
4	*100% of parents will be solicited for participation in programs for individuals with exceptional needs*	*100%*	*100%*	*TBD*	*100%*	*No difference from baseline*
5	*80% of stakeholders report school climate as positive and safe*	*80%*	*80% reported positive perception via annual surveys*	*TBD*	*80%*	*Goal met*

Goal 5: Pupil Engagement
Description: SLA will continuously improve and maintain pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation, with all metrics being met within 5%. **Type**: Broad Goal **State Priorities Addressed**: Priority 5: Pupil Engagement & Priority 6: School Climate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	Students will attend school at a rate of 93% or more	93%	97.54%		93%	+4.54%
2	80% of chronic absenteeism cases will be identified, addressed, and rectified	80%	80%		80%	0%
3	90% of middle school students will graduate, except for those who relocate	90%	100%		90%	+10%
4	SLA East will maintain a high school dropout rate of less than 5%	<5%	12.2%		<5%	–7.2%
5	90% of high school students will graduate within 4 or 5 years or matriculate into GED/CTE/Credit Recovery	90%	90.9%		90%	+0.9%
6	Pupil suspension rates will not exceed 10%	≤10%	0%		≤10%	–10%
7	Pupil expulsion rates will not exceed 5%	≤5%	0%		≤5%	–5%

ELEMENT C — METHOD BY WHICH STUDENT OUTCOMES ARE MEASURED

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report card (SARC). (Cal. Educ. Code § 47605(c)(5)(C).)

Approach to Assessments and Data

SCALE Leadership Academy- East integrates assessment into daily teaching so evidence of learning is gathered as learning happens. Grounded in constructivist practice, Universal Design for Learning, project-based learning, and mastery-based learning, teachers elicit multiple forms of evidence, performance tasks, discussions, projects, writing samples, observations, and rubric-based evaluations, so students can demonstrate understanding in different ways and at different times. Assessment results guide timely feedback to students, inform instructional adjustments and targeted supports, and drive continuous improvement of curriculum and pedagogy. The school emphasizes growth and progress rather than single test points, triangulating classroom evidence with interim and statewide measures to understand learning trajectories. Staff regularly review results for individual students and student groups to monitor equity, close opportunity gaps, and guide resources. In our virtual independent-study context, teachers analyze both synchronous interactions and asynchronous work samples and artifacts of learning, calibrating expectations through collaborative review of student work. Families receive clear, timely information about what assessments show and the next steps for learning. These frequent and systematic assessments provide the Executive Director, Principal, Vice Principals, Assessment Coordinator and teachers with valuable data that allows us to critique our academic program, continue to adapt instructional approaches, and establish new goals to best serve our student population.

Statewide Standardized Assessments

SCALE Leadership Academy- East administers California's required statewide assessments in secure, proctored settings and in alignment with the state testing calendar. Students in tested grades participate in the California Assessment of Student Performance and Progress (CAASPP) for English language arts, mathematics, and science; English Learners participate in the English Language Proficiency Assessments for California (ELPAC), Initial for identification and Summative for annual progress monitoring; and students in tested grades complete the Physical Fitness Test (PFT). Participation expectations apply to all enrolled students, including students with disabilities and English Learners; students receive universal tools, designated supports, and accommodations consistent with their Individualized Education Programs or Section 504 plans and language needs. Where applicable, students take approved alternate assessments (e.g., California Alternate Assessments; Alternate ELPAC).

The Assessment Coordinator oversees all statewide testing, planning, training, security, accommodations, technology readiness, and reporting. The coordinator trains test administrators and proctors, maintains security affidavits, monitors test incidents, validates rosters and accommodations prior to testing, and schedules make-ups to maximize participation. Families receive state score reports and plain-language explanations of results; the school communicates

purposes, schedules, and student supports in advance and follows state guidance regarding excusals and other requirements.

Additional Methods of Assessment

In addition to statewide testing, Scale Leadership Academy- East uses a coherent set of selected assessments to understand student learning, guide instruction, and monitor growth across the year. Tools may be refined over time; the assessment categories below remain constant. Results are used alongside classroom evidence to plan instruction, provide targeted support, and communicate progress to students and families. The Executive Director, Principal, Vice Principals, Assessment Coordinator and Teachers at the end of the year evaluate the success of the assessments to determine growth and next steps.

Figure 12. Other Assessments

Assessment	Content Areas	Purpose(s) / What It Tells Us	When / Window	Reporting & Use
Universal Reading Screening (K–2) *(currently UCSF Multitudes)*	Early literacy (phonological awareness, decoding, language)	Flags risk for reading difficulties early; informs Tier 1 adjustments and small-group supports; identifies students who may need additional diagnostic follow-up.	One time per year; new K–2 students screened within 45 days of entry.	Family notice sent in advance; results shared with families in plain language; flags prompt follow-up and progress checks.
Renaissance STAR 360	Reading, Early Literacy and Mathematics (grades TK–12)	Establishes baseline and monitors growth; provides growth percentiles and domain skill insights to inform instruction and intervention.	Fall, winter, spring; progress monitoring between windows as needed.	Results reviewed in team meetings/data dives; informs small-group plans/tutoring, progress goals, and LCAP reporting

Interim/Benchmark Assessments	Reading (e.g., foundational skills inventories, running records); Mathematics (domain diagnostics)	Clarifies specific skill gaps and placement needs for targeted instruction.	Throughout the school year.	Guides grouping, ILP goals, and selection of practice tasks; shared with families when instructional plans change.
Curriculum-Embedded Unit Assessments & Performance Tasks (Acellus)	All subjects	Checks mastery of taught standards and application in authentic tasks; supports calibration across teachers.	Per unit/module with common scoring rubrics.	Teacher reviews for consistency; feedback given to students with next steps; results contribute to course grades per policy.
On-Demand & Process Writing Tasks (Step Up to Writing)	Writing across content/subjects	Measures growth in organization, evidence, conventions, and purpose; supports vertical articulation.	Throughout the school year.	Rubric-based feedback to students; anchor papers used for calibration.
Student Work Samples & Portfolios	Cross-content	Curates evidence of learning over time; supports student reflection and conferences.	Ongoing; curated each learning period.	Used in student-led conferences; highlights growth and next goals; complements grades.

Observations, Conferences, and Discussion-Based Assessments	Cross-content	Captures thinking, reasoning, and communication not always visible in products; strengthens relationships.	Ongoing in synchronous sessions and 1:1 check-ins.	Notes inform reteaching and small-group plans; feedback shared with students and families.
Habits of Work / Participation (feedback only)	Engagement behaviors	Provides students with feedback on preparation, persistence, collaboration, and digital citizenship.	Ongoing.	Reported separately from academic achievement unless explicitly included in a rubric category per course policy.
Textbook publisher created quizzes, chapter and unit tests	All subjects			

Data Analysis and Data-Driven Instruction

Student records and assessment data are maintained in School Pathways (student information system) and approved assessment platforms with role-based access and secure storage. The school prepares required submissions and reports to state and partner agencies using validated extracts from these systems. Rosters, accommodations, and test settings are verified prior to testing; after each window, staff reconcile participation and results to support accurate reporting and decision-making. The school follows applicable privacy laws and internal procedures for secure collection, storage, and sharing of assessment information.

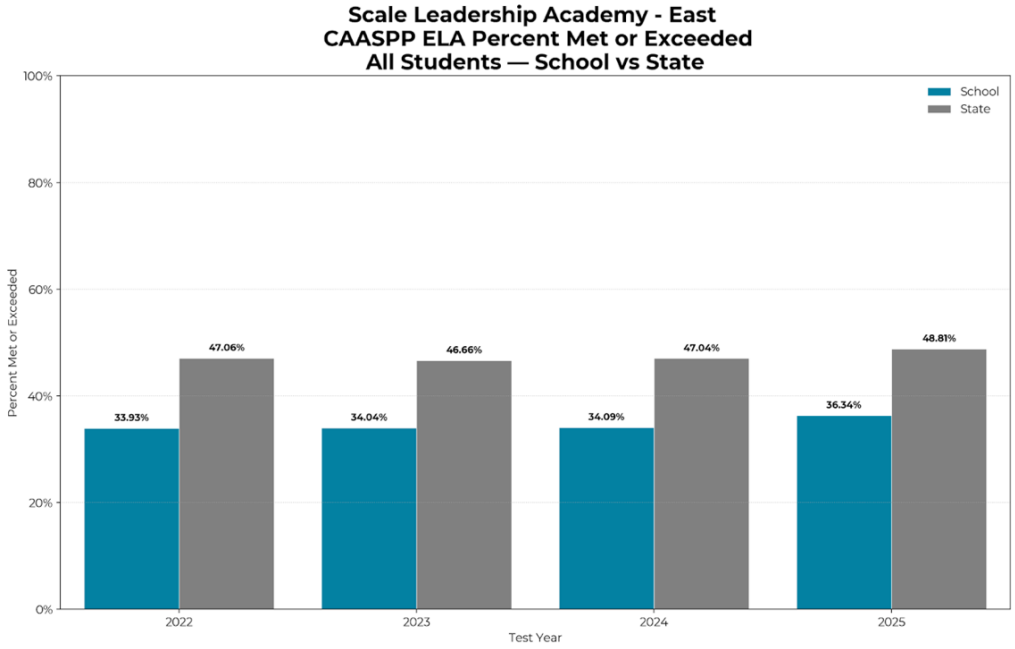
Our local assessment, Renaissance Star 360 is conducted in the fall, winter, and spring. Results post in the Renaissance platform. Teachers meet with the Assessment Coordinator, Vice Principals, Principal, and Executive Director to examine growth percentiles and domain skills and to produce short-cycle action plans that specify reteach targets, groupings, interventions, and check-in dates.

These action plans identify:

- Standards/skills to reteach to the whole class, flexible small groups, or individual students, including the planned approach (reteach, spiral review, tutoring/1:1) and the evidence of mastery to be collected next.
- Students requiring intensified support and the specific tiered interventions they will receive, with check-in dates for progress monitoring and next steps.
- Adjustments to small-group instruction in reading and mathematics based on benchmark domain data (Renaissance Star 360) and classroom evidence.
- Curriculum or pacing refinements for upcoming units and any supplemental tasks/materials to address identified gaps.
- Accessibility and language support (approved accommodations; designated and integrated English language development strategies) to be provided and by whom.
- Roles, timelines, and communication steps (teacher actions, coordinator/leadership follow-ups, and what/when to communicate to students and families).

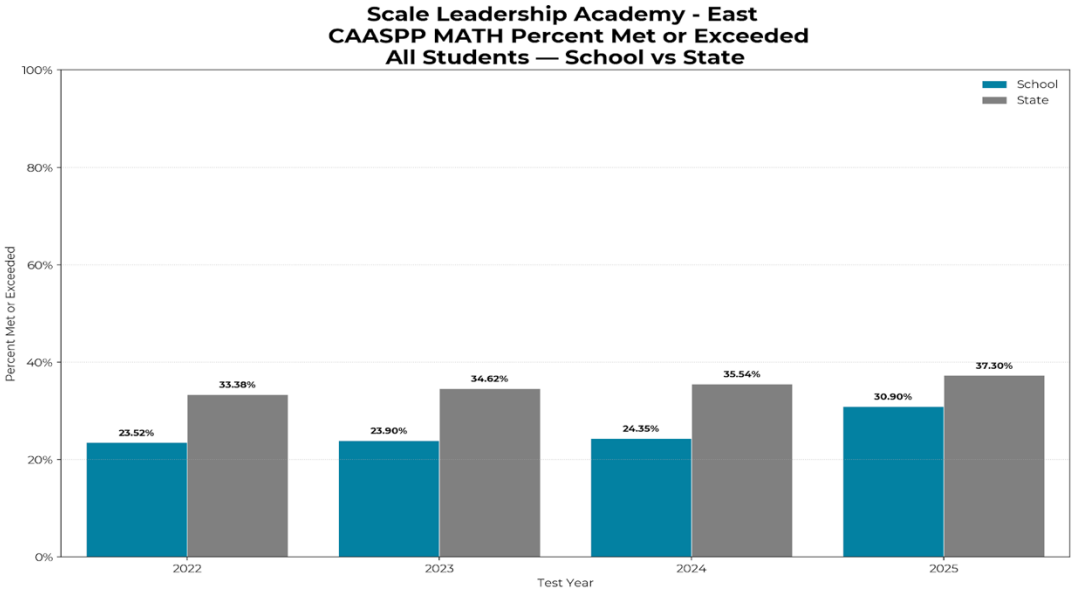
Teams implement the action plans during the ensuing instructional cycle and review progress at scheduled check-ins and during grade-level/content data meetings. The Assessment Coordinator and leadership monitor fidelity and impact, adjust groupings and supports, and schedule any needed make-ups. Professional learning focuses on needs surfaced in the plans, and coaching supports teachers in executing strategies.

English Language Arts (CAASPP)



ELA CAASPP results were stable through 2024, with a small gain in 2025. Percent met or exceeded was 33.9% in 2022, about 34% in 2023 and 2024, then 36.3% in 2025. The state stayed higher at about 46.7% to 48.8%. The 2025 gap of 12.5 points signals the need to accelerate literacy growth. Our charter renewal work will focus on stronger core ELA and targeted reading intervention.

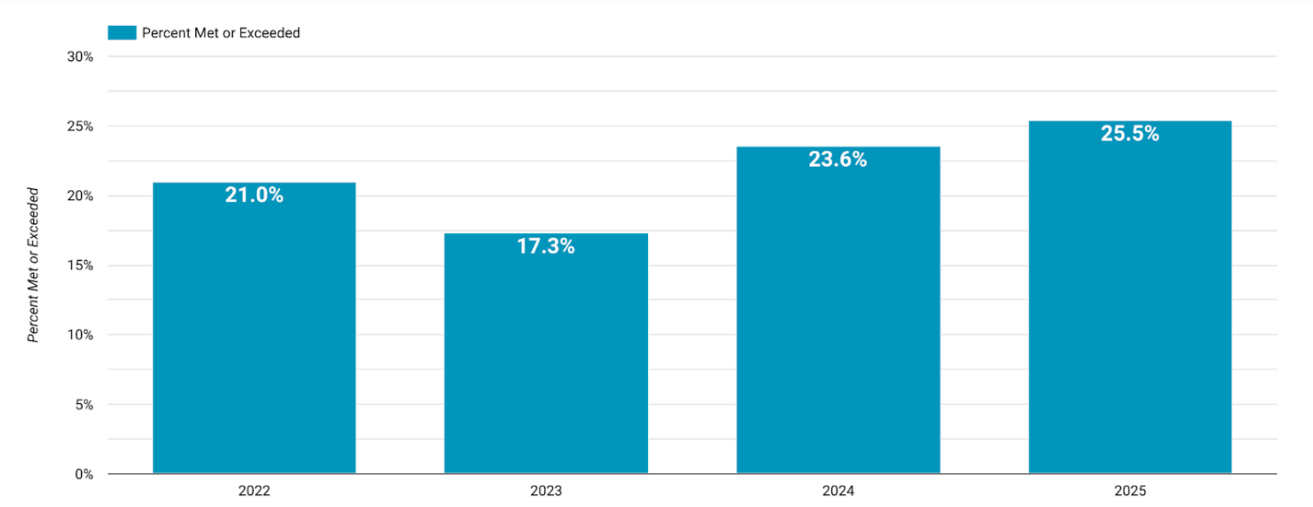
Mathematics (CAASPP)



Math CAASPP performance held steady through 2024, then improved notably in 2025. Percent met or exceeded rose from 23.5% (2022) to 24.4% (2024) and reached 30.9% in 2025. The state increased from 33.4% to 37.3% over the same period. Our gap narrowed to 6.4 points in 2025, but we remain below statewide levels. Charter renewal priorities include stronger Tier 1 math instruction and targeted supports for students not yet meeting standard.

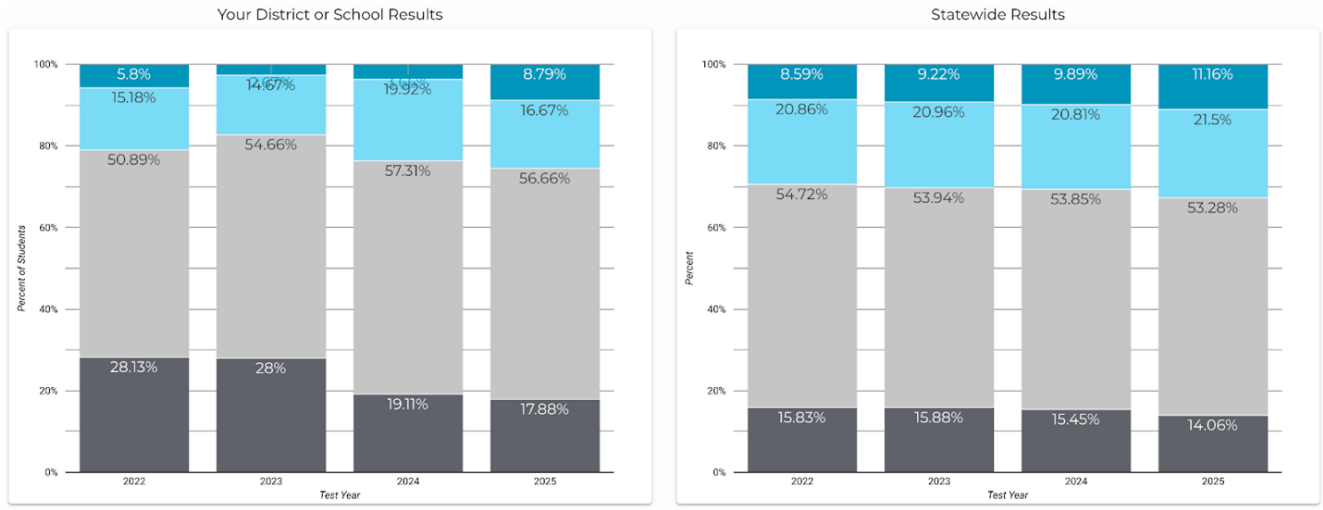
Science (CAST)

CA Science Test - 4 Year Trends

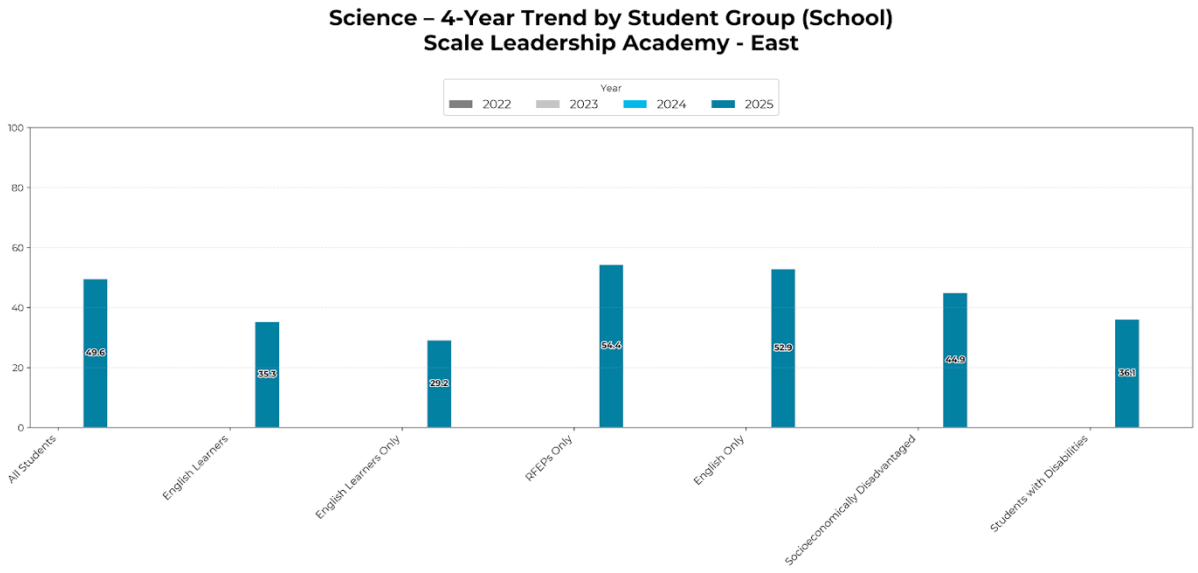


CAST Science results show improvement over the past two years after a 2023 dip. Percent met or exceeded decreased from 21.0% (2022) to 17.3% (2023), then rose to 23.6% (2024) and 25.5% (2025). This indicates growing alignment to NGSS expectations and stronger student performance in science. Even with gains, about three quarters of students are still not meeting standard. Charter renewal priorities include stronger NGSS instruction, hands-on inquiry routines, and targeted supports for students below standard.

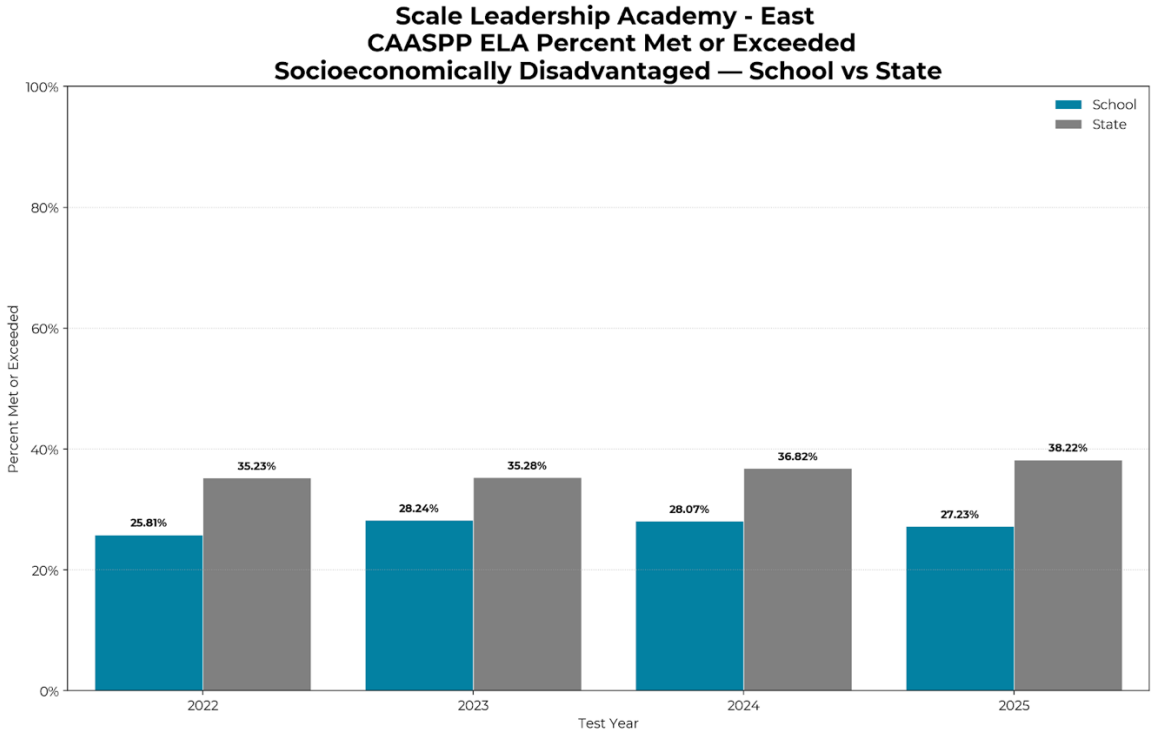
CA Science Test - 4 Year Trends vs State



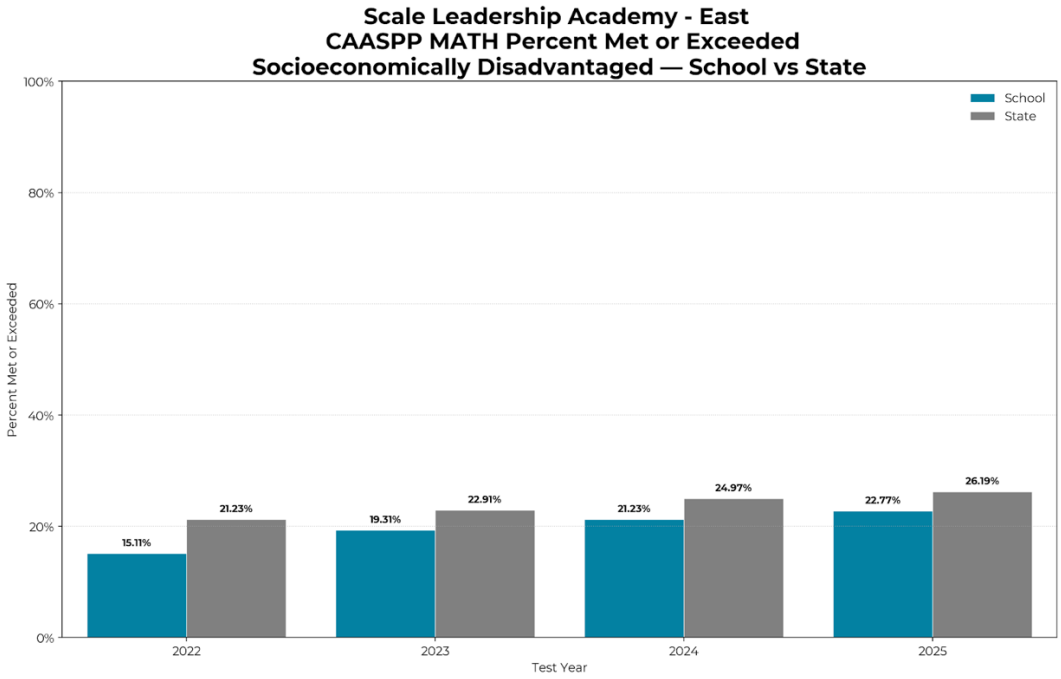
CAST results show the school improving after 2023, though performance remains below the statewide trend. Met or Exceeded dropped to 17.3% in 2023, then increased to 23.6% in 2024 and 25.5% in 2025, while the state rose from 29.5% (2022) to 32.7% (2025). The percent Not Met decreased from 28.1% (2022) to 17.9% (2025), a faster improvement than the state. Even so, the 2025 Met or Exceeded rate is still about 7 points below statewide. Charter renewal priorities include stronger NGSS aligned instruction, frequent inquiry based tasks, and targeted supports for students in Not Met and Nearly Met.



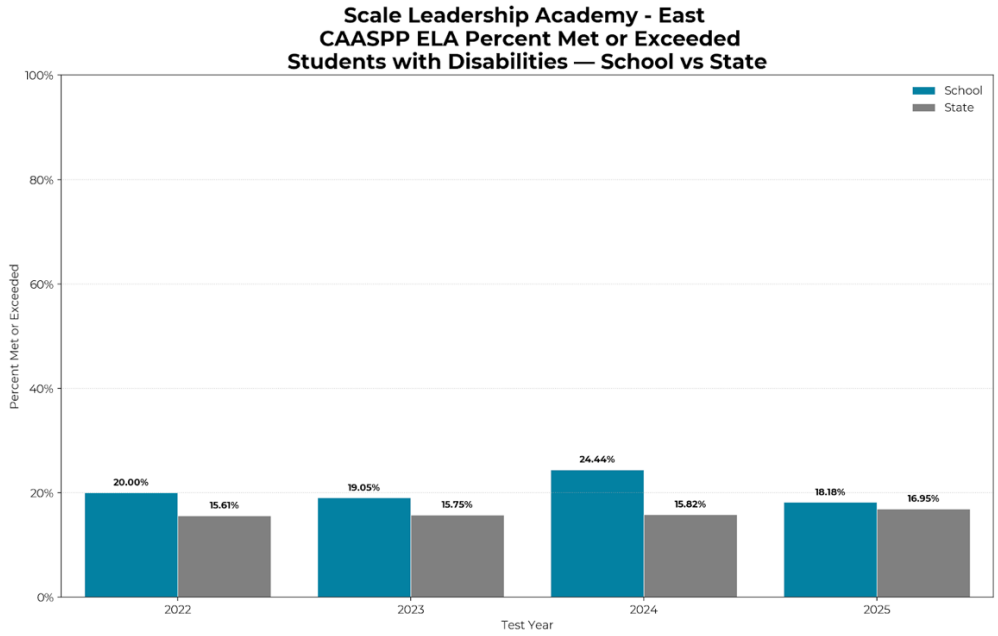
Science performance in the most recent year shown is strongest overall, with All Students at 49.6%. RFEP only (54.4%) and English Only (52.9%) lead the results and show many students are meeting expectations in science. Socioeconomically Disadvantaged students are at 44.9%, slightly below the overall rate. English Learners (35.3%), EL only (29.2%), and Students with Disabilities (36.1%) highlight the greatest need. Charter renewal priorities include stronger NGSS-aligned instruction and targeted supports for these groups.



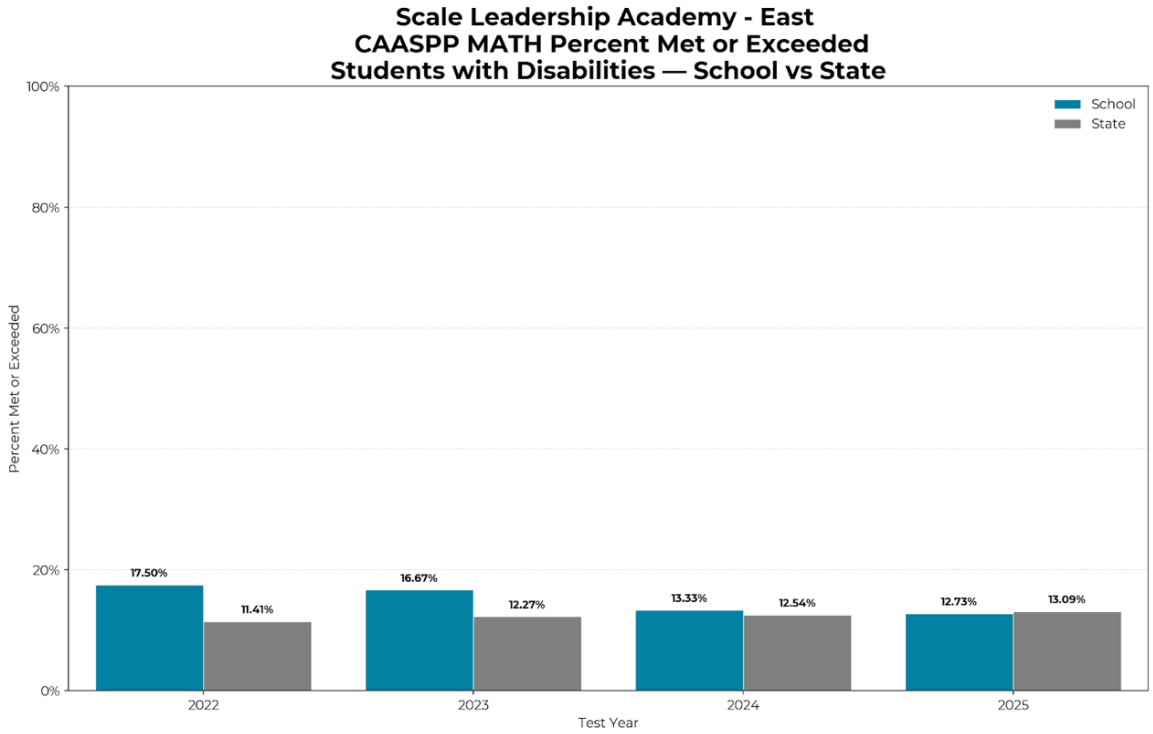
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East demonstrate consistent performance in ELA over four years, maintaining results between 25%–28%. Although the state continues to perform higher, the gap has remained stable, indicating that SCALE is holding steady while serving a high-needs population. This consistency reflects strong literacy supports, structured ELA instruction, and targeted intervention efforts.



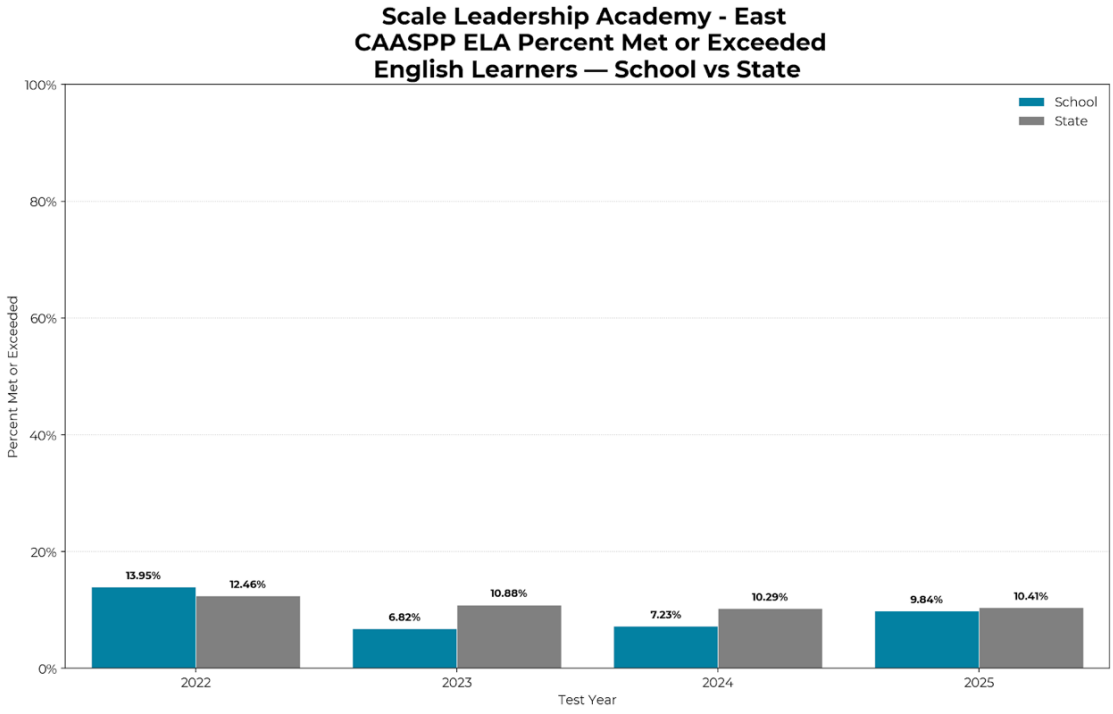
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East show steady, consistent growth in CAASPP Math over four years. Performance increased from 15.11% in 2022 to 22.77% in 2025, reflecting an upward trajectory. Although the state continues to outperform the school, the gap has narrowed each year—showing meaningful progress in closing achievement gaps. This improvement highlights the impact of targeted math interventions, small-group instruction, and individualized learning supports.



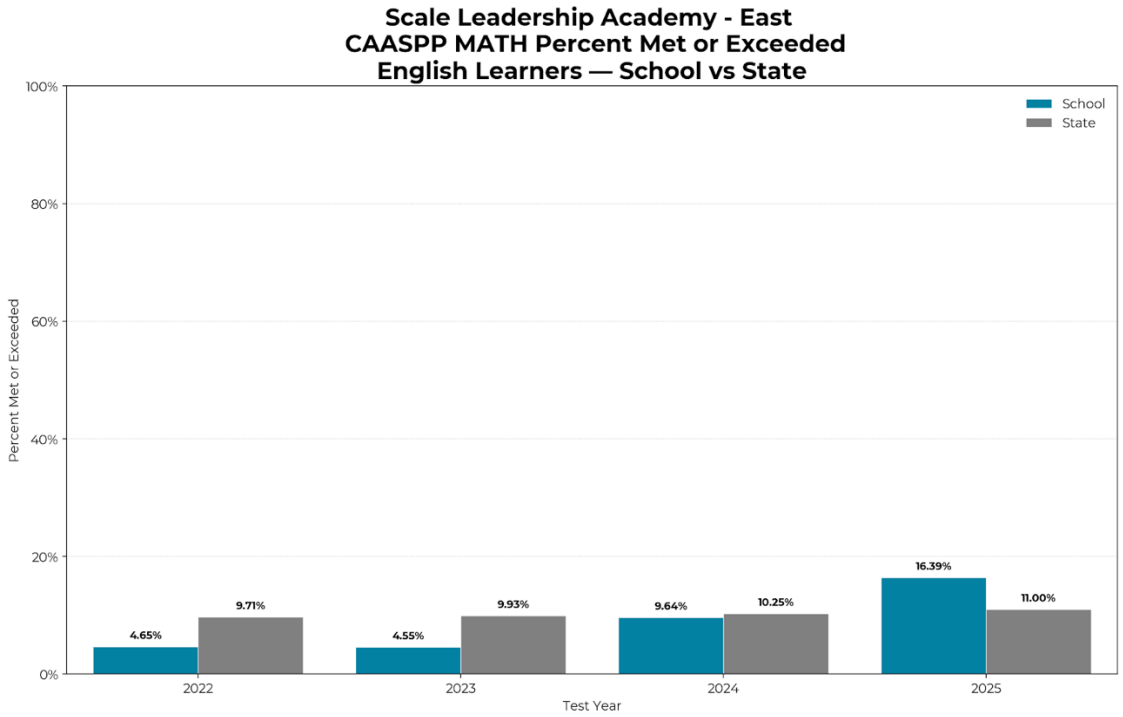
Students with Disabilities at SCALE Leadership Academy–East consistently perform at or above the statewide average in ELA. From 2022–2025, school performance ranged from 18–24%, while the state remained between 15–17%. Notably, SCALE outperformed the state in all four years, including a peak of 24.44% in 2024, demonstrating the effectiveness of targeted literacy supports, integrated ELA intervention, and alignment with IEP goals. Although performance dipped slightly in 2025, results remain above the state average, highlighting both progress and an opportunity to strengthen sustained growth.



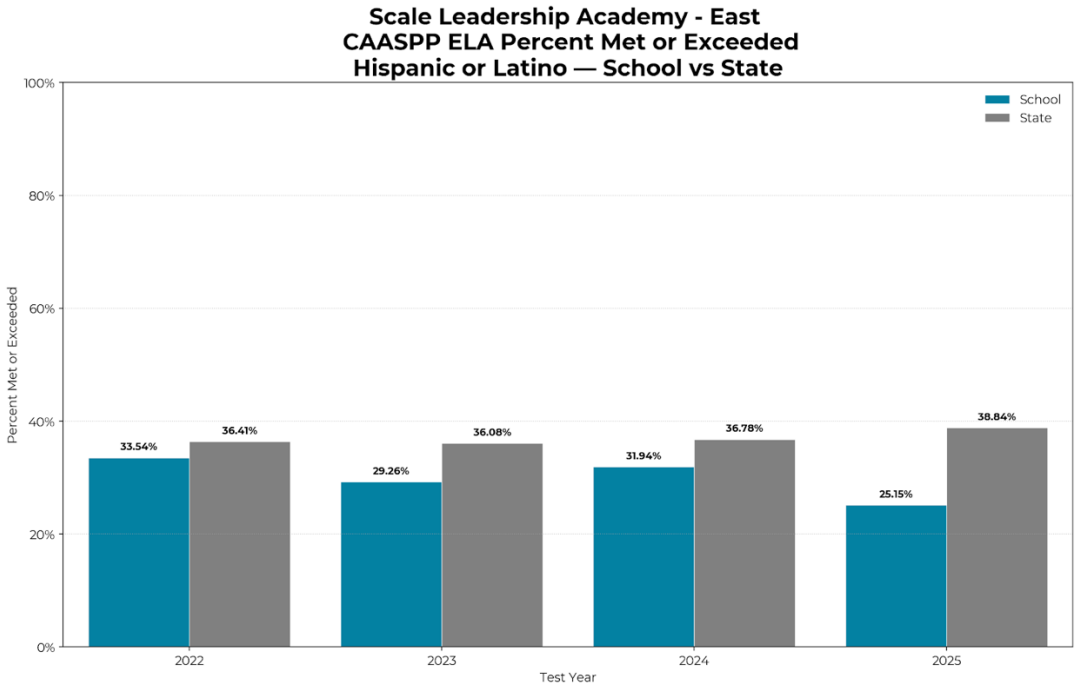
For Students with Disabilities, SCALE Leadership Academy–East demonstrates consistent performance that remains comparable to or above the state each year. The school maintained levels between 12–17% from 2022–2025, outperforming the state in two of the four years and closely aligning with it in the remaining years. While performance dipped slightly from 2022 to 2025, the subgroup remains stable.



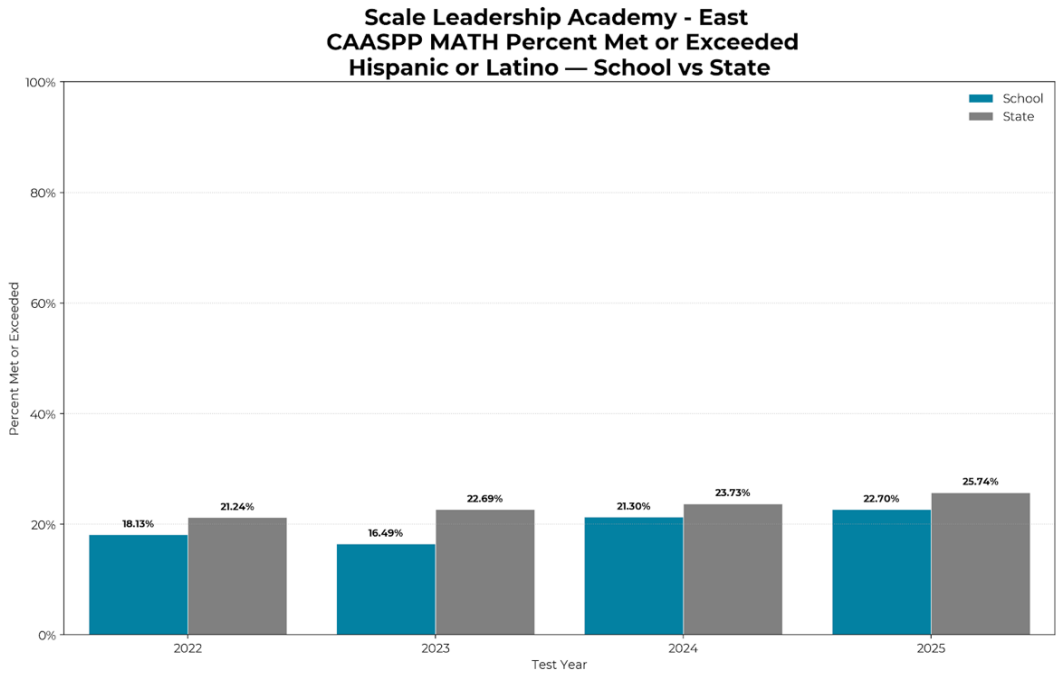
ELA CAASPP for English Learners is improving after a 2023 dip. SLA East went from 13.95% (2022) to 6.82% (2023) and 9.84% (2025). The state stayed around 10% to 11% in 2023 to 2025. In 2025 we are 0.57 points below the state. Renewal work focuses on designated ELD, stronger core literacy, and progress monitoring.



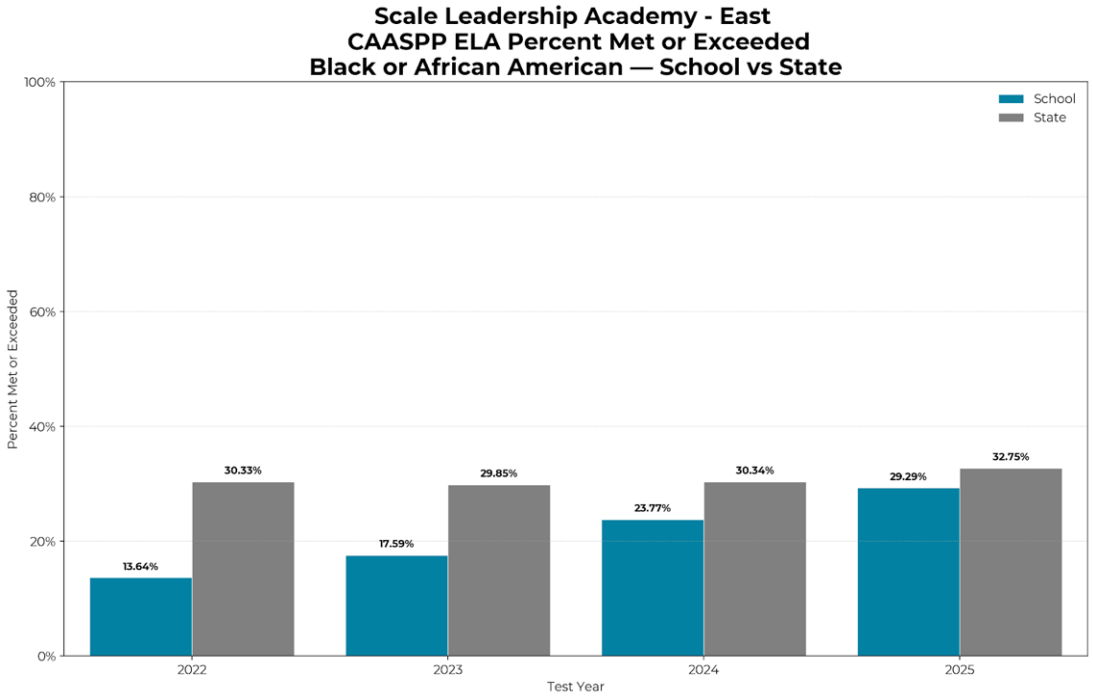
The data shows clear upward progress for English Learners in CAASPP Math at SCALE Leadership Academy–East. Performance increased from 4.65% in 2022 to 16.39% in 2025, demonstrating steady and meaningful growth. By 2025, English Learners at SCALE outperformed the statewide average for this subgroup (16.39% vs. 11.00%). This improvement reflects the effectiveness of targeted ELD supports, math intervention blocks, and individualized small-group instruction. Continued investment in integrated ELD, foundational math skills, and progress monitoring is expected to sustain and accelerate this positive trend.



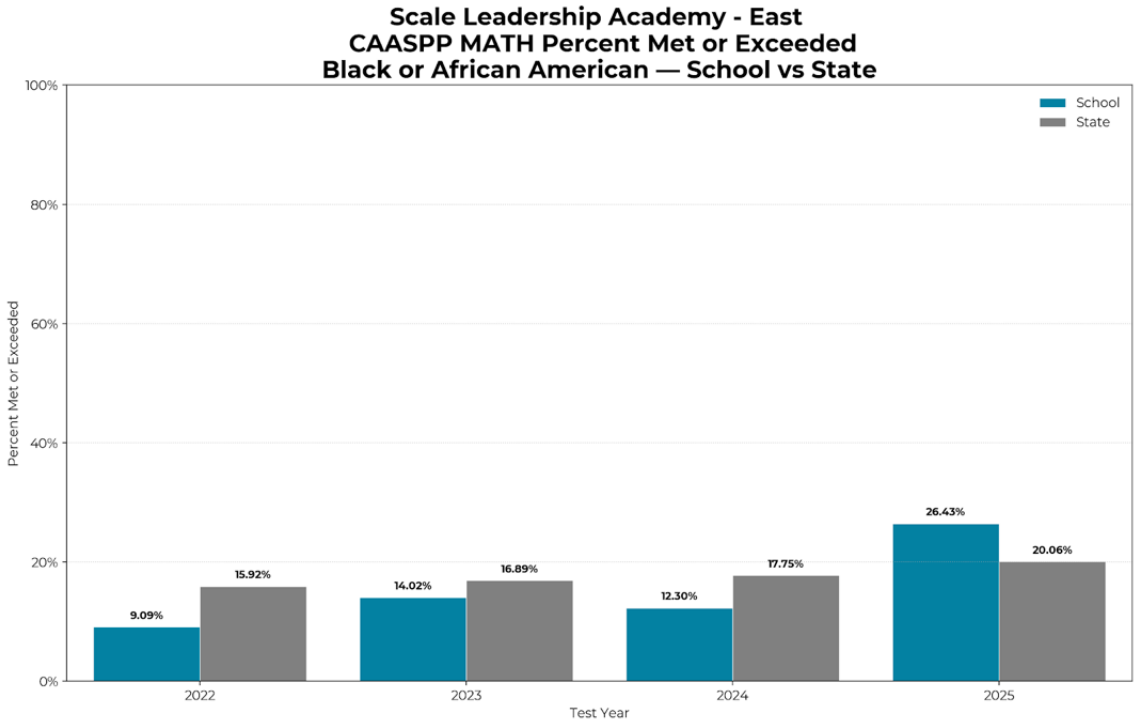
The data shows fluctuating but overall stable ELA performance for Hispanic/Latino students at SCALE Leadership Academy–East. While proficiency decreased from 33.54% in 2022 to 25.15% in 2025, the school remained within a consistent range across years. Although state performance remained higher, the gap has remained relatively steady. This trend highlights the need for continued targeted ELA supports.



The chart shows steady improvement in CAASPP Math performance for Hispanic/Latino students at SCALE Leadership Academy–East. Scores increased from 18.13% met/exceeded in 2022 to 22.70% in 2025, demonstrating consistent year-over-year growth. Although state averages remain slightly higher, the gap has narrowed, indicating the effectiveness of targeted math supports, intervention blocks, and small-group instruction. Continued focus on foundational skills, progress monitoring, and differentiated intervention will support further improvement for this subgroup.



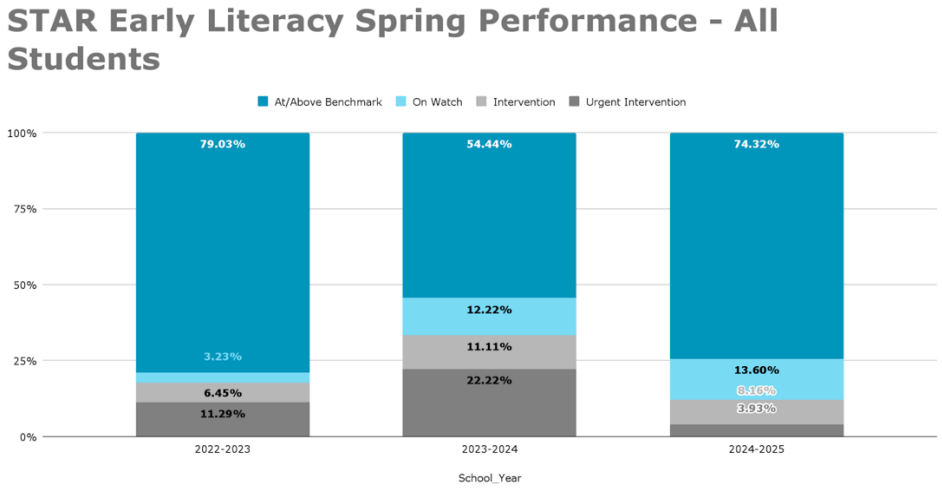
The graph shows consistent improvement in ELA performance for Black/African American students at SCALE Leadership Academy–East. Scores increased from 13.64% meeting/exceeding standards in 2022 to 29.29% in 2025, reflecting steady year-over-year gains. Although the state average remains higher, the gap has narrowed significantly, demonstrating the positive impact of targeted literacy supports, intervention blocks, and individualized tutoring. Continued focus on reading comprehension, writing skills, and progress monitoring is expected to sustain this upward trajectory.



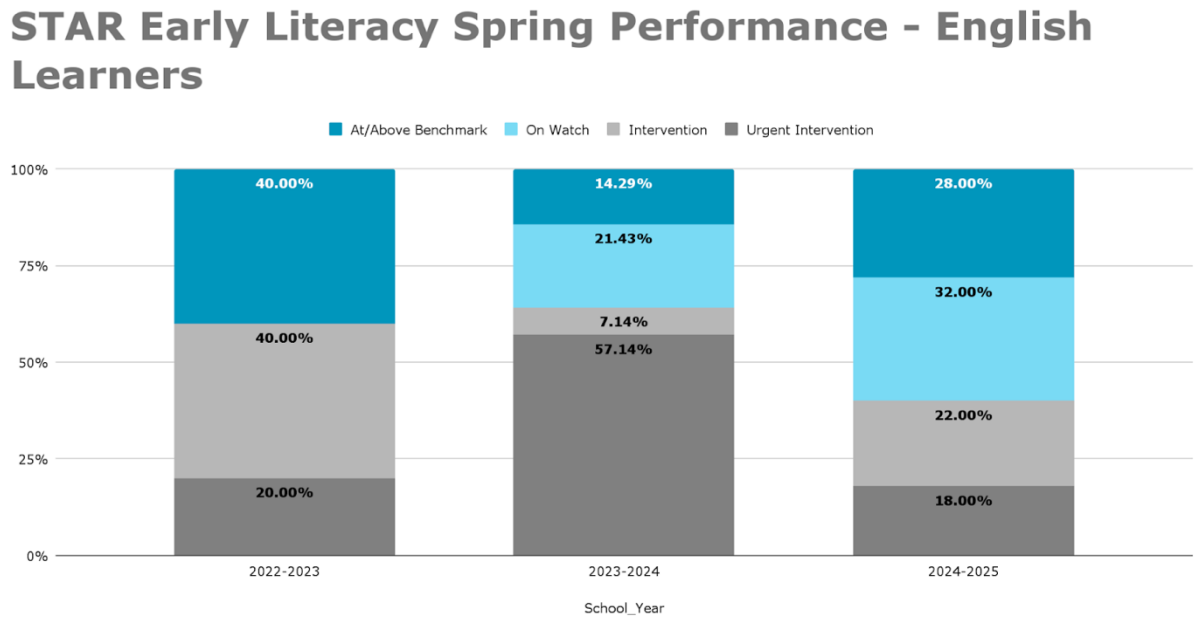
The graph shows steady improvement in CAASPP Math performance for Black/African American students at SCALE Leadership Academy–East. Between 2022 and 2025, the percentage of students meeting or exceeding standards increased from 9.09% to 26.43%, surpassing the state's performance for this subgroup in 2025 (20.06%). This upward trend demonstrates meaningful progress and reflects the impact of targeted interventions, small group supports, and individualized tutoring provided to students. Continued focus on instructional support and monitoring is expected to sustain and further accelerate growth.

Local Verified Measures

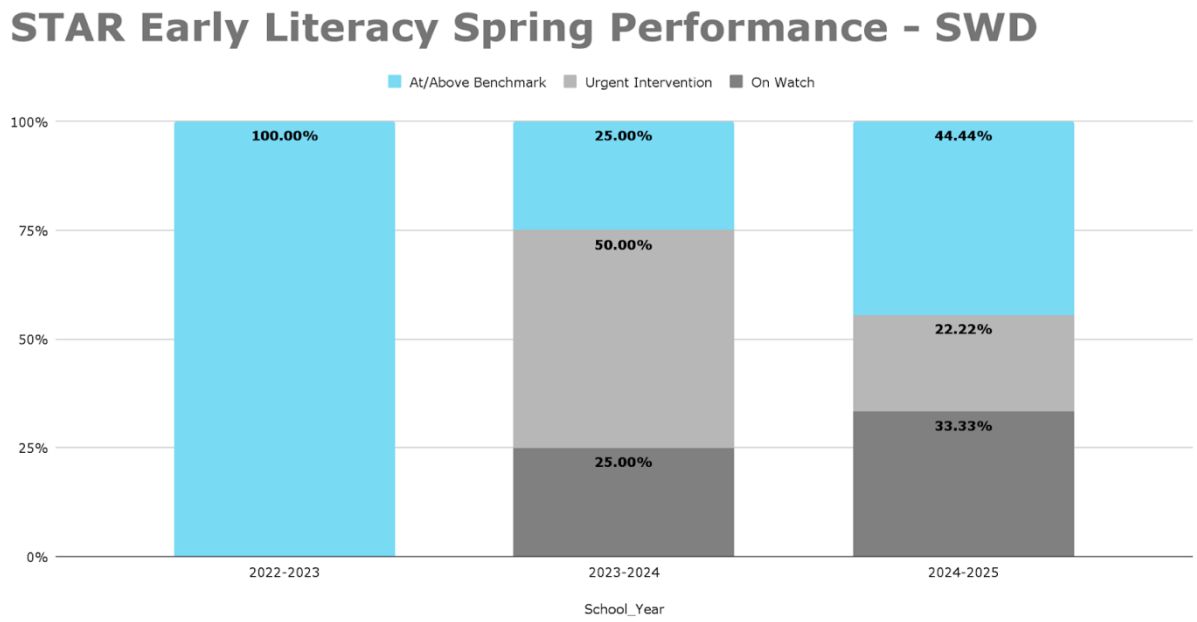
In addition to state accountability indicators, SLA-East uses Local Verified Measures such as Renaissance STAR assessments to provide ongoing, evidence-based monitoring of student learning. These locally administered measures offer timely checkpoints for early identification of need, placement into appropriate supports, and progress monitoring across the school year. The charts that follow summarize STAR performance and growth overall and by student group to guide instructional planning, strengthen MTSS decisions, and ensure equitable access to effective intervention.



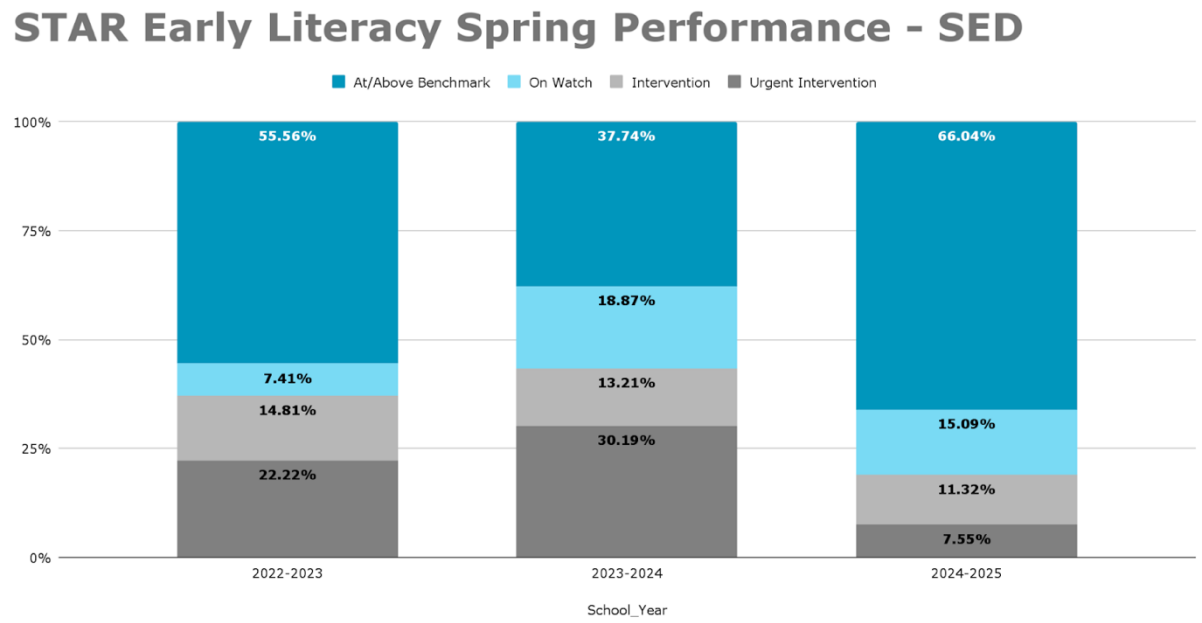
Spring STAR Early Literacy results for all students show a dip in 2023–2024 followed by a strong rebound in 2024–2025. The percent At or Above Benchmark moved from 79.03% (2022–2023) down to 54.44% (2023–2024), then back up to 74.32% (2024–2025). The highest need band, Intervention plus Urgent Intervention, peaked at 33.33% in 2023–2024 and decreased to about 12.09% in 2024–2025. While overall performance improved, the On Watch group increased to 13.60% in 2024–2025, showing a larger "bubble" of students who could slide without timely support. Next steps should prioritize targeted small group instruction and progress monitoring to move On Watch students into At or Above Benchmark and prevent reentry into intervention levels.



Spring STAR Early Literacy results for English Learners show meaningful improvement from 2023–2024 to 2024–2025, though performance remains mixed overall. The percent At or Above Benchmark rose from 14.29% to 28.00%, doubling year over year. The highest need level, Urgent Intervention, dropped sharply from 57.14% to 18.00%, signaling stronger support and/or improved access to instruction. At the same time, the On Watch group increased to 32.00%, indicating a growing group of ELs who are close to benchmark but still need targeted, language-supported instruction to keep progressing. Next steps should focus on moving On Watch students into At or Above Benchmark through explicit foundational skills practice paired with structured language supports, while maintaining intensive intervention for the remaining urgent needs students.

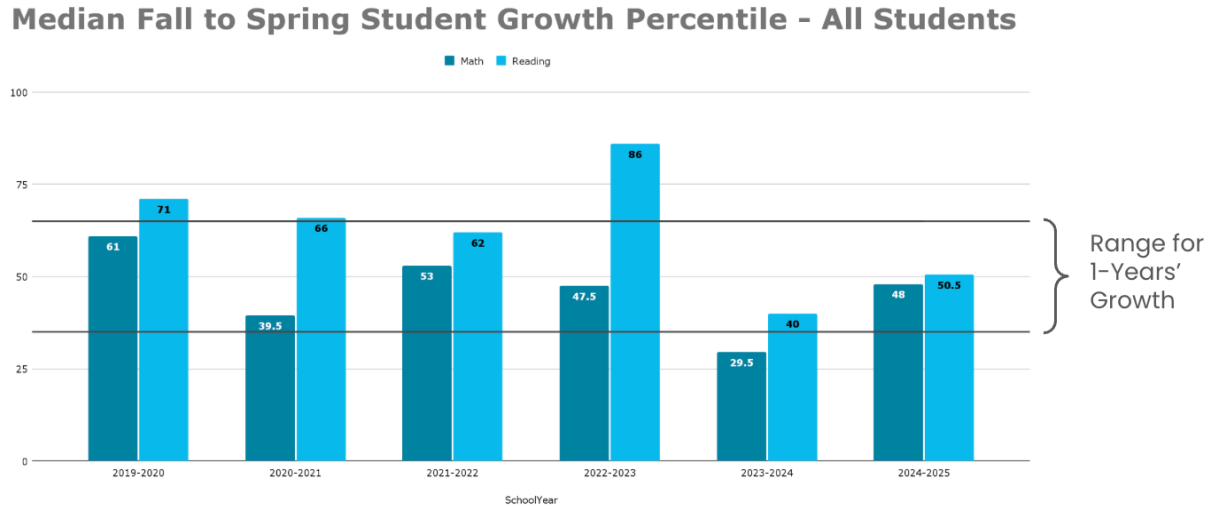


Spring STAR Early Literacy results for students with disabilities show meaningful improvement in 2024–2025 compared to the prior year, alongside a continued need for targeted support. After a challenging 2023–2024 distribution, 44.44% of students moved to At or Above Benchmark in 2024–2025, while Urgent Intervention decreased to 22.22%. At the same time, 33.33% of students remained in the On Watch band, signaling a sizable group that is close to benchmark but still vulnerable without consistent intervention. Overall, the pattern suggests progress is returning, with the next step being tighter alignment between core instruction and IEP supports, plus frequent progress monitoring to move On Watch students into benchmark and prevent urgent needs from increasing again.

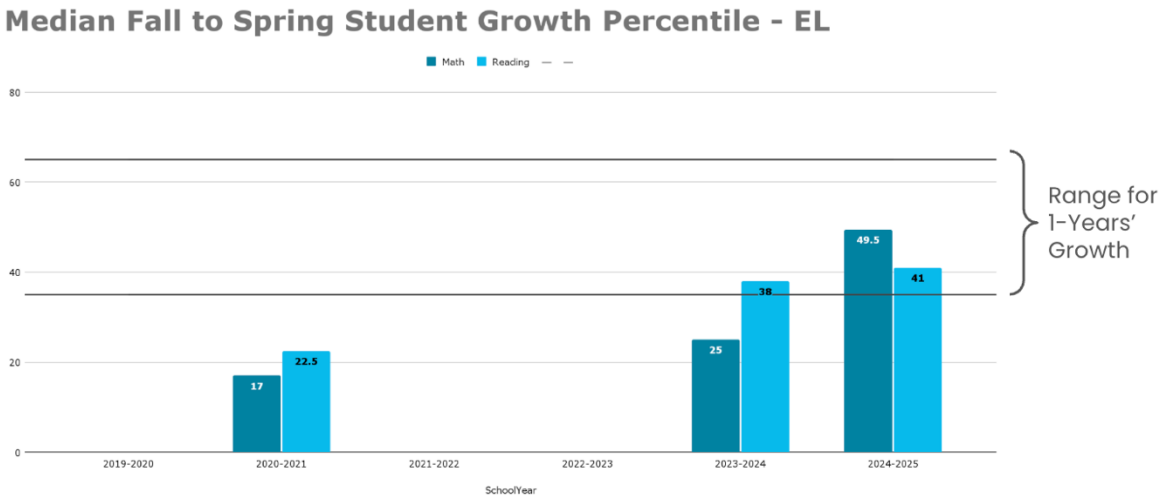


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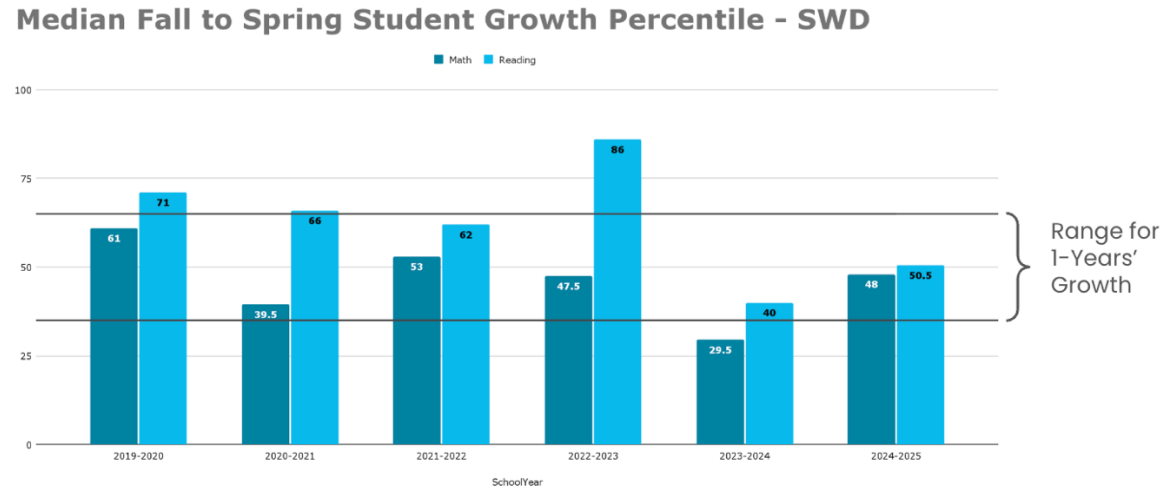
Spring STAR Early Literacy results for socioeconomically disadvantaged students show a strong rebound in 2024–2025 after a dip the prior year. The percent At or Above Benchmark increased to 66.04% (up from 37.74% in 2023–2024 and higher than 55.56% in 2022–2023). At the same time, Urgent Intervention decreased substantially to 7.55% (down from 30.19% in 2023–2024), indicating fewer students in the highest need band. The On Watch group grew to 15.09%, suggesting a larger set of students who are closer to benchmark but still require consistent targeted support to prevent backsliding. Overall, the distribution shifted away from intensive intervention and toward stronger core outcomes, with the next priority being tightening Tier 1 instruction and short cycle supports to move On Watch students into At or Above Benchmark while keeping urgent needs from reemerging.



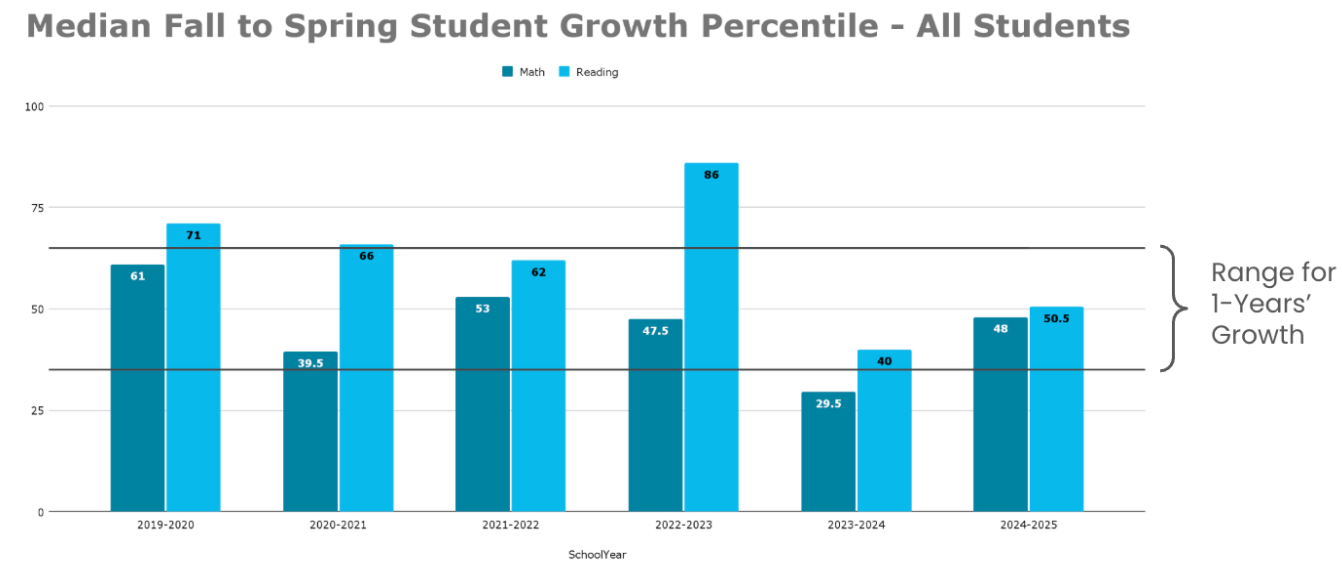
Median Fall to Spring SGP shows recovery in 2024-25 after a low point in 2023-24. Reading growth was above the 1-years range in several years, peaking at 86 in 2022-23, then dropping to 40 in 2023-24 before rising to 50.5 in 2024-25. Math growth was stronger earlier (61 in 2019-20, 53 in 2021-22), fell to 29.5 in 2023-24, and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical growth range. We will focus on sustaining this momentum and closing gaps for students below benchmark.



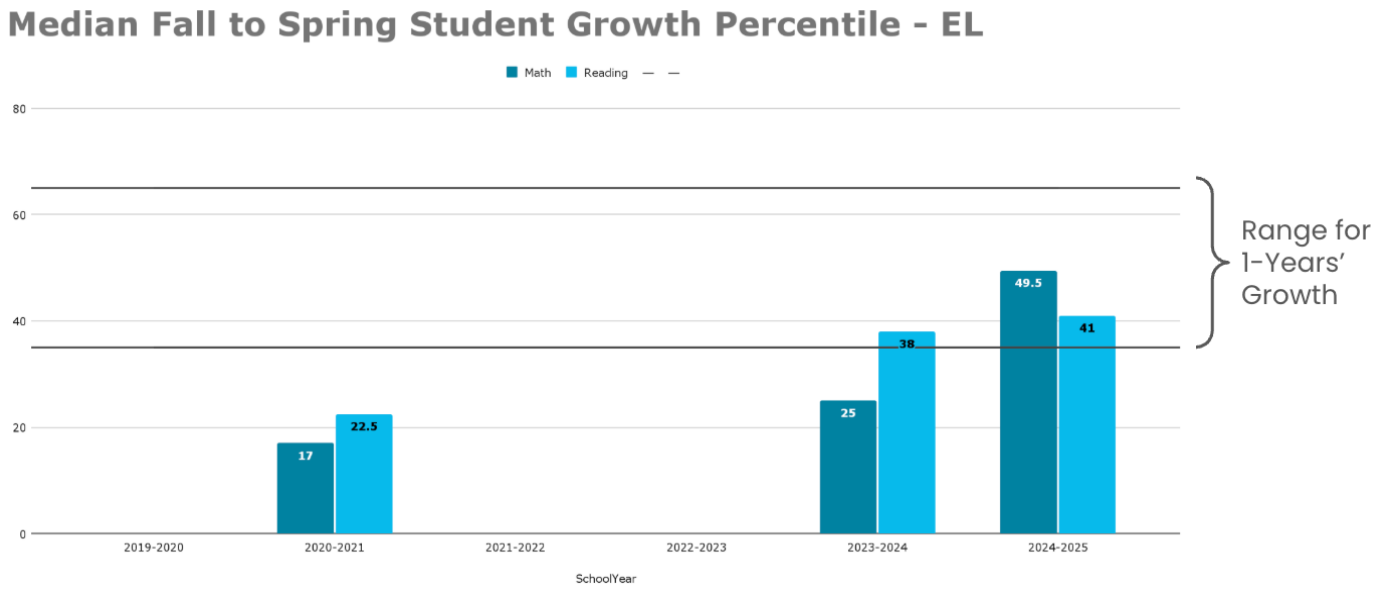
EL median Fall to Spring SGP shows strong improvement in 2024-25 after very low growth in earlier years. In 2020-21, growth was well below the 1-years range (Math 17; Reading 22.5). In 2023-24, reading reached 38 while math remained low at 25. In 2024-25, EL growth moved into the typical range, with Math at 49.5 and Reading at 41. This indicates EL students are making more expected academic progress year over year. We will sustain these gains through consistent designated ELD, targeted literacy supports, and ongoing progress monitoring.



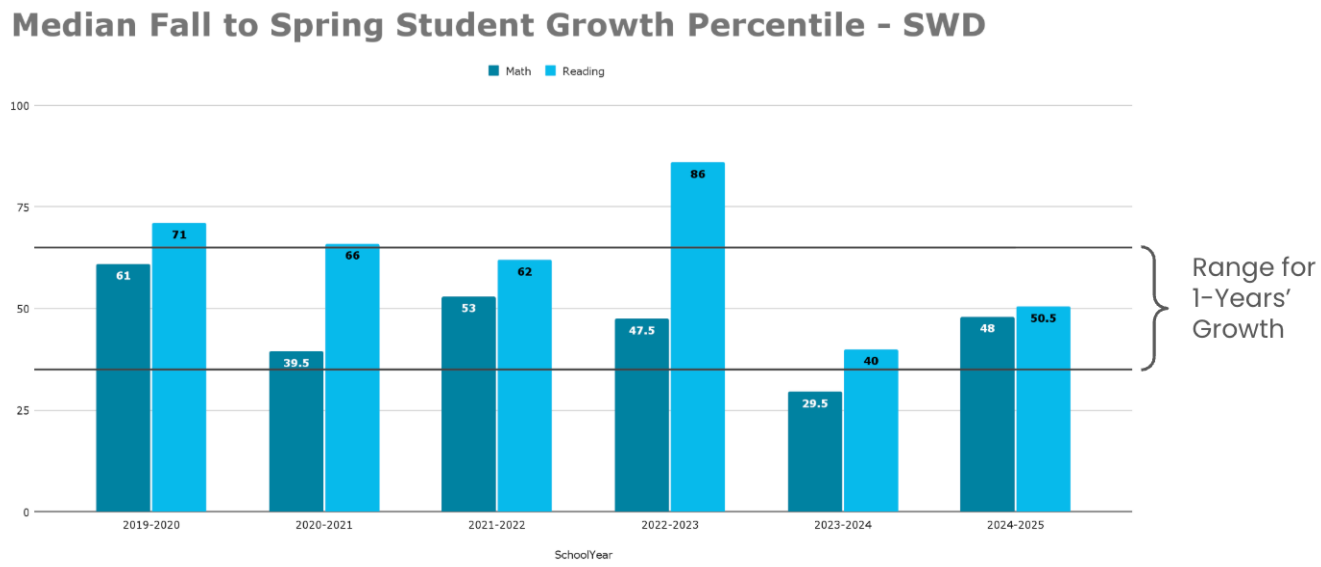
SWD median Fall to Spring SGP shows strong growth in several years, a sharp dip in 2023-24, and recovery in 2024-25. Reading growth peaked at 86 in 2022-23, dropped to 40 in 2023-24, then rose to 50.5 in 2024-25. Math growth fell to 29.5 in 2023-24 and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical 1-year growth range. We will strengthen individualized supports and progress monitoring to sustain gains and close skill gaps.



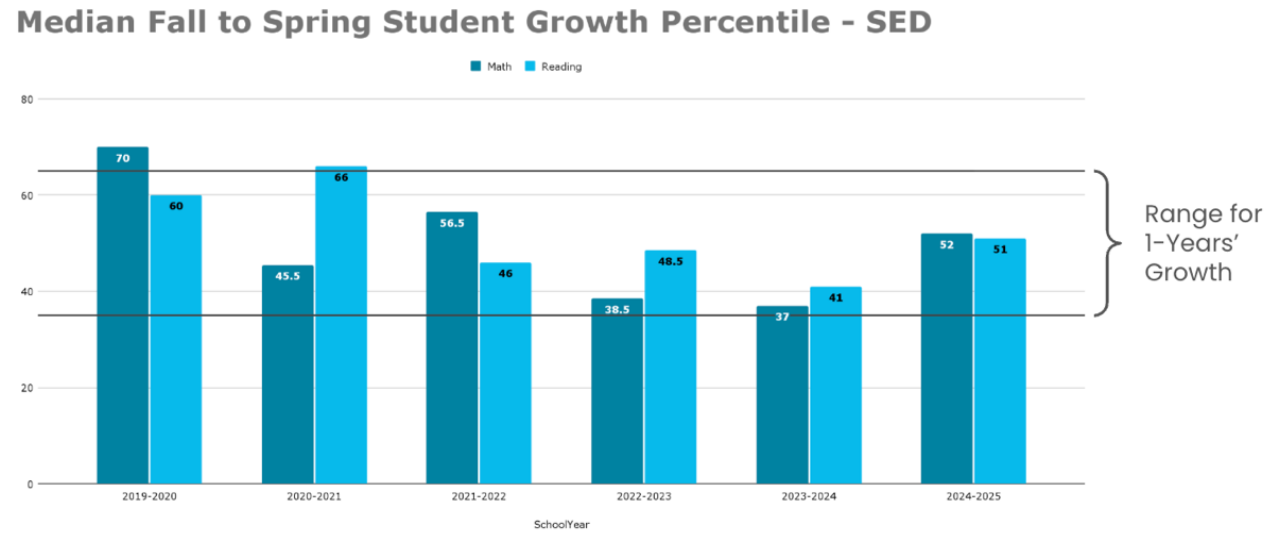
Median Fall to Spring SGP shows recovery in 2024-25 after a low point in 2023-24. Reading growth was above the 1-years range in several years, peaking at 86 in 2022-23, then dropping to 40 in 2023-24 before rising to 50.5 in 2024-25. Math growth was stronger earlier (61 in 2019-20, 53 in 2021-22), fell to 29.5 in 2023-24, and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical growth range. We will focus on sustaining this momentum and closing gaps for students below benchmark.



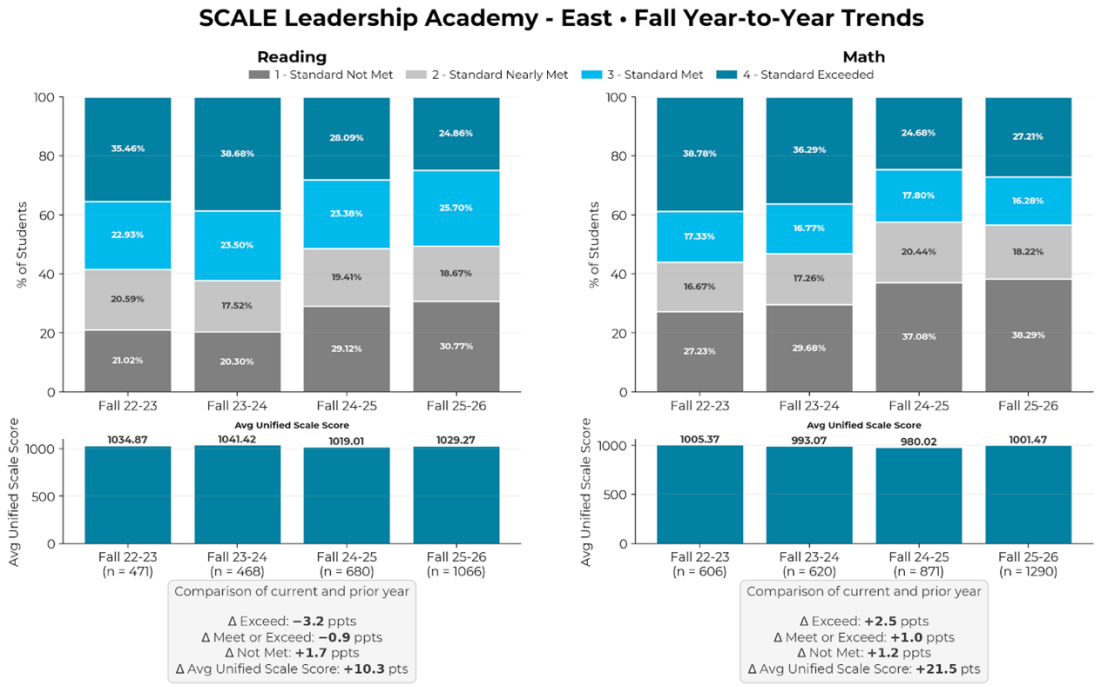
EL median Fall to Spring SGP shows strong improvement in 2024-25 after very low growth in earlier years. In 2020-21, growth was well below the 1-years range (Math 17; Reading 22.5). In 2023-24, reading reached 38 while math remained low at 25. In 2024-25, EL growth moved into the typical range, with Math at 49.5 and Reading at 41. This indicates EL students are making more expected academic progress year over year. We will sustain these gains through consistent designated ELD, targeted literacy supports, and ongoing progress monitoring.



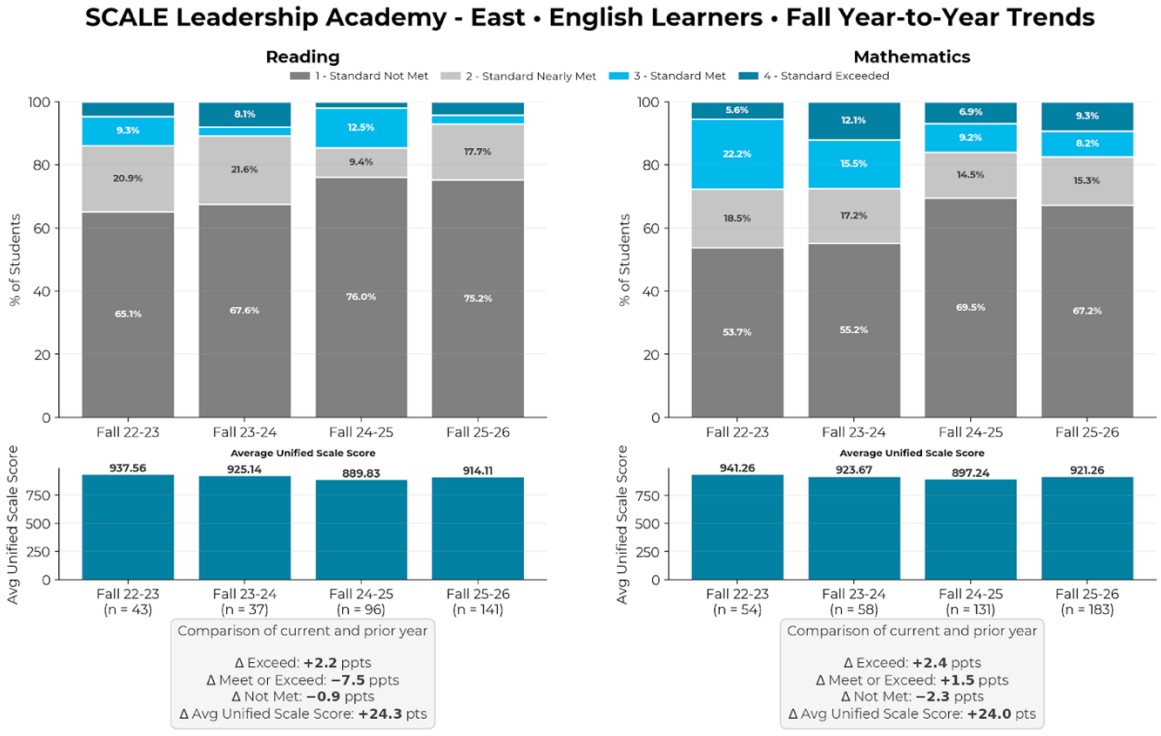
SWD median Fall to Spring SGP shows strong growth in several years, a sharp dip in 2023-24, and recovery in 2024-25. Reading growth peaked at 86 in 2022-23, dropped to 40 in 2023-24, then rose to 50.5 in 2024-25. Math growth fell to 29.5 in 2023-24 and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical 1-year growth range. We will strengthen individualized supports and progress monitoring to sustain gains and close skill gaps.



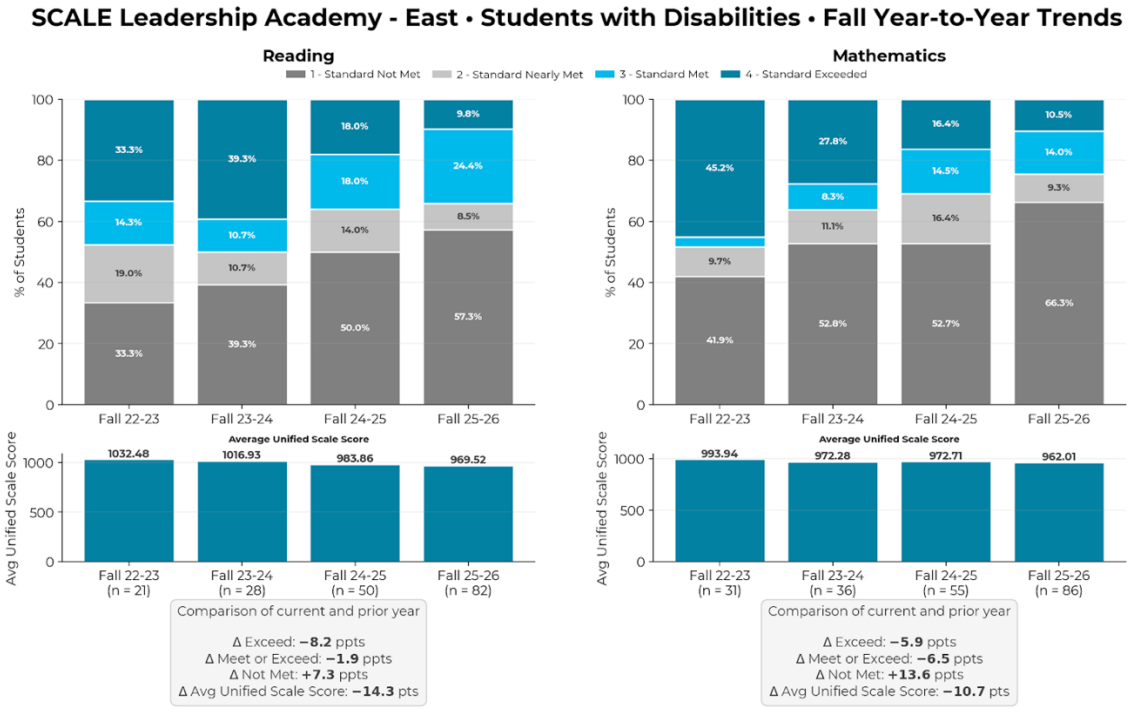
SED median Fall to Spring SGP shows recent improvement after softer growth in 2022-23 and 2023-24. Math growth was strong in 2019-20 (70) and 2021-22 (56.5), dipped to 38.5 in 2022-23 and 37 in 2023-24, then rose to 52 in 2024-25. Reading growth stayed within or above the typical range most years, reaching 51 in 2024-25. In 2024-25, both subjects are back in the 1-year growth range. We will build on this by targeting students still below benchmark and monitoring progress each window.



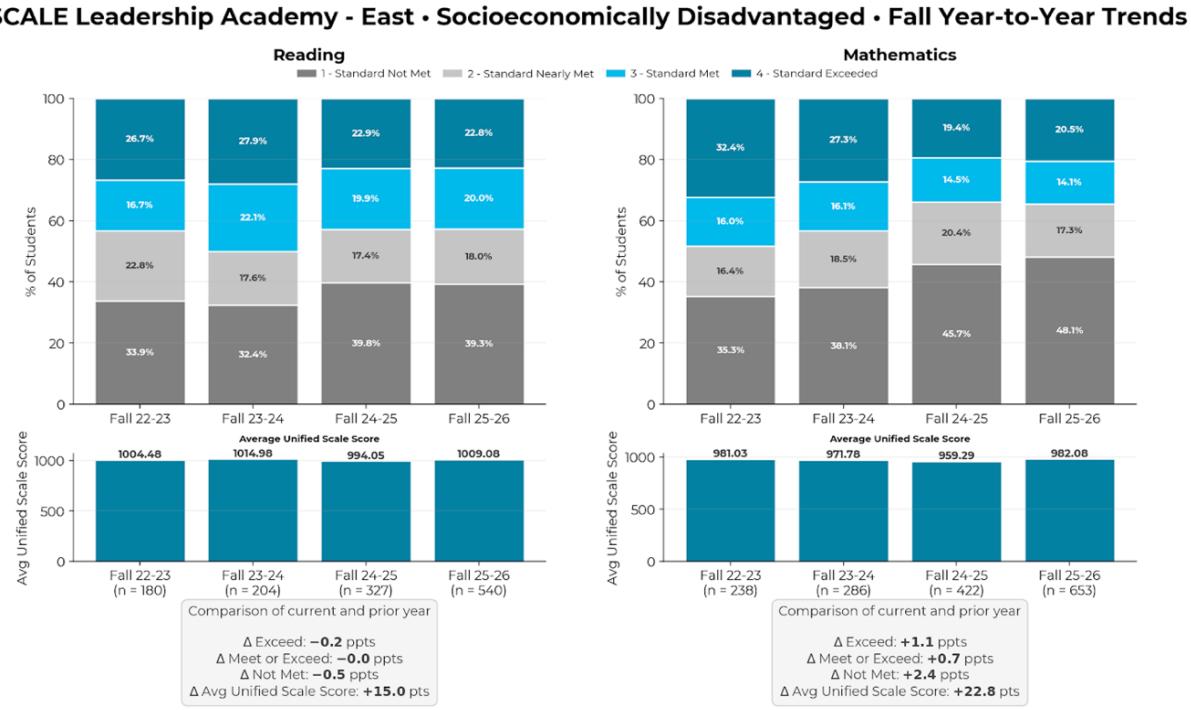
Fall STAR trends show higher average scores in 2025-26 with mixed shifts across performance levels. Reading average Unified Scale Score increased from 1019.0 to 1029.3, while Exceeded fell 3.2 points and Not Met rose 1.7 points. Math rebounded from 980.0 to 1001.5, with Exceeded up 2.5 points. This fall tested far more students, strengthening the signal. We will use STAR to target intervention and monitor growth.



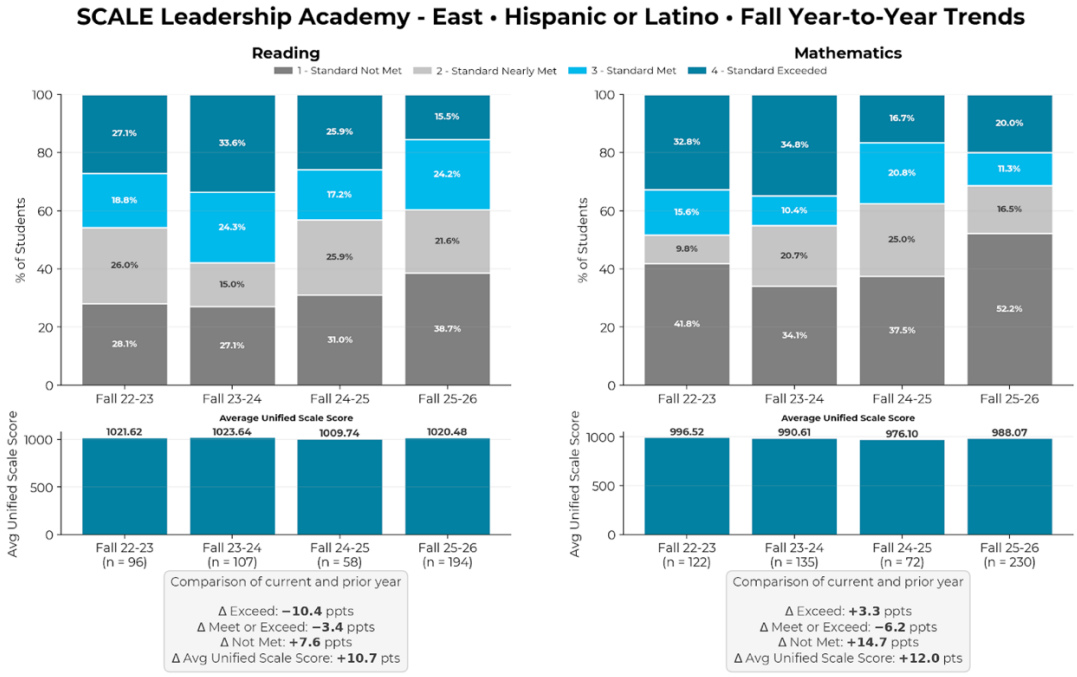
Fall STAR results for English Learners show modest recovery in 2025-26 with continued performance-level need. Reading average Unified Scale Score increased from 889.8 to 914.1 (+24.3), while Meet or Exceed decreased 7.5 points. Math average score also rose from 897.2 to 921.3 (+24.0) and Meet or Exceed improved 1.5 points. Not Met remains high (75.2% reading; 67.2% math). We will intensify targeted EL supports and monitor growth each window.



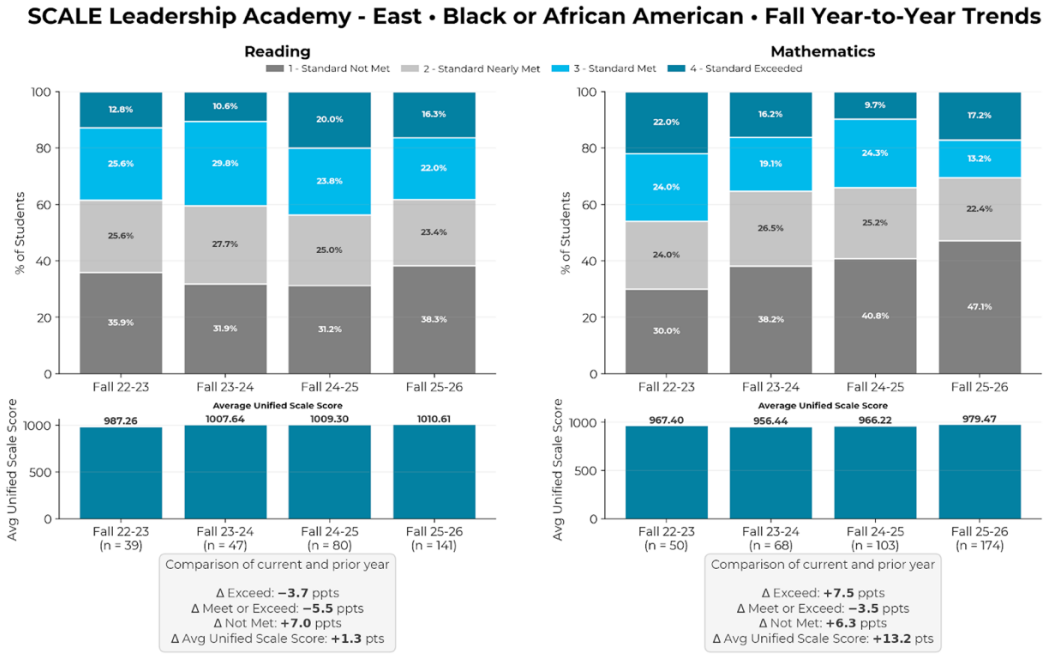
Fall STAR results for Students with Disabilities show a decline in 2025–26 after steadier performance in prior years. Reading average score fell from 983.9 to 969.5 (down 14.3), with Not Met rising to 57.3% and Exceeded down 8.2 points. Math average score dropped from 972.7 to 962.0 (down 10.7), and Not Met increased to 66.3%. Participation also grew (reading n=82; math n=86). We will intensify targeted SPED supports and monitor progress each STAR window.



Fall STAR results for Socioeconomically Disadvantaged students show score gains in 2025-26 with steady performance levels. Reading average score rose 15 points to 1009 and Meet or Exceed stayed flat at about 43%. Reading Not Met remained 39.3%. Math rebounded 22.8 points to 982, but Not Met increased to 48.1%. With stronger participation, we will target supports to move students into Met and Exceeded.



Fall STAR results for Hispanic or Latino students show higher average scores in 2025-26, but more students remain below benchmark. Reading average score increased 10.7 points to 1020.5, while Not Met rose to 38.7% and Exceeded dropped 10.4 points. Math average score increased 12.0 points to 988.1, yet Not Met climbed to 52.2% and Meet or Exceed declined 6.2 points. With larger participation this fall (reading n=194; math n=230), we have a stronger picture of current needs. We will target priority skills and monitor growth each window to accelerate readiness for CAASPP.



Fall STAR trends for Black or African American students show higher average scores in 2025-26, alongside a larger share of students below benchmark. Reading average score rose to 1010.6 (+11.3), but Not Met increased to 38.3% and Meet or Exceed decreased 5.5 points. Math average score increased to 979.5 (+13.2), yet Not Met rose to 47.1% and Meet or Exceed declined 3.5 points. With higher participation (reading n=141; math n=174), we will target priority skills, monitor growth each window, and strengthen supports to move more students into Met and Exceeded.

Reporting of Data

SCALE Leadership Academy- East publishes an annual report that summarizes school demographics, student achievement and growth, significant accomplishments, and financial information. The report is posted on the school website and is provided to the school's authorizer and the County Office of Education, and to other parties upon request.

SCALE Leadership Academy- East prepares and posts a School Accountability Report Card (SARC) each year using the state template. The SARC includes, at minimum:

- Demographic information;
- School safety and climate for learning;
- Academic performance (including CAASPP results and California School Dashboard indicators);
- Graduation/completion rates (as applicable by grade span);
- Class sizes;
- Teacher and staff information (assignments/credentials);
- Curriculum and instruction descriptions, including access to standards-aligned materials;
- College and career readiness information (as applicable); and
- Fiscal and expenditure data.

The SARC is updated annually and made available to the public on the school website.

The school develops, adopts, and annually updates a Local Control and Accountability Plan (LCAP) that describes goals, actions, services, and expenditures for all students and student groups. The LCAP and required annual update are posted on the school website and submitted to the authorizer consistent with state timelines.

Communication of Data with Students and Families

SCALE Leadership Academy- East treats assessment communication as part of teaching and learning. Students receive timely, actionable feedback that helps them understand where they are, what quality looks like, and the next steps to improve. Families receive clear, jargon-free updates that distinguish attendance, work samples, artifacts of learning, grades, and growth so they can support learning at home.

What we share and when:

- State assessments: After state testing, families receive the official Student Score Reports (CAASPP, ELPAC, and alternate assessments as applicable) with plain-language explanations of what the results mean and how they connect to instruction and support
- Renaissance STAR 360: After each testing window, teachers share a brief summary of growth and priority skills, along with the instructional plan (reteach, small-group focus, enrichment) and how progress will be checked
- K–2 universal screening: For Multitudes early literacy screening, the school provides advance notice and opt-out information consistent with law; results are communicated as flags for follow-up, not labels, with the specific next steps the school will take and how families can help at home

- Course progress and feedback: Teachers provide ongoing feedback on classroom tasks, projects, and writing using common rubrics, and post grade updates per course policy. Where helpful, teachers share exemplars/anchor papers so students and families can see what success looks like
- Individualized supports: For students with language development needs or disability-related supports, communication includes the accommodations or services in place and how progress toward goals is monitored

How we communicate:

- Information is shared through school-adopted platforms (e.g., the student information system and approved assessment tools), email or messaging, and conferences (virtual or in person)
- Updates are provided in family-friendly language and, when required, in the home language and accessible formats
- Teachers offer opportunities for student-led or family conferences to review work, reflect on growth, and set goals aligned to upcoming learning

Privacy and stewardship:

- Communications include only the information necessary to support student learning. Data is handled consistent with school procedures and applicable privacy laws

Grading Policy

Purpose and Principles

Grades at SCALE Leadership Academy- East represent a student's level of academic achievement toward clearly defined standards. Grading is consistent, equitable, and transparent; it emphasizes quality of evidence and growth over time, not task completion alone. Practice activities primarily inform feedback; summative work demonstrates mastery.

What Grades Reflect

- Standards-aligned achievement shown through performance tasks, projects, writing, discussions, quizzes/tests, and other classroom-embedded assessments scored with common rubrics
- Multiple opportunities to demonstrate learning within a reporting period, with timely feedback that supports revision and improvement
- Triangulation of evidence over time; statewide tests and universal screeners inform instruction but are not used as the basis for course grades

What Grades Do Not Reflect

- Behavior or compliance unrelated to academic learning
- Screener flags or benchmark growth metrics—used to plan instruction and supports, not to determine grades

Course Syllabi and Calculation
Many courses publish a syllabus that describes grade categories, weights that sum to 100%, and the major standards assessed. Categories prioritize standards-aligned summative performance; routine practice/homework carries limited weight. No single assignment disproportionately determines a final grade. Extra credit, if used, aligns to standards and does not distort achievement.

Make-Up, Revision, and Reassessment
Students have reasonable opportunities within established timelines to submit missing work due to excused circumstances and to revise or reassess after receiving feedback. Reassessment options preserve assessment integrity and may use alternate tasks addressing the same standards. Policies are applied consistently across the school.

Accessibility and Fairness
Grades reflect what students know and can do with required accommodations in place. Approved accommodations do not change what is being measured; modifications (if used) are documented and communicated so grades accurately represent modified expectations. Language-development supports are embedded; grades do not penalize English Learners for language acquisition needs unrelated to the standard being assessed.

Academic Integrity
Students complete and submit authentic work. The school communicates expectations and responses to academic dishonesty; consequences focus on learning restoration (redo/reassess) alongside appropriate disciplinary steps per policy.

Communication
Teachers maintain up-to-date gradebooks in the student information system and provide clear, rubric-based feedback. Progress reports and conferences (student-led when appropriate) help students and families understand current performance and next steps.

ELEMENT D – GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." Education Code Section 47605(c)(5)(D)

Non-Profit Public Benefit Corporation

SLA will be a directly funded independent charter school and will be operated by SCALE Leadership Academy- East ("SCALE"), a 501(c)(3) California non-profit public benefit corporation pursuant to California law upon approval of this charter. SCALE currently operates and governs one charter school, SCALE Leadership Academy- East, which is authorized by the Palo Unified School District. Upon approval of this charter for SLA, SCALE will operate as a multi-school network organized as a single nonprofit corporation (otherwise known as a "Charter Management Organization" or "CMO"), as described herein.

SLA will operate autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the District and SLA. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of SLA, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SLA as long as the District has complied with all oversight responsibilities required by law.

Organizational Structure

The governance, leadership, and staffing structure of SLA is designed to ensure that SLA meets its mission of setting students on a path for success in high school, college, and beyond. The Board of Directors shall involve parents and use expert service providers to ground the school in the best practices of charter school management and oversight.

Board of Directors

SLA shall be governed by the SCALE Board of Directors ("Board") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have at least five (5) and no more than eleven (11) directors. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. A minimum of two (2) seats shall be reserved on the Board for authorizer representatives. The Board shall also designate a minimum of one (1) seat for each of the charter schools operated by SCALE to be filled by a parent or community member representing each charter school.

All directors shall be designated by the existing Board of Directors, with the exception of the District-appointed representative, should the District choose to exercise this option.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been designated and qualified.

The Board shall seek to nominate and appoint members with experience in one or more of the following areas: education, government, law, business, public finance/accounting, fundraising, facilities, philanthropy, or public relations. The Board will also seek candidates who understand and support SCALE's mission, culture, and goals. The qualifications sought in those candidates will include, but not be limited to, the following:

- A dedication to furthering the vision and mission of each charter school operated by SCALE
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work within a team structure
- Expectation that all children can and will realize high academic achievement
- Specific knowledge, experience, and/or interest in at least one element of governance for SCALE

Additionally, to be qualified to serve as a director, all directors shall be of the age of majority in California. Other qualifications required are as follows:

- Have a college degree;
- Have education, nonprofit experience or other relevant professional experience (i.e., finance, education, law, business, facilities or real estate, public relations);
- Have a passion for community and public service; and
- Have a passion for school reform

In accordance with the bylaws, no persons serving on the Board of Directors may be an interested person. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor otherwise, excluding any reasonable compensation paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Board Meetings and Duties

The Board of Directors shall meet regularly, at least once a month (except during the summer). Meetings shall be held at designated locations near or at SCALE's operating charter schools or corporate headquarters, alternating every other month, to ensure broad access to all parents, community members, and other stakeholders. In addition, SCALE shall ensure public access and participation in Board meetings through teleconference and/or videoconference. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act including, but not limited to, those related to notice, agenda preparation, posting and reporting.

The Board of Directors is fully responsible for the operation and fiscal affairs of the charter schools it operates, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director
- Approve all contractual agreements
- Approve and monitor the implementation of general policies. This includes effective human resource policies for career growth and compensation of the staff

- Approve and monitor each school's annual budget and budget revisions
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of each charter school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of each charter school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly measure progress of both student and staff performance
- Involve parents and the community in charter school programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board has adopted a Conflict-of-Interest Code which complies with the Political Reform Act and Corporations Code conflicts of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

The Board will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at a minimum, conflicts of interest and the Brown Act.

All meetings of the Board shall conduct business for all charter schools governed by SCALE Leadership Academy-East. The Board recognizes that each charter school will have individual student demographics and will view each school as a separate entity and will govern each school according to the identified needs and student composition of each school governed by SCALE.

The SCALE Executive Director shall be responsible for the management and day-to-day operations of each charter school's program and ensuring all Board directives, policies, and procedures are followed by each charter school governed by the SCALE Board. Each charter school shall have a Principal that will report to the Executive Director. The Principal operates under the policy direction of the-Executive Director and SCALE Board of Directors.

SCALE will operate with an Administrative Office to support each independent school under the Board's governance. The Administrative Office will house all cumulative files, special education files, as well as all files maintained by the SCALE Executive Director, Controller, and Registrars. Offices will also be maintained at the Administrative Office for use by the Executive Director, Controller, Registrars, and Special Education Support Facilitator.

As a multi-school network organized as a single nonprofit corporation (or "CMO"), SCALE has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). SLA and its non-profit network home office, SCALE, will use GAAP to recognize

revenues (state, federal and local) and expenditures directly through SLA. SLA, as well as its network home office, will generate legally compliant, GAAP-aligned financial statements. While a complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by "unduplicated" pupils under the Local Control Funding Formula at the SLA level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.
- Generate financial statements at the SLA level that enable us to submit GAAP-aligned forms to request a "determination of funding" under the laws governing non-classroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, SCALE will use the above data to generate financial statements that are specific to SLA, as well as a consolidated statement for network-wide purposes. Doing so will allow us to meet both state and federal requirements.

Executive Director

The Executive Director will be the leader of the school. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences.

The Executive Director must report directly to the Board of Directors, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Executive Director is assigned to perform assigned tasks directed from the Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee School finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at School of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District

- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote and publish the charter program in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the School annual performance report and the SARC
- Present independent fiscal audit to the Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

Parent Participation

As SLA is being established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. SLA will encourage the establishment of a Parent/Teacher Council (PTC) to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the school community.

The PTC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of SLA students
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of SLA and contribute to the fulfillment of its mission. These committees will work with various bodies within SLA, providing support activities as appropriate
- Coordinate PTC fundraising activities and oversee the allocation and disbursement of funds raised by the PTC
- Report as needed to the SCALE Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the PTC

Additional Opportunities for Parent Involvement

- Parent/Staff meetings – Parents, students, and teachers meet regularly to plan and assess the student's learning progress and determine goals
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of SLA
- Volunteer opportunities – the Executive Director & Principal will maintain a list of various opportunities for parents to volunteer at SLA. For example, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips, and serve on parent committees. Volunteering shall be completely optional and not mandatory at SLA.
- Fundraising – parents and community members work with SLA to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources
- LCAP – parents will be involved in the development and updating of the SLA LCAP each year.

ELEMENT E – EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

SLA will employ a group of professionals passionate about educating all students and dedicated to fulfilling our mission. Education research consistently demonstrates that teacher quality has the most significant impact on student achievement. As a result, it will be a top priority to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.

Equal Opportunity Employer

SLA will not discriminate against any potential or current employee based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SLA will comply with all requirements for employment set for in applicable provisions of law, including background checks and tuberculosis screenings, as further described in Element F.

Credentials

In accordance with Education Code Section 47605(l), teachers of core content areas at SLA (English Language Arts, math, science, and social studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As provided in state law, SLA shall be given flexibility with regard to noncore, non-college preparatory courses.

Employee Records

SLA will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection by the District. The Executive Director or designee shall be responsible for reviewing teacher credentials and compliance on a regular basis.

Terms and Conditions of Employment

All employees of SLA will be at-will employees. The terms and conditions for employment at SLA will be reviewed in detail during the interview process and reiterated in an offer of employment.

Staff Selection

SLA will utilize a screening process to ensure selection of the highest quality staff. The SCALE Board will hire the Executive Director. All staffing decisions will be made by the Executive Director.

Our selection process will typically include:

- Development of job qualifications and a thorough job description
- Posting of job openings and participation in career fairs
- Request of a resume, cover letter, and supplementary application materials
- Introductory interview (in-person or by phone)
- Extensive interview with multiple members of the school's existing staff
- Verification of credential and previous employment, state and federal background checks, and professional and personal reference checks of strong candidates
- Offers of employment to the strongest candidates

General Employee Qualifications

All faculty and staff must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at SLA, regardless of their position, will consistently demonstrate the following:

- Unwavering belief in and commitment to fulfill SLA's mission
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Comfort with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials

Job Descriptions for Key Personnel

The staff of SLA will include the following key personnel:

- Executive Director
- Principal
- Vice Principal
- Teachers
- Academic Counselors
- Office Manager
- Administrative Assistant
- Instructional Aides/ ParaEducator

- Human Resources Director
- SPED Director
- SPED Education Specialist/ Teacher/ Case Manager
- Compliance Officer
- CTE Teacher
- CTE Fieldwork Coordinator
- Assessment Coordinator
- English Language Development Coordinator

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

Executive Director

Position Summary
The Executive Director will be directly accountable to the Board of Directors for the school's academic success, rigorous culture, mission advancement, financial stability, and organizational viability.

Reporting
The Executive Director will report directly to the SCALE Board of Directors.

Job Expectations
The Executive Director's responsibilities are expansive. As the leader of SCALE, the Executive Director must be prepared to successfully carryout many different tasks, including, but not limited to the following:

- Providing day-to-day leadership of the school, including all instructional, financial, and operational components
- Recruitment of students, including a random public lottery, when needed
- Recruitment, selection, hiring, evaluation, and firing of all staff
- Providing high quality professional development for teachers and support staff
- Developing and managing the school's leadership team (Principal, Vice Principal, Office Manager, Administrative Assistant)
- Utilizing student assessment data to maximize student achievement
- Building and maintaining a school culture based on preparation, respect, integrity, determination, and enthusiasm
- Implementing effective communication processes with all stakeholders
- Enforcing student discipline policies
- Creating structures for meaningful parental involvement
- Overseeing the annual budget and monthly cash flow, and ensuring sound financial conditions
- Overseeing acquisition and maintenance of the facilities
- Ensuring the physical and emotional safety of all students and employees
- Developing internal and external goals, evaluating school performance on multiple measures, and adjusting program elements accordingly
- Managing relationships and overseeing the work of contracted service providers
- Preparing and presenting thorough and accurate monthly reports to the Board

- Working closely with the Chair of the Board and Board Committees to ensure the school's success
- Advocating on the school's behalf and serving as the school's primary spokesperson to all external audiences, including investors, media, community partners, local leaders, elected officials, and the District ensuring the school follows all applicable District policies and state and federal laws.

Specialized Qualifications
In addition to the general expectations of all school employees, the Executive Director should possess:

- At least three (3) years teaching experience and two (2) years leadership experience, ideally in urban and/or charter schools
- Demonstrated classroom success
- Demonstrated experience managing leading adults toward increased student achievement
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Proven understanding of statistical data and analysis, particularly with student achievement data
- Master's degree in education or related field (preferred but not required)
- Administrative credential or comparable school leadership training

Principal

Position Summary
The Principal will work with the Executive Director to implement the mission of SLA.

Reporting
The Principal will report to the Executive Director.

Job Expectations
The Principal's primary duties include:

- Support the teachers with achieving school goals.
- Assisting in the development of structures and systems to create a safe, orderly school environment
- School culture and maintain consistency within the school
- Develop schoolwide celebrations and recognition of student success
- Observing and providing feedback to teachers
- Analyzing and creating plans based on student achievement and behavioral data
- Coordinating with special education service providers
- Overseeing program, including the recruitment
- Selection, training, and on-going support of volunteers
- Leading community meetings and other schoolwide events
- Communicating regularly with parents and creating meaningful parent events
- Coordinating end-of-year field trips and other excursions throughout the year
- Serving as liaison to the parent's organization
- Overseeing student placement
- Completing other tasks as directed by the Executive Director

Specialized Qualifications

In addition to the general expectations of all school employees, the Principal should possess:

- At least three (3) years successful teaching experience, ideally with urban youth
- Strong achievement data and strong classroom relationships
- Proven ability to lead adults
- Ambition and desire to grow as a school leader
- Effective communication with parents, especially conflict resolution
- Strong knowledge of transitional kindergarten through twelfth grade content standards and curricular materials
- Working knowledge of special education law, documentation, and best practices (preferred but not required)

Vice Principal

Position Summary

The Vice Principal supports and takes guidance from the principal in leading instructional, operational, and compliance initiatives that align with the charter's vision and non-classroom-based (NCB) model. Working collaboratively with the principal, this role helps oversee academic programs, student supports, and staff supervision to ensure that every student receives equitable access to a high-quality education and holistic support. The Vice Principal serves as a collaborative leader, driving continuous improvement through data-informed decision-making, clear communication, and a student-centered approach.

Reporting

The Vice Principal reports to the Principal and Executive Director

Job Expectations

- Instructional Leadership
- Support the Principal in implementing high-quality, standards-aligned instruction across grade levels.
- Oversee curriculum adoption, lesson plan reviews, and teacher observations to ensure rigor, engagement, and ELD/EDI integration.
- Support and guide TK–5 and high school teachers through coaching, collaboration, and data-informed instructional feedback to strengthen teaching practices and student outcomes.

Compliance & Accountability

- Support the Principal in preparing documentation for charter renewal, LCAP goals, and Dashboard Alternative School Status (DASS) reporting.
- Monitor student data systems and verify accuracy for CAASPP, CCI, graduation, and subgroup reporting.

Student Support & Engagement

- Oversee academic counseling to improve student outcomes and engagement.
- Supervise and support the ELD Coordinator to ensure English Learners receive targeted instruction and monitoring aligned to state compliance.

Operational Leadership

- Assist with staff evaluations, timesheet verification, and adherence to HR and operational procedures.
- Support with hiring, onboarding, and compliance training for new staff.
- Collaborate on logistics and execution of schoolwide events, including Graduation, Promotion, Field Trips, and Holiday Programs.
- Ensure alignment between instructional programs and operational systems (attendance, student records, and compliance tracking).
- Perform other duties as assigned by Principal, and Executive Director

Specialized Qualifications

- Master's Degree in Education, Educational Leadership, or related field preferred.
- Valid California Administrative Services Credential preferred, not required.
- Minimum of three (2) years of successful teaching or counseling experience in a TK–12 educational setting.
- Experience in charter school leadership and non-classroom-based or independent study environments strongly preferred.
- Demonstrated success in instructional supervision, compliance oversight, and program management.

Academic Counselors

Position Summary

The Academic Counselor provides comprehensive academic, social-emotional, and college/career guidance to students in grades TK–12. This position ensures that each student receives the support needed to meet academic milestones, develop personal growth, and prepare for postsecondary success. The counselor collaborates with teachers, administrators, students and families to create a nurturing, inclusive, and achievement-oriented school culture aligned with the mission and LCAP goals of the school.

Reporting

The Academic Counselors reports to Vice Principal, Principal, and Executive Director

Job Expectations

- Develop and update Individual Learning Plans (ILPs) for all assigned students.
- Provide academic counseling related to course selection, grade-level progression, credit recovery, and graduation planning.
- Support elementary and middle school students with academic goal-setting, behavior management, and foundational skill development.
- Guide high school students in meeting A–G, CTE, NCAA & graduation requirements, as well as college and career exploration.
- Conduct credit evaluations, transcript audits, and data entry to ensure accuracy and compliance with state and charter requirements.
- Monitor academic progress and attendance, intervening early to support at-risk students.
- Participate in and/or facilitate SST, and 504 meetings, ensuring appropriate support and documentation for student success.

- Collaborate with teachers and the Assessment Coordinator to interpret data from STAR 360, CAASPP, ELPAC, and other benchmarks to drive interventions.
- Provide social-emotional counseling and referrals for additional services when appropriate.
- Maintain detailed and confidential student records in accordance with FERPA and organizational policies.
- Assist in organizing and promoting college, career, and family engagement events.
- Contribute to a positive and inclusive school culture through collaboration, communication, and continuous improvement.
- Participate in professional development and model ethical, student-centered practice.
- Perform other duties as assigned by the Vice Principal, Principal, and Executive Director

Specialized Qualifications

- Minimum two years of counseling experience (TK–12 or charter setting preferred).
- Knowledge of California graduation, A–G, CTE & NCAA requirements.
- Experience supporting diverse student populations, including English Learners, Foster and Homeless Youth, and students with 504s.
- Strong understanding of data-driven decision-making and student support processes (e.g., STAR 360, Pathways, CalPADS).
- Excellent interpersonal, communication, and organizational skills.
- Ability to work collaboratively with multidisciplinary teams and families.
- Staying abreast of and understanding current and emerging trends in their fields of practice
- Preferred but not required:
- Master's degree in School Counseling, Educational Counseling, or related field
- Valid California Pupil Personnel Services (PPS) Credential

<u>Teachers</u>

Position Summary

Teachers at SLA perform the most critical work of our school - the daily instruction, evaluation, and support of our students.

Reporting

Teachers will report to the Principal, Vice Principal(s), and Executive Director.

Job Expectations

A teacher at SLA's primary duties include:

- Providing student supervision as assigned and as necessary
- Planning and delivering thorough, challenging, standards-based lessons that ensure all students master required content
- Assessing students through informal measures and at least one formal test or quiz each week
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
- Reinforcing schoolwide rules and expectations
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Working with students to ensure that all students excel

- Identifying students who are academically at risk and initiating effective intervention strategies
- Completing other tasks as directed by the Executive Director, Principal, Vice Principal(s)

Specialized Qualifications

In addition to the general expectations of all school employees, the teachers should possess:

- Bachelor's degree (advanced degree preferred)
- Appropriate California teaching credential
- Successful manager of an urban classroom, who has used structure and high expectations to drive student success
- Experience as a classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community

Office Manager

Position Summary

The Office Manager of SLA will ensure the efficient operation of the school's main office and work with members of the administrative team to ensure the success of the school.

Reporting

The Office Manager will report to the Executive Director.

Job Expectations

The Office Manager's primary duties include:

- Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
- Implementing systems to support the work of teachers and administrative staff
- Preparing and maintaining a variety of student, personnel, and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Overseeing parent volunteers and other school guests
- Assisting in the coordination of special events
- Assisting the Executive Director and members of the administrative team, as directed

Specialized Qualifications

In addition to the general expectations of all school employees, the Office Manager should possess:

- A minimum of an Associate's Degree or two (2) years of college
- A minimum of two (2) years experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies

- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred

Administrative Assistant

Position Summary
To work collaboratively with all stakeholders to ensure the efficient daily operation of the school program

Reporting
Executive Director or designee

Job Expectations
Perform all secretarial duties pertaining to the administrative functions of the school office including, but not limited to:

- Maintains calendar of events, meetings, and other appointments for the Executive Director or designee
- Receives visitors to the building in a prompt and professional manner
- Receives and initiates telephone communications in a professional, courteous manner, and delivers messages in an effective fashion to the appropriate party
- Performs general typing and filing functions
- Prepares and maintains files as directed
- Prepares routine correspondence, announcements, bulletins, and other communications
- Duplicates materials as necessary or directed
- Receives, processes, and distributes materials, mailings, and other information and items
- Maintains office supplies through inventory and requisitions supplies as needed
- Has knowledge of office machines and equipment and operates such in a resourceful and efficient manner
- Maintains data and provides accurate, up-to-date reports
- Responds to emergency duty assignments when required
- Participates in in-service and professional development training programs as directed
- Provides assistance in planning, securing items, and follow through for special events and activities
- Performs other job-related duties and responsibilities as assigned by the immediate supervisor

Specialized Qualifications

- A minimum of an Associate's Degree or two years of college
- A minimum of two (2) years experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred

Instructional Aides/Para Educator

Position Summary

To assist the teacher by performing tasks which are assigned and directed by the teacher. The tasks must not infringe upon the responsibilities reserved for certified teachers. It is vital that both the teacher and aide fully understand the limitations as well as the tasks of the aide. If assigned as an instructional technology aide, individual will provide technological assistance in the computer laboratory or classroom setting.

Reporting

Principal and/or Teacher

Job Expectations

Carries out the planned instruction under the guidance of the teacher including, but not limited to:

- Works with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by instructional staff
- Assists instructional staff in devising strategies to reinforce learning based on a sympathetic understanding of individual students, their needs, interest, and abilities
- Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the instructional staff
- Informs the instructional staff of any educational information pertinent to individual students
- Performs clerical, classroom maintenance, and instructional duties as assigned by the instructional staff as follows, but not limited to:
    - Collaborates with all stakeholders to insure a free appropriate public education for all students in their least restrictive environment
    - Assists as directed by instructional staff in the effort to successfully maintain students with special needs in an inclusive setting as determined by the Individualized Educational Program
    - When requested, serves as a resource person to the general education classroom
    - Provides students with assistive or supportive technology as needed
    - Performs other such duties/assignments as directed by the Principal or classroom teacher.

Specialized Qualifications:

- Hold a high school diploma or GED certificate; and
- A minimum of an Associate's Degree or two (2) years of college

Human Resources Director

Position Summary

Human Resources supports the school's mission by ensuring that all personnel processes align with state and federal employment standards, California Education Code, and the school's non-classroom-based model. This position manages key HR functions including recruitment, onboarding, employee relations, leave administration, policy compliance, and personnel documentation. Human Resources maintains a professional, confidential, and service-oriented approach to supporting staff, families, and administration.

Reporting
Reports to: Executive Director

Job Expectations
Employee Relations & Support
- Serve as the primary point of contact for employee HR inquiries, guidance, and policy interpretation.
- Support a positive, inclusive, and collaborative work culture by addressing employee concerns with professionalism and discretion.
- Facilitate onboarding, fingerprinting, reference checks, background checks, and separation procedures.
- Schedule and coordinate staff interviews in collaboration with administrators.
- Provide employees with accurate information regarding compensation, benefits, and time-off policies.
- Manage employee leaves, including FMLA, CFRA, and ADA accommodations ensuring compliance with applicable state and federal regulations.

Compliance & Documentation
- Maintain accurate and secure personnel files, contracts, certifications, and background documentation per state and federal law.
- Ensure adherence to labor law, Education Code, FERPA, and charter-specific HR policies.
- Update the Employee Handbook annually and present policy changes and updates to staff during yearly orientations.
- Track and document completion of annual required trainings including, but not limited to TB clearance, CPR/First Aid, Mandated Reporter, OSHA, and Sexual Harassment Prevention.

Recruitment & Hiring
- Post job openings on EdJoin and other recruitment platforms.
- Attend local and virtual job fairs to support the school's hiring needs.
- Screen applicants and coordinate interviews with leadership teams.
- Ensure equitable and consistent hiring practices aligned with school policy and nondiscrimination laws.

Data Management & Reporting
- Maintain employee records, and digital files in compliance with HR and audit standards.
- Support data collection and preparation for audits, renewals, and board reporting.

Collaboration & Communication
- Partner with administrators, supervisors, and department leads on staffing needs, evaluations, and organizational updates.

Specialized Qualifications
- Bachelor's Degree in Human Resources, Business Administration, or a related field preferred.
- Minimum two (2) years of HR or administrative experience in a school or public agency setting.
- Knowledge of California Education Code, labor law, and school personnel procedures.

- Experience in a charter school or TK–12 educational environment preferred.

Special Education Director

Position Summary

The Special Education Director provides administrative oversight and leadership for the school's special education programs and services, ensuring full compliance with federal and state laws, SELPA requirements, and charter authorizer expectations. This position manages all aspects of the Individualized Education Program (IEP) process, oversees service delivery and staffing, and ensures that students with disabilities receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

The Director collaborates closely with the Principal, Executive Director, district representatives, and SELPA staff to maintain alignment with the Local Plan, funding model, and all related MOU and assurance agreements. This collaboration with the district ensures consistent interpretation of policy, accurate reporting, coordinated professional development, and equitable access to supports and services for all students with disabilities.

Reporting

Reports to: Principal and Executive Director

Job Expectations

- Serve as the administrative lead for all special education programs, services, and compliance at SCALE Leadership Academy- East.
- Ensure adherence to all provisions under the Individuals with Disabilities Education Act (IDEA), Section 504, and California Education Code §56000 et seq.
- Act as liaison between SCALE Leadership Academy- East, the SELPA, and the authorizing district.
- Oversee implementation of the SELPA Local Plan and all associated policies, procedures, and funding requirements.
- Lead, train, and supervise Education Specialists, paraprofessionals, and related service providers in compliance with charter, SELPA, and district policies.
- Ensure completion and accuracy of all IEPs, Assessment Plans, Prior Written Notices, progress reports, and compliance documentation.
- Monitor state and federal reporting requirements, including SEIS and CALPADS data submission related to special education.
- Review all assessment reports for quality and compliance; approve IEP goals and service recommendations in coordination with staff and parents.
- Manage the annual special education budget, ensuring funds are used exclusively for instruction and related services consistent with SELPA assurances.
- Coordinate compensatory education and extended school year (ESY) services as determined by IEP teams.
- Represent the school in due process hearings, mediations, Alternative Dispute Resolution (ADR), and compliance reviews in coordination with Principal, Executive Director, legal counsel and the SELPA.

- Recruit, contract, and communicate with related service providers (SLP, OT, PT, Psychologist, Nurse, and other specialists) to ensure appropriate placement, timely service delivery, and accurate documentation of services rendered.
- Oversee and monitor all service providers for compliance with IEPs, SELPA policies, and state and federal timelines.
- Ensure completion of service logs, session notes, and progress reports in collaboration with the Principal and Executive Director.
- Facilitate collaboration between service providers, Education Specialists, and general education teachers to ensure continuity of support for students across instructional settings.
- Maintain detailed, confidential records in compliance with FERPA and all applicable privacy laws.
- Participate in schoolwide leadership meetings and contribute to LCAP goals related to student achievement, inclusion, and intervention.
- Plans and delivers targeted professional development for teachers, service providers, and support staff on topics such as compliance, instructional best practices, IEP implementation, inclusion, and behavior intervention
- Perform other duties as assigned by the Principal and Executive Director.

Specialized Qualifications

- Valid California Education Specialist Credential (Mild/Moderate or Extensive Support Needs)
- Minimum three years of experience as a Special Education teacher, case manager, or coordinator, with at least one year in a leadership or compliance role.
- Deep understanding of IDEA, California Ed Code, Section 504, and the SELPA governance structure.
- Demonstrated success in managing compliance, IEP development, and multi-disciplinary collaboration.
- Strong knowledge of SEIS, CALPADS, and data management systems.
- Excellent communication, problem-solving, and organizational skills.

Preferred but not required

- Experience working within a SELPA framework and collaborating with SELPA partners on program implementation and compliance.
- Familiarity with charter school special education operations and funding models.
- Autism Authorization or equivalent certification.
- Background in mediation, ADR, or due process preparation.

<u>Special Education Specialist / Teacher / Case Manager</u>

Position Summary

The Special Education Specialist (Education Specialist/Case Manager) provides individualized instructional and case management support to students with disabilities in grades TK–12. This position ensures access to the general education curriculum through high-quality virtual and in-person instruction, effective collaboration, and full compliance with IDEA and California Education Code. The Education Specialist delivers Specialized Academic Instruction (SAI), monitors related services, and facilitates all aspects of the IEP process to support student achievement and inclusion within SCALE's independent study model.

Reporting

Reports to: Special Education Director, Principal, and Executive Director

Job Expectations

- Provide Specialized Academic Instruction (SAI) in reading, writing, and mathematics using evidence-based, data-driven instructional practices.
- Deliver virtual instruction aligned with students' IEP goals, ensuring lessons incorporate scaffolds, accommodations, and universal design for learning (UDL).
- Collaborate with general education teachers to co-teach, adapt curriculum, and maintain high expectations for all students.
- Collect and analyze work samples, benchmark data, and progress-monitoring results to inform instruction and goal updates.
- Submit progress reports, service logs, and required documentation accurately and on time.
- Serve as case manager for assigned students; schedule and facilitate all IEP meetings (initials, annuals, triennials, amendments).
- Prepare and maintain all required documentation in SEIS, including Assessment Plans, Present Levels of Performance, measurable goals, and service recommendations.
- Ensure compliance with all federal and state timelines and documentation requirements, including Prior Written Notices (PWNs), meeting notices, and consents.
- Collaborate with related service providers (SLP, OT, PT, Psychologist, Nurse, etc.) to ensure timely service delivery and accurate reporting.
- Monitor compensatory and make-up minutes and resolve scheduling barriers promptly.
- Partner with general education staff, counselors, and families to promote inclusive practices and coordinate student supports.
- Participate in professional learning communities, staff meetings, and professional development to ensure continuous improvement and alignment with school goals.
- Provide consultation regarding accommodations, modifications, and intervention strategies for students with disabilities.
- Maintain accurate and up-to-date IEP documentation in SEIS and service logs in SpedCare.
- Utilize Google Workspace, SEIS, and video conferencing platforms (Google Meet/Zoom) for instruction, IEP meetings, and collaboration.
- Ensure all records comply with FERPA and organizational confidentiality standards.
- Perform other duties as assigned by the Special Education Director, Principal, and Executive Director to support compliance, instructional quality, and student success.

Specialized Qualifications

- Valid California Education Specialist Credential (Mild/Moderate or Extensive Support Needs) (For SPED Teachers only)
- Demonstrated knowledge of IDEA, IEP procedures, California Education Code, and assessment practices.
- Experience in developing and implementing transition plans and measurable goals.
- Skilled in data-driven instruction and virtual teaching environments.
- Excellent written and verbal communication, organization, and documentation skills.

Preferred but not required

- English Learner Authorization (CLAD/BCLAD).
- Autism Authorization or equivalent certification.
- Proficiency in SEIS and SpedCare.
- Experience supporting diverse student populations, including English Learners, Foster Youth, and Homeless Youth.

Compliance Officer

Position Summary

The Compliance Officer ensures that SCALE Leadership Academy- East operates in full compliance with federal, state, and charter requirements. This position is responsible for monitoring, documenting, and verifying compliance across all operational areas, including independent study attendance, work samples, academic records, enrollment documentation, and state reporting. The Compliance Officer provides direct support to school leadership and instructional staff to ensure timely submission of required documents, accurate recordkeeping, and adherence to school policies and authorizer expectations.

The role requires a high degree of organization, confidentiality, and attention to detail, with a commitment to maintaining audit readiness and compliance with independent study regulations under California Education Code.

Reporting

Reports to: Executive Director and Principal

Job Expectations

- Monitor compliance with independent study laws, charter policies, and California Education Code related to attendance, engagement, and instructional minutes.
- Review and audit student records for accuracy, including enrollment forms, work samples and Master Agreements.
- Track and verify the collection of work samples and teacher documentation to ensure proper attendance claims and ADA compliance.
- Support teachers and staff in understanding and implementing compliance procedures, providing regular communication, guidance, and clarification of expectations.
- Ensure timely submission of required documentation for CALPADS, attendance, testing, and enrollment reporting.
- Coordinate with internal teams to prepare for audits, renewal reviews, and oversight visits from the authorizing district or SELPA.
- Coordinate directly with auditors from start to finish, ensuring all required documents, data, and evidence are collected, reviewed, and submitted accurately and on time. Facilitate communication between auditors, staff, and leadership throughout the entire audit process.
- Conduct internal mock audits to verify completeness and accuracy of compliance data and records.
- Collaborate with the school's operations, enrollment, and data teams to maintain integrity of student information within School Pathways, CALPADS, and other systems.
- Maintain detailed compliance trackers, forms, and documentation logs for audit purposes.
- Support and communicate with the Executive Director and Principal in developing and implementing systems for ongoing monitoring and process improvement.

- Assist in maintaining alignment with SELPA and authorizing district expectations for special education and general operations documentation.
- Maintain confidentiality and ensure adherence to FERPA and all applicable state and federal laws governing student data.
- Attend required compliance trainings and professional development to remain informed of updated state and federal guidelines.
- Supports the development, monitoring, and implementation of the school's Local Control and Accountability Plan (LCAP) to ensure alignment with state priorities and compliance with California Department of Education (CDE) requirements.
- Perform other duties as assigned by the Executive Director and Principal.

Specialized Qualifications
- Minimum of three years of experience in school operations, compliance, or administrative auditing (charter or independent study setting preferred).
- Strong knowledge of independent study compliance, attendance documentation, CALPADS, and student information systems (School Pathways or equivalent).
- Working knowledge of California Education Code related to independent study, attendance, and student record retention.
- Excellent written and verbal communication skills and the ability to train and support staff with clarity and consistency.
- Strong organizational and analytical skills with exceptional attention to detail.
- Ability to manage confidential information with discretion and accuracy.

Preferred but not required
- Associate or Bachelor's degree in Education, Public Administration, or Business.
- Experience working in a charter or non-classroom-based educational setting.
- Familiarity with state reporting systems (CALPADS, SIS, Pathways).
- Experience with audit preparation, coordination, and oversight review documentation.

Career Technical Education (CTE) Teacher

Position Summary

The Career Technical Education (CTE) Teacher provides high-quality instruction in assigned CTE pathways aligned to California CTE Model Standards and industry sector frameworks. The CTE Teacher delivers both theory and applied learning experiences that prepare students for college and career readiness while maintaining full compliance with independent study, credentialing, and CTE program requirements.

The CTE Teacher fosters meaningful connections between academic content, technical skills, and real-world applications through projects, fieldwork, and virtual learning environments. The position requires strong collaboration with general education teachers, counselors, and industry partners to ensure that students develop employability skills, earn certifications, and complete pathway requirements.

Reporting

Reports to: Principal, Acuity and Executive Director

Job Expectations

- Deliver engaging instruction that aligns with assigned industry pathway standards and prepares students for postsecondary education and employment.
- Design, plan, and implement curriculum that integrates theory, lab, and fieldwork hours in accordance with the school's CTE instructional model.
- Provide synchronous and asynchronous instruction using digital platforms such as the Acuity Platform and other industry-aligned tools.
- Develop and maintain syllabi, pacing guides, and course outlines reflecting CTE competencies, safety protocols, and performance standards.
- Assess student learning and maintain accurate gradebooks, and documentation of completed projects, theory, lab, and fieldwork hours.
- Support students in completing CTE Waivers/Surveys, Concentration Projects, and Capstone Assignments to document mastery of technical skills.
- Collaborate with the school's CTE Coordinator, Counselor, and pathway teams to align instruction with credential, certification, and work-based learning goals.
- Communicate regularly with students and parents regarding progress, attendance, and expectations for CTE coursework.
- Coordinate with community and industry partners to facilitate fieldwork activities, guest speakers, virtual tours, or other opportunities where applicable.
- Participate in professional development to stay current on CTE standards, credential requirements, and industry trends.
- Ensure all instructional activities meet the requirements of the school's independent study program and charter authorizer.
- When needed, submit work samples and documentation that align with attendance verification, instructional standards, and audit compliance.
- Contribute to a positive, professional learning environment through collaboration, initiative, and clear communication.
- Perform other duties as assigned by the Executive Director and Principal.

Specialized Qualifications

- Valid California CTE Teaching Credential in an appropriate industry sector (e.g., Arts, Media, and Entertainment; Business and Finance; Information and Communication Technologies, etc.).
- Industry certification or recent experience within the CTE sector being taught.
- Proficiency with instructional technology tools, including the Acuity Platform and industry-specific software.
- Strong written and verbal communication skills and the ability to engage students in both virtual and project-based environments.
- Ability to design lessons that connect academic content to industry skills and career readiness outcomes.

Preferred but not required

- Experience teaching in a virtual or non-classroom-based instructional setting.
- English Learner Authorization (CLAD/BCLAD).
- Knowledge of CTE standards, pathway structures, and course sequences.

CTE Fieldwork Coordinator

Position Summary
The CTE Fieldwork Coordinator supports SCALE Leadership Academy- East's Career Technical Education (CTE) program by coordinating, facilitating, and supervising fieldwork experiences that extend classroom learning into real-world environments. This position serves as the primary liaison between vendor partners, students, parents, and staff to ensure smooth registration, communication, and participation in fieldwork activities.
The CTE Fieldwork Coordinator assists with the planning and execution of fieldwork events, coordinates transportation logistics, and supports student engagement during activities to ensure teachers can deliver instruction effectively. The role requires excellent communication, organization, and a student-centered approach to ensure that all fieldwork experiences are safe, purposeful, and aligned with CTE program goals.

Reporting
Reports to: Executive Director and Principal
Job Expectations

- Serve as the primary point of contact for vendor partners, students, and parents regarding fieldwork registration, schedules, and participation requirements.
- Coordinate and oversee the registration process for all fieldwork activities, ensuring that required forms, permission slips, registrations, and surveys are completed and submitted accurately.
- Collaborate with CTE Teachers, the CTE Coordinator, and AcuityCTE to plan, schedule, and organize fieldwork events that align with instructional goals and student learning outcomes.
- Support teachers in executing fieldwork experiences by managing logistics, assisting with materials, and coordinating on-site needs.
- Assist in transporting students to and from fieldwork events as needed, ensuring adherence to school safety and transportation protocols.
- Communicate regularly with vendor partners to confirm event details, attendance expectations, and student readiness.
- Maintain accurate records of fieldwork attendance, participation, and student engagement in Acuity CTE Platform or other designated systems.
- Support students during fieldwork activities by encouraging active engagement, professionalism, and connection to course content.
- Ensure all fieldwork events meet health, safety, and supervision standards in compliance with school and state requirements.
- Assist in resolving scheduling conflicts, student concerns, or communication issues related to fieldwork participation.
- Coordinate with the Executive Director, Principal, and Operations Team to verify fieldwork documentation and reporting requirements.
- Contribute to the ongoing improvement of fieldwork processes and communication systems to enhance efficiency and engagement.
- Attend CTE-related meetings, trainings, and professional development sessions as directed.
- Perform other duties as assigned by the Executive Director and Principal.

Specialized Qualifications

- Experience working in education, student services, workforce development, or event coordination (charter or independent study experience preferred).
- Strong communication, organizational, and interpersonal skills with the ability to coordinate effectively among multiple stakeholders.
- Knowledge of CTE pathways, industry sectors, and work-based learning concepts.
- Ability to support students in professional environments with tact and encouragement.
- Proficiency with Acuity CTE Platform and digital recordkeeping systems.
- Valid driver's license and reliable transportation.
- Age 25 or older for insurance purposes

Preferred but not required

- Bachelor's degree in Education, Business, or a related field.
- Experience working with vendors, industry partners, or student internship programs.
- Familiarity with CTE industry pathways

Assessment Coordinator

Position Summary

The Assessment Coordinator oversees all local and state academic assessments for students in grades TK–12, including universal screeners, local/benchmark assessments, and state accountability testing. This position ensures that assessment systems are implemented with fidelity, that data is accurate and usable, and that results are leveraged to support instruction, intervention, and school improvement. The Assessment Coordinator collaborates with teachers, administrators, counselors, and specialized program leads (e.g., ELD, SPED) to build a culture of continuous improvement aligned to the school's mission and LCAP goals

Reporting

Reports to: Principal and Executive Director

Job Expectations

- LEA Test Coordinator (CAASPP, ELPAC, PFT as applicable): Ensure test security, staff training, administration fidelity, irregularity reporting, and participation compliance.
- Local Assessments & Screeners: Lead STAR 360, Multitudes/early literacy/phonics, and benchmarks/interims; ensure all required students test within published windows.
- Systems & Guidance: Publish and maintain assessment calendars/windows and clear proctoring + step-by-step guides for all grade bands/program models.
- Rosters & Accessibility: Maintain accurate rosters (grade, EL/SPED/504/Foster/Homeless) and pre-assign/document accessibility resources in coordination with SPED/ELD/Teacher leads.
- Monitoring & Make-Ups: Track completion in real time; communicate deadlines and coordinate make-ups to meet participation goals.
- Data Quality & Security: Collect, clean, validate, and reconcile data (TOMS, CALPADS-aligned rosters, STAR/local tools); maintain secure, FERPA-compliant records and test security documentation.
- Reporting & Dashboards: Produce clear, actionable reports on performance, growth, and risk by teachers/grade/subgroup/student; brief administrators, teachers, and families.

- Data-Informed Action & Compliance: Partner with leadership, teachers, counselors, SPED, and ELD to drive intervention, placement, reclassification review, and graduation planning; support LCAP/charter/accreditation dashboard reporting (participation, performance, SGP, DFS).
- Capacity Building & Continuous Improvement: Train and coach staff on administration, security, logging completion, data literacy, and UDL-aligned assessment practices; refine systems based on feedback and outcomes.
- Perform other duties as assigned by Principal, and Executive Director

Specialized Qualifications

- 2+ yrs TK–12 assessment/data role; charter/IS preferred.
- Assessment fluent: CAASPP, ELPAC, STAR 360, Multitudes.
- Data to action: interprets SGP, ELPI, DFS, credits for supports.
- Systems/compliance: Comfortable with Pathways SIS and CALPADS-aligned processes; understands accommodations and compliance for EL, SPED/IEP, 504, Foster, and Homeless student groups.
- Reliable & organized: meets deadlines across sites/tracks.
- Collaborative communicator: partners with admin/counselors/teachers/ELD/SPED/IT; family-friendly.

Preferred but not required:

- Master's (Ed/Measurement/Data/Instructional Leadership or related).
- CALPADS/TOMS, SIS exports (Pathways), dashboards; audit prep (charter/LCAP/accreditation).
- CA credential: teaching or admin.
- MTSS/RTI: Tier 2/3 tracking; reclassification support.
- Bilingual (Spanish/English or other high-frequency).

<u>English Language Development Coordinator</u>

Position Summary

The ELD Coordinator oversees English Language Development services and compliance for multilingual learners in grades TK–12. This role is responsible for coordinating designated and integrated ELD, monitoring instructional access and language development, training and supporting teachers, supporting ELPAC planning and follow-up, managing reclassification review, and ensuring that English Learners receive legally required services and supports aligned to state and federal guidelines. The ELD Coordinator partners closely with teachers, administrators, counselors, aides, families, and support staff to ensure that multilingual learners have full access to academic content and make measurable progress in English language proficiency.

Reporting

Reports to: Vice Principal, Principal, and Executive Director

Job Expectations

- ELPAC support: Coordinate schedules, family/staff comms, accommodations lists, groupings, and completion follow-ups with the LEA ELPAC Coordinator to meet timelines.

- Design & run ELD services: Plan and monitor Designated ELD by grade/proficiency; pull-out/small-group supports in a virtual Independent Study setting; and Integrated ELD strategies in core classes.
- PD & coaching: Deliver ongoing PD + follow-up on Designated vs Integrated ELD, scaffolding/differentiation, LTEL supports, and effective use of language-development tech (e.g., Rosetta Stone).
- Data action: Track ELPAC domains, growth, LTEL flags, platform usage, and classroom indicators to drive interventions and reclassification readiness.
- Reclassification & RFEP monitoring: Lead/support reviews; gather teacher input; communicate decisions; maintain audit-ready RFEP files; monitor RFEP Y1–Y4 and follow up on concerns.
- MTSS alignment & meetings: Prep EL data/notes for SST/504/IEP; ensure language needs are addressed before referrals.
- Family partnership: Provide clear, multilingual updates on services, schedules, progress, and next steps.
- Records & compliance: Maintain accurate, confidential documentation (services, attendance, MTSS notes, ELPAC/RFEP/LTEL) consistent with FERPA and charter/LCAP needs.
- Culture: Advocate for multilingual learners; reinforce high expectations and the "asset" view of bilingualism.
- Perform other duties as assigned by Principal, and Executive Director

Specialized Qualifications

- 2+ yrs TK–12 EL/ELD role (coordination, instruction, coaching, or intervention); charter/IS preferred.
- Credentials: CA teaching w/ EL authorization (CLAD/BCLAD) or Admin Services.
- Instructional expertise: Designated & Integrated ELD, SDAIE, UDL, academic language across content.
- Compliance savvy: ELPAC timelines/notifications, reclassification criteria, LTEL identification, RFEP Y1–Y4 monitoring.
- Data literacy: Interpret ELPAC domain/overall, growth trends, platform usage, class performance for decisions.
- PD/coach ready: Plans and delivers teacher PD with practical follow-up.
- Organized & responsive: Manages schedules, attendance/usage tracking, documentation, and rapid issue resolution while maintaining confidentiality.

Preferred but not required:

- Master's (Education/TESOL/Linguistics/Bilingual Ed or related).
- Experience: LTEL supports; coaching for academic language with grade-level access; assisting with ELPAC scheduling/accommodations/family comms.
- Bilingual (Spanish/English or other high-frequency home language).

Staff Compensation and Benefits

The Executive Director of SLA, in consultation with the Board of Directors, will develop a salary schedule for the school. This salary schedule will be based on, but not limited to, the salary schedule of the District, the salaries of leading private and charter schools in Palo Verde and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate's experience and responsibilities. The salary of the Executive Director will be set by the Board of Directors. A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation.

ELEMENT F – HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

i. that each employee of the charter school furnish the charter school with a criminal record summary as described in section 44237.

ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, SLA shall implement health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts, as already developed and maintained by SCALE. These policies shall be incorporated into SLA's student and staff handbooks and reviewed on an ongoing basis by the Executive Director and Board of Directors. SLA shall ensure that staff are trained annually on the health and safety policies. A full draft of SCALE's policies are available to the District upon request. The following is a summary of the health and safety policies of SCALE:

Criminal Background Checks

Employees and contracted service providers of SLA will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two (2) sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SLA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The HR Department shall monitor compliance with this policy and report to the Executive Director as necessary. The SCALE Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Child Abuse Reporting

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. SLA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Medication in School

SLA will adhere to Education Code Section 49423 regarding administration of medication in school. SLA will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Medical and Immunization Records

All students enrolled at SLA will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Vision, Hearing, and Scoliosis Screenings

SLA will adhere to Education Code Section 49450 *et seq*., as applicable to the grade levels served by the school. Students will be screened for vision, hearing, and scoliosis to the same extent as students attending non-charter public schools.

Blood Borne Pathogens

SLA shall meet state and federal standards for dealing with blood borne Pathogens and other potentially infectious materials in the work place. The SCALE Board shall maintain a written infectious disease control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including Human Immunodeficiency Virus (HIV) and Hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

SLA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of
these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. SLA shall implement a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at SLA (including employee to employee, employee to student, and student to employee misconduct). Inappropriate behavior of this nature is very serious and will be addressed in accordance with SLA's anti-discrimination and harassment policies.

Comprehensive Safety Plan

SLA shall adhere to an Comprehensive Safety Plan drafted specifically to the needs of the school's facility, in conjunction with law enforcement and the Fire Marshall. This plan shall include detailed responses for fire drills, disaster/earthquake drills, bomb/terrorist/active shooter threats, and evacuation plans.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Diabetes

SLA shall provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code, Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of Type 2 Diabetes
2. A description of the risk factors and warning signs associated with Type 2 Diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes
4. A description of treatments and prevention of methods of Type 2 Diabetes
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

SLA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Drug-, Alcohol-, and Smoke-Free Environment

SLA will be a drug, alcohol, and tobacco free environment.

Facility Safety

SLA will ensure that its facility complies with all state and local building codes, the Federal Americans with Disabilities Act (ADA) requirements, and other applicable fire, health, and structural safety requirements. SLA will maintain readily accessible records documenting such compliance on file for inspection.

SLA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. SLA will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

ELEMENT G – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law:
The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the a charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G)

As described in our Element A of this charter, SLA seeks to serve the families of the District and surrounding counties, with a particular emphasis on reaching out to and recruiting in underserved communities and high-risk students.

SLA will actively recruit students in traditionally underserved areas using the means described below in order to enroll a student population that reflects the racial and ethnic balance of the District and County.

Marketing Materials: Design flyers and distribute informational materials to appeal to various racial and ethnic groups. Flyers shall be distributed at local markets, coffee shops, libraries, churches, middle schools, and businesses. Materials will be developed in English, and Spanish, and any other common languages in the target neighborhoods.

Host Community Events: SLA will host community events in preparation for the school's opening. Events will be inclusive of international fests, Pre-Open Houses, Community Fun Runs/Walks, and other similar promotional activities.

Advertising: SLA will advertise in the local newspapers, its website and digital newsletter. SLA may also advertise in local publications specific to the target community.

Attend and Establish Presence at Community Events: SLA will make significant efforts to establish visibility in the community. SLA founders will attend upcoming community events, such as the Family Fest, Concerts, etc. to ignite interest about the school. SLA may also set up information tables/booths in high traffic and high visibility areas during well–attended local and regional community events.

Establish Partnerships with Community Organizations: SLA will explore potential partnerships within the local and regional communities inclusive of our community colleges and business sectors.

Social Media and Online Advertising: SLA has designed a website for interested parents and community members to visit to learn more about the school.
SLA may also utilize social media platforms to reach potential students.

In addition, SLA intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Following the first year of enrollment, SLA will continue to engage in ongoing recruitment and outreach efforts as described above. The SLA budget includes financial resources allocated to outreach efforts. SLA will maintain annual documentation of ongoing recruitment and outreach efforts and adjust strategies as necessary.

ELEMENT H – ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision. (e). Education Code Section 47605(c)(5)(H).

SLA shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

SLA shall admit all students who wish to attend the school, except as limited by Education Code Section 51747.3, and up to the school's enrollment capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into SLA. SLA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Admission Requirements

SLA shall require students who wish to attend the school to complete an application form. As required by Education Code Section 51747.3, because SLA is a non-classroom-based charter school, admission is limited to students who reside in Riverside County or an adjacent county.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, SLA will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random lottery shall be given to students in the following order:

1. In-district siblings of currently enrolled SLA students
2. Out-of-district siblings of currently enrolled SLA students
3. In-district children of SLA staff
4. Out-of-district children of SLA staff
5. All other District resident students
6. Other California residents

All applicants will be notified regarding the date, time, and location of the lottery, and rules for the lottery process. The lottery will be facilitated by an uninterested third party and fair execution of the lottery will be verified by a member of the SCALE Board of Directors. The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Copies of all application packets, lottery results, and waiting lists will be readily available for inspection by the District.

Acceptance letters will be distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified. All admitted students must return acceptance letters to secure their seat.

ELEMENT I – ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of SLA will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of SLA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Finance Committee of the Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

At the conclusion of the audit, the Executive Director and Finance Committee will review any audit exceptions or deficiencies and report them to the SCALE Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

A copy of the annual audit will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by December 15 each year.

The independent fiscal audit of SLA is public record to be provided to the public upon request.

ELEMENT J – SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the pupil has the right to bring legal counsel or an advocate. (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Native American child as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Native American child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Native American child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Native American child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (iv) A foster child's educational rights holder, attorney, and county social worker and an Native American child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code section 47605 (b)(c)(5)(J).

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

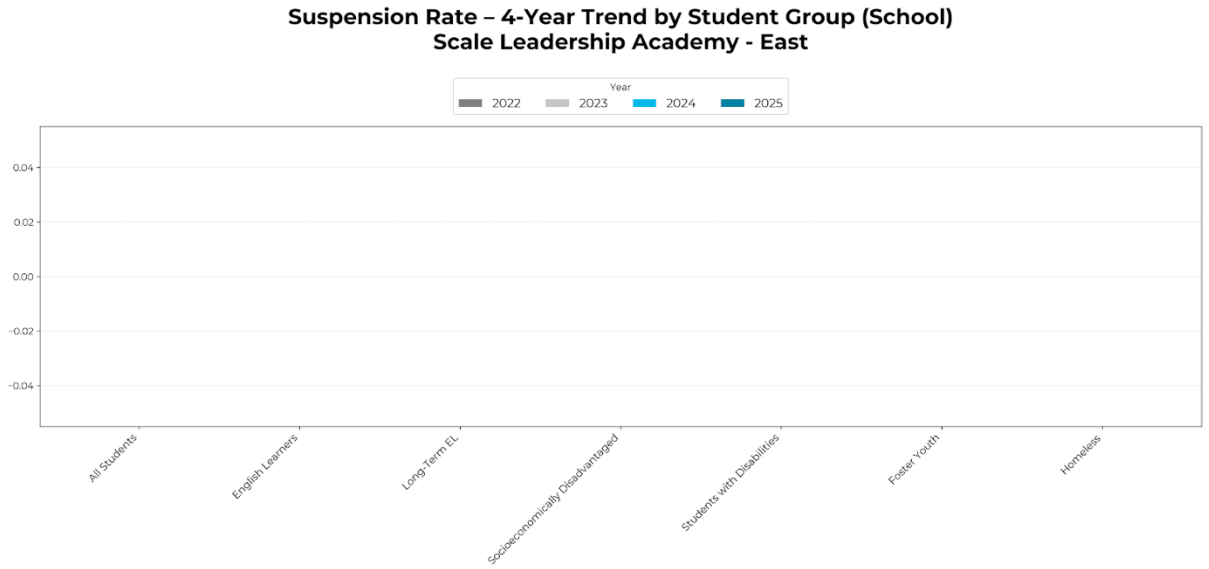
Discipline Policy

SLA will create a school culture where students are able to focus on learning. Our goal is to create a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior will be clearly articulated to students and families during orientation and will be provided as written policy in a *Student and Family Handbook*.

Teachers will be trained to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be schoolwide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning: verbal, and/or written
- Loss of privileges
- Referral to the Principal
- Notices to parents by telephone or letter
- Parent conference
- Suspension
- Expulsion

Suspension and Expulsion Policy and Procedure



SCALE Leadership Academy East has consistently maintained a 0% suspension rate across all student groups over the four-year period shown. While the school operates within an independent study environment, this outcome is the result of intentional systems and practices, not the absence of accountability. Students are held to clear behavioral expectations, participation requirements, and engagement standards aligned to the school's instructional model. Behavioral concerns are addressed through proactive communication, individualized supports, and restorative practices, ensuring that issues are resolved without exclusion from learning. The sustained 0% suspension rate reflects a school culture focused on relationship-building, early intervention, and maintaining student access to instruction across All Students and all identified subgroups.

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at SLA ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code, Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the *Student and Family Handbook* and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him

or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: (a) while on school grounds, (b) while going to or coming from school, (c) during the lunch period, whether on or off the school campus, (d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person
    b) Willfully used force of violence upon the person of another, except self-defense
    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
    e) Committed or attempted to commit robbery or extortion
    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil
    i) Committed an obscene act or engaged in habitual profanity or vulgarity
    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
    k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
        (1) Except as provided in Education Code, Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
m) Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4
o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
r) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family
s) Committed sexual harassment, as defined in Education Code, Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive
u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial

disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

i. A pupil, who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

ii. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

i. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

i. Caused, attempted to cause, or threatened to cause physical injury to another person

ii. Willfully used force of violence upon the person of another, except self-defense

iii. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
iv. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
v. Committed or attempted to commit robbery or extortion
vi. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
vii. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
viii. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil
ix. Committed an obscene act or engaged in habitual profanity or vulgarity
x. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
xi. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
xii. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
xiii. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4
xiv. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
xv. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
xvi. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
xvii. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written

or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family

xviii. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

xix. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive

xx. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

xxi. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

4) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School

5) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

6) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one (1) year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or

is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: (1) the pupil's presence will be disruptive to the education process, or (2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing Board. Each entity shall be presided over by a designated neutral hearing chairperson.

The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed- circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence.

    In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay.

Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student, and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name, and (b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Discipline Procedures for Students with Disabilities

   Because the Charter School operates as its own SELPA and LEA for special education, all special education discipline procedures shall be implemented directly by the Charter School in accordance with IDEA, 34 CFR §300.530–300.536, and Education Code §§48900–48915.

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's 504/IEP Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.
3. Procedural Safeguards/Manifestation Determination

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the 504/IEP Team shall review all relevant information in the student's file, including the child's 504/IEP Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b) If the conduct in question was the direct result of the local educational agency's failure to implement the 504/IEP Plan.

   If the Charter School, the parent, and relevant members of the 504/IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

   If the Charter School, the parent, and relevant members of the 504/IEP Team make the determination that the conduct was a manifestation of the child's disability, the 504/IEP Team shall:
   a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

   b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; or
   c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

   If the Charter School, the parent, and relevant members of the 504/IEP Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the 504/IEP Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

   The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

   When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.
   In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

   In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

   Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

   a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
   b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

   The student's interim alternative educational setting shall be determined by the student's 504/IEP Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b) The parent has requested an evaluation of the child.
c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K – EMPLOYEE RETIREMENT COVERAGE

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Retirement Coverage

SLA certificated teachers and eligible administrators shall participate in the State Teachers' Retirement System (STRS). Teachers will accumulate service credit years in the same manner as all other members of STRS.

Non-certificated employees shall participate in the Public Employees' Retirement System (PERS), as appropriate to their position. If PERS is unavailable to employees, social security will cover such employees.

Additional retirement plans, such as a 403(b) plan, shall be made available to employees pursuant to policies adopted by the SCALE Board of Directors.

Reporting

Retirement reporting will be contracted out to a qualified service provider, however, the HR Department will be responsible for ensuring that such retirement coverage is arranged for all employees.

SLA shall forward all required STRS/PERS payroll reporting and contributions to CalSTRS/CalPERS or the County Office of Education, as applicable, in accordance with Education Code § 47611 and § 47611.3.

ELEMENT L – ATTENDANCE ALTERNATIVES

Governing Law: The public-school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

SLA is a school of choice and, as such, no student may be required to attend. Students who choose not to attend SLA may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

Parents and guardians of each student enrolled in SLA will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SLA, except to the extent that such a right is extended by the local education agency.

ELEMENT M – RETURN RIGHTS OF DISTRICT EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school employee shall be required to work at SLA. Employees of the District who choose to leave the employment of the District to work at SLA shall have no automatic rights of return to the District after employment at SLA unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Former District employees must consult with the District to determine their eligibility for leave.

SLA employees shall have any right upon leaving the District to work in SLA that the District may specify, any rights of return to employment in a school district after employment in SLA that the District may specify, and any other rights upon leaving employment to work in SLA that the District determines to be reasonable and not in conflict with any law.

All employees at SLA will be considered exclusive employees of SCALE Leadership Academy-East and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SLA. Employment at SLA provides no rights of employment at any other entity, including any rights in the case of closure of SLA.

ELEMENT N – DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between SLA and the District

SLA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. SLA is willing to consider changes to the process outlined below as suggested by the District.

SLA and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SLA and the District, SLA staff, employees and Board members, and the District, agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of SCALE or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code, Section 47607, SLA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event, this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective governing boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and SLA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and SLA.

Internal Disputes

SLA shall maintain an internal dispute resolution process to be used for all internal disputes related to SLA's operations. SLA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at SLA shall be provided with a copy of SLA's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to SLA.

ELEMENT O – CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of SLA will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of SLA, the District, the Riverside County Office of Education, SLA's SELPA, the retirement systems in which SLA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

SLA will ensure that the notification to the parents and students of SLA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the board's decision to close SLA.

SLA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, SLA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. SLA will ask the District to store original records of SLA students. All student records of SLA shall be transferred to the District upon school closure. If the District will not or cannot store the records, SLA shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SLA will prepare final financial records SLA will also have an independent audit completed within six months after closure. SLA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SLA and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SLA.

SLA will complete and file any annual reports required pursuant to Education Code, Section 47604.33.

On closure of SLA, all assets of SLA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SLA, remain the sole property of the SCALE Leadership Academy- East and, upon the dissolution of the SCALE Leadership Academy- East non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon SLA's closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, SCALE shall remain solely responsible for all liabilities arising from the operation of SLA.

As SLA is operated by SCALE, a non-profit public benefit corporation, should the corporation dissolve with the closure of SLA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in attachments to this petition, SLA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budget and Financial Reporting

Governing Law: Pursuant of Education 47605 (g), charter schools are required to provide financial statements that that include a proposed operational budget and multi-year financial projection.

To satisfy Education code 47605 (g), SCALE Leadership Academy- East provides:

- A detailed operational budget for the first year of the renewal term;
- Multi-year financial projections covering the full five-year charter term (FY 2026–2031);
- Cash-flow statements demonstrating maintained solvency; and
- Budget assumptions that explain enrollment, ADA, staffing, reserves, and programmatic expenditures.

These documents collectively demonstrate fiscal soundness and compliance with Education Code § 47605(g).

Budget Development

Each spring SCALE establishes an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director will present the budget and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget includes all estimated revenues and expenditures for the year and shall include ample reserves to accommodate cash flow challenges.

The budget development process begins in March of the preceding fiscal year and continue through the Governor's May revisions of the State budget. The budget and three-year projections are then be presented to the SCALE Board of Directors for discussion and approval.

The Executive Director and Finance Committee review monthly cash flow statements and present comprehensive budget updates to the Board at least four times each fiscal year. The Executive Director and Board of Directors also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.
The SCALE Board maintains formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

Financial Reporting

SLA shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SLA annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of SLA receipts and expenditures for the preceding fiscal year.

SLA shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

SLA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, SLA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

SLA shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be based on recommendations provided by the District and SLA's insurer. The District Board of Education shall be named as an additional insured on all policies of SLA. Prior to opening, SLA shall provide evidence of the above insurance coverage to the District.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The Executive Director will assume the lead responsibility for administering SLA under the policies adopted by the SCALE Board of Directors. SCALE Leadership Academy- East will conduct all administrative and business services on behalf of SLA on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, business and executive management, technology, and administrative services from SCALE Leadership Academy- East at its Administrative Office located at 1880 Compton Ave Suite 101 Corona, CA 92881.

Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the SCALE Leadership Academy- East Board of Directors.

SCALE Leadership Academy- East procures its own administrative services through an appropriately qualified third-party contractor. Currently, SCALE Leadership Academy- East contracts with a back-office provider for services including, but not limited to, budgeting, accounting, accounts receivable/payable, payroll processing and reporting, monthly financial reporting, compliance and grant reporting, audit process management, and student data support.

Should the District be interested and willing to offer certain services to SLA for a fee from the District, SLA shall consider the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding (MOU) between SLA and the District, and subject to District availability and willingness to provide such services.

SCALE Leadership Academy- East may work with various consulting organizations and advisors to ensure the successful operations of the school. SCALE Leadership Academy- East shall ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. SCALE Leadership Academy- East shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

D. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

Education Code sections 47605, subdivisions (d)(1) and (d)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency.

Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a non-classroom-based/independent study charter school accept all residents of the "home county" (i.e., the county in which the charter school's authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable pupils to complete the independent study successfully, including resource centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).) These facilities allow a non-classroom-based independent study charter school to provide a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that "the independent study option is expected to be equal or superior in quality to classroom instruction." (California Department of Education Independent Study Manual [2000 Edition, revised as of 2015], Ch. 1, pg. 1.)

As SLA is a non-classroom based/independent study charter school, the District and SLA understand and agree that SLA must serve any interested students throughout Riverside County and adjacent counties pursuant to Education Code Section 51747.3, and 47605, subdivisions (d)(1) and (d)(2)(A). Additionally, SLA must provide appropriate services and resources to enable SLA's students to complete their independent study successfully. As such, SLA shall utilize resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings. All resource centers will comply with Education Code Section 47605.1, including all location restrictions, adjacency rules, notification requirements, and subsequent amendments under AB 1505 and AB 1507.

SLA shall locate and operate within District boundaries as follows: Palo Verde

Resource Center

In accordance with the terms of an applicable MOU between the District and Charter School upon approval, the Charter School may facilitate the opening of a resource center within the District, subject to approval by the District.

The proposed Palo Verde Resource Center would consist of a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions that allow each student to fulfill their personalized learning plan. The proposed Palo Verde Center would have up to classrooms, a kitchen, a large group meeting space and outdoor space.

In addition, SLA may also locate resource centers in other locations within adjacent counties per Education Code Section 47605.1(c) or as permitted under the law. SLA will adhere to any legal guidelines or restrictions regarding learning centers as required by law.

For any resource centers that are operated and permitted under the law, such resource centers are (1) used exclusively for the educational support of students who are enrolled in SLA's non-classroom-based independent study program, and (2) SLA provides its primary educational services in, and a majority of the pupils it serves are residents of, Riverside County or any adjacent county as permitted by law.

E. Transportation

SLA will not provide transportation to and from school, except as required by law.

F. Attendance Accounting

SLA will continue to implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

SLA shall be operated by SCALE Leadership Academy-East, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by SLA if the authority has complied with all oversight responsibilities required by law. SLA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SLA.

Further, SLA intends to enter into a memorandum of understanding with the District, wherein SLA shall indemnify the District for the actions of SLA under this charter.

The SCALE bylaws provide for indemnification of the SCALE Board, officers, agents, and employees, and SCALE shall purchase and maintain general liability insurance, Board Members and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and SCALE's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of SLA.

SLA shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Palo Verde Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The petitioners are eager to work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the petitioners pledge to work cooperatively with the District to answer any concerns over this document, to negotiate a mutually agreeable memorandum of understanding, and to present the District with the strongest possible proposal requesting a five-year renewal term to continue operation in July 2026. SLA shall be considered approved as of the date of charter approval. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607 and its implementing regulations, as applicable.

Signature: 

Date: _____

BYLAWS OF
SCALE LEADERSHIP ACADEMY

(A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section 1. NAME. The name of this corporation is SCALE Leadership Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 14816 Central Avenue, Chino, CA 91710. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The primary purposes of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have

the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal..

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than eleven (11) unless changed by amendments to these bylaws. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. A minimum of two (2) seats shall be reserved on the Board for authorizer representatives. The Board shall also designate a minimum of one (1) seat for each of the charter schools operated by the Corporation to be reserved for a parent or community member representing each charter school. All directors shall be designated by the existing Board of Directors, with the exception of a representative appointed by the charter authorizer, should the authorizers choose to exercise this option.

The Board shall seek to nominate and appoint members with experience in one or more of the following areas: education, non-profit, government, law, business, public finance/accounting, fundraising, facilities, philanthropy, community advocacy, health, sciences, marketing, management, or public relations. The Board will also seek candidates who understand and support the School's mission, culture, and goals. The qualifications sought in those candidates will include, but not be limited to, the following:

- A dedication to furthering the vision and mission of each charter school operated by the Corporation;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and,
- Specific knowledge, experience, and/or interest in at least one element of governance for the Corporation.

Additionally, to be qualified to serve as a director, all directors shall be of the age of

majority in this state. Other qualifications required are as follows:

- Have a college degree, vocational certificate, and/or significant work experience in one or more areas of relevant experience;
- Have a passion for community and public service; and
- Have a passion for school reform.

Section 4. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 5. INTERESTED PERSONS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor otherwise, excluding any reasonable compensation paid to a director as director; and; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the directors, at any meeting at which any director or directors are to be designated, to designate the number of directors required to be designated at such meeting.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The representative appointed by a charter authorizer may be removed without cause by the charter

authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (c) a sole remaining director. A vacancy in the seat of the representative of a charter authorizer shall be filled by the charter authorizer.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. If there is only one non-classroom based charter school that does not have a facility or operate one or more resources centers, the Board shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside. Otherwise, meetings shall be held at designated locations near the Corporation's operating charter schools, alternating every other month to ensure broad access to all parents, community members, and other stakeholders. In addition, SCALE shall ensure public access and participation in Board meetings through teleconference and/or videoconference. The Board of Directors may designate that a meeting be held at any place within the granting agencies boundaries that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or the President, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda.

Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held. Directors may waive receiving notice of Special Meetings by mail by electing to receive such notice at their designated e-mail address.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agencies in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses related to these duties as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

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[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 25. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have

a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall preside

at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH MEMBERS

Section 1. CONTRACTS WITH MEMBERS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

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ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

b. The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of SCALE Leadership Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on 8/24/19; and that these bylaws have not been amended or modified since that date.

Executed on 8/24/19 at Chino, California.

Patricia Smith, Secretary

2022-2023 Statement of Economic Interests

Form 700

A Public Document

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Helpful Resources

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

California Fair Political Practices Commission

1102 Q Street, Suite 3000 • Sacramento, CA 95811
Email Advice: advice@fppc.ca.gov
Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772
Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2022

Quick Start Guide

Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 1 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 1 – Most other filers

WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entitites/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, cryptocurrency, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

Note: Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

QUESTIONS?

- advice@fppc.ca.gov
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to form700@fppc.ca.gov.

What's New

Gift Limit Increase

The gift limit increased to **$520** for calendar years **2021** and **2022**.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

Exception:

- Candidates for a county central committee are not required to file the Form 700
- Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at *www.fppc.ca.gov.*

Where to file:

87200 Filers

State offices	➲	Your agency
Judicial offices	➲	The clerk of your court
Retired Judges	➲	Directly with FPPC
County offices	➲	Your county filing official
City offices	➲	Your city clerk
Multi-County offices	➲	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest

Code: File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Newly Created Boards and Commissions: File with your agency or with your agency's code reviewing body pursuant to Regulation 18754.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

Candidates file as follow:

State offices, Judicial offices and multi-county offices	➲	County elections official with whom you file your declaration of candidacy
County offices	➲	County elections official
City offices	➲	City Clerk
Public Employee's Retirement System (CalPERS)	➲	CalPERS
State Teacher's Retirement Board (CalSTRS)	➲	CalSTRS

How to file:

The Form 700 is available at *www.fppc.ca.gov*. Form 700 schedules are also available in Excel format. Each Statement must have a handwritten "wet" signature or "secure electronic signature," meaning either (1) a signature submitted using an approved electronic filing system or (2) if permitted by the filing officer, a digital signature submitted via the filer's agency email address. (See Regulations 18104 and 18757.) Companies such as Adobe and DocuSign offer digital signature services. All statements are signed under the penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

When to file:

Annual Statements

➲ **March 1, 2023**

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

➲ **April 3, 2023**

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their filing official or filing officer.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2022, and December 31, 2022, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2024, or April 1, 2024, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2023. (See Reference Pamphlet, page 6, for additional exceptions.

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. The amended schedule(s) is attached to your original filed statement. Obtain amendment schedules at *www.fppc.ca.gov.*

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Report: Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position.

For positions subject to confirmation by the State Senate or the Commission on Judicial Appointments, your assuming office date is the date you were appointed or nominated to the position.

- Example: Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions Maria holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Report: Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment.

Annual Statement:

Generally, the period covered is January 1, 2022, through December 31, 2022. If the period covered by the statement is different than January 1, 2022, through December 31, 2022, (for example, you assumed office between October 1, 2021, and December 31, 2021 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2022.
- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2022, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2022, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2021, and December 31, 2021, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Report: Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2022.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at *www.fppc.ca.gov.*

Note: Once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

Expanded Statement:

If you hold multiple positions subject to reporting requirements, you may be able to file an expanded statement for each position, rather than a separate and distinct statement for each position. The expanded statement must cover all reportable interests for all jurisdictions and list all positions on the Form 700 or on an attachment for which it is filed. The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Date Initial Filing Received
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) **(FIRST)** **(MIDDLE)**

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: Position:

2. Jurisdiction of Office *(Check at least one box)*

- ☐ State
- ☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)
- ☐ Multi-County
- ☐ County of
- ☐ City of
- ☐ Other

3. Type of Statement *(Check at least one box)*

☐ **Annual:** The period covered is January 1, **2022,** through December 31, **2022**.

-or-

The period covered is _____/_____/_____, through December 31, **2022**.

☐ **Assuming Office:** Date assumed _____/_____/_____

☐ **Leaving Office:** Date Left _____/_____/_____
(Check one circle.)

☐ The period covered is January 1, **2022**, through the date of leaving office.

-or-

☐ The period covered is _____/_____/_____, through the date of leaving office.

☐ **Candidate:** Date of Election _____ and office sought, if different than Part 1:

4. Schedule Summary (required)

► ***Total number of pages including this cover page:*** _____

Schedules attached

- ☐ **Schedule A-1 -** *Investments* – schedule attached
- ☐ **Schedule A-2 -** *Investments* – schedule attached
- ☐ **Schedule B -** *Real Property* – schedule attached
- ☐ **Schedule C -** *Income, Loans, & Business Positions* – schedule attached
- ☐ **Schedule D -** *Income – Gifts* – schedule attached
- ☐ **Schedule E -** *Income – Gifts – Travel Payments* – schedule attached

-or- ☐ ***None*** **-** *No reportable interests on any schedule*

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER
( )

EMAIL ADDRESS

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____
(month, day, year)

Signature _____
(File the originally signed paper statement with your filing official.)

Instructions
Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court).
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst).
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission) you may be required to file separate and distinct statements with each agency. To simplify your filing obligations, in some cases you may instead complete a single expanded statement and file it with each agency.
    - The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1. To file an expanded statement for multiple positions, enter the name of each agency with which you are required to file and your position title with each agency in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement disclosing all reportable interests for all jurisdictions. Then file the expanded statement with each agency as directed by Regulation 18723.1(c).

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand their annual filing to include both positions.

Example:

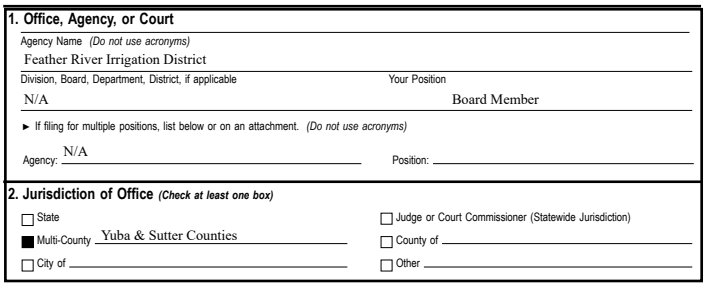
Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers the Counties of Placer and Yuba. The City is located within Placer County. Brian may complete one expanded statement to disclose all reportable interests for both offices and list both positions on the Cover Page. Brian will file the expanded statement with each the City and the District as directed by Regulation 18723.1(c).

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.
- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the "other" box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.


1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*: Feather River Irrigation District

Division, Board, Department, District, if applicable: N/A

Your Position: Board Member

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: N/A Position:

2. Jurisdiction of Office *(Check at least one box)*

☐ State ☐ Judge or Court Commissioner (Statewide Jurisdiction)

■ Multi-County Yuba & Sutter Counties ☐ County of

☐ City of ☐ Other

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2022 annual statement, **do not** change the pre-printed dates to reflect 2023. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2023, through December 31, 2023, will be disclosed on your statement filed in 2024. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements for the same position may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the "No reportable interests" box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. Each statement must have an original "wet" signature unless filed with a secure electronic signature. (See page 3 above.) All statements must be signed under penalty of perjury and be verified by the filer pursuant to Government Code Section 81004. See Regulation 18723.1(c) for filing instructions for copies of expanded statements. **When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

SCHEDULE A-1
Investments
Stocks, Bonds, and Other Interests
(Ownership Interest is Less Than 10%)

Investments must be itemized.
Do not attach brokerage or financial statements.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/22 ACQUIRED ____/____/22 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/22 ACQUIRED ____/____/22 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/22 ACQUIRED ____/____/22 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/22 ACQUIRED ____/____/22 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/22 ACQUIRED ____/____/22 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/22 ACQUIRED ____/____/22 DISPOSED

Comments: _____

Instructions – Schedules A-1 and A-2
Investments

"Investment" means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling $2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 13.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse's or registered domestic partner's business (See Reference Pamphlet, page 8, for the definition of "business entity.")
- Your spouse's or registered domestic partner's investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 16, for more information on disclosing trusts.)
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 13.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Cryptocurrency
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency's jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity. Do not use acronyms for the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 20 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

Frank Byrd holds a state agency position. Frank's conflict of interest code requires full disclosure of investments. Frank must disclose stock holdings of $2,000 or more in any company that is located in or does business in California, as well as those stocks held by Franks's spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. Alice has a 4% interest, worth $5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of $500 or more received from the partnership on Schedule C.

SCHEDULE A-2
Investments, Income, and Assets of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► 1. BUSINESS ENTITY OR TRUST

Name

Address *(Business Address Acceptable)*

Check one

☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/22 ACQUIRED
__/__/22 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

► 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

► 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

► 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/22 ACQUIRED
__/__/22 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

---

► 1. BUSINESS ENTITY OR TRUST

Name

Address *(Business Address Acceptable)*

Check one

☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/22 ACQUIRED
__/__/22 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

► 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

► 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

► 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/22 ACQUIRED
__/__/22 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

Comments: _____

Instructions – Schedule A-2
Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling $2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was $2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was $10,000 or more during the reporting period. (See Reference Pamphlet, page 11, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.
- Disclose each individual or entity that was a source of commission income of $10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 8.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of $10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable $10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 14, for information on procedures to request an exemption from disclosing privileged information.)

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was $2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

SCHEDULE B
Interests in Real Property
(Including Rental Income)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/22 ACQUIRED __/__/22 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/22 ACQUIRED __/__/22 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

Comments: _____

Instructions – Schedule B
Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling $2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. (See Reference Pamphlet, page 13.)

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are <u>not</u> required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Some interests in real property held through a blind trust (See Reference Pamphlet, page 16.)
  - **Please note:** A non-reportable property can still be grounds for a conflict of interest and may be disqualifying.

To Complete Schedule B:

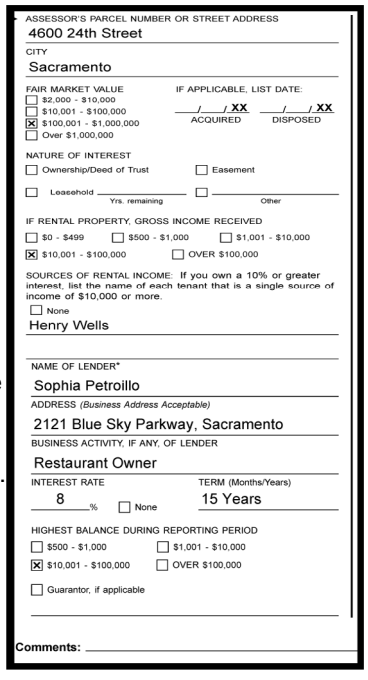
- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.
- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was $10,000 or more during the reporting period. If you received a total of $10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total $500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

  When reporting a loan:
  - Provide the name and address of the lender.
  - Describe the lender's business activity.
  - Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
  - Check the box indicating the highest balance of the loan during the reporting period.
  - Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Allison Gande is a city planning commissioner. During the reporting period, Allison received rental income of $12,000, from a single tenant who rented property owned in the city's jurisdiction. If Allison received $6,000 each from two tenants, the tenants' names would not be required because no single tenant paid her $10,000 or more. A married couple is considered a single tenant.


ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS
4600 24th Street
CITY
Sacramento
FAIR MARKET VALUE
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☒ $100,001 - $1,000,000
☐ Over $1,000,000
IF APPLICABLE, LIST DATE:
__/__/ XX ACQUIRED
__/__/ XX DISPOSED
NATURE OF INTEREST
☐ Ownership/Deed of Trust ☐ Easement
☐ Leasehold ____ Yrs. remaining ☐ ____ Other
IF RENTAL PROPERTY, GROSS INCOME RECEIVED
☐ $0 - $499 ☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ OVER $100,000
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
☐ None
Henry Wells
NAME OF LENDER*
Sophia Petroillo
ADDRESS (Business Address Acceptable)
2121 Blue Sky Parkway, Sacramento
BUSINESS ACTIVITY, IF ANY, OF LENDER
Restaurant Owner
INTEREST RATE
8 %
☐ None
TERM (Months/Years)
15 Years
HIGHEST BALANCE DURING REPORTING PERIOD
☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ OVER $100,000
☐ Guarantor, if applicable
Comments:

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

SCHEDULE C
Income, Loans, & Business Positions
(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED

☐ No Income - Business Position Only
☐ $500 - $1,000
☐ $1,001 - $10,000
☐ $10,001 - $100,000
☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

☐ Salary ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)

☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

☐ Sale of _____ *(Real property, car, boat, etc.)*

☐ Loan repayment

☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

☐ Other _____ *(Describe)*

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED

☐ No Income - Business Position Only
☐ $500 - $1,000
☐ $1,001 - $10,000
☐ $10,001 - $100,000
☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

☐ Salary ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)

☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

☐ Sale of _____ *(Real property, car, boat, etc.)*

☐ Loan repayment

☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

☐ Other _____ *(Describe)*

► 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD

☐ $500 - $1,000
☐ $1,001 - $10,000
☐ $10,001 - $100,000
☐ OVER $100,000

INTEREST RATE

_____% ☐ None

TERM (Months/Years)

_____

SECURITY FOR LOAN

☐ None ☐ Personal residence

☐ Real Property _____ *Street address*

_____ *City*

☐ Guarantor _____

☐ Other _____ *(Describe)*

Comments: _____

Instructions – Schedule C
Income, Loans, & Business Positions
(Income Other Than Gifts and Travel Payments)

Reporting Income:
Report the source and amount of gross income of $500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 11.) You must also report the source of income to your spouse or registered domestic partner if your community property share was $500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:
You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:
- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders
- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are <u>not</u> required to report:
- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 12.)

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure
- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of $10,000 or more. (See Reference Pamphlet, page 8.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period
- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
  - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
  - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

_____

SCHEDULE D
Income – Gifts

► NAME OF SOURCE *(Not an Acronym)*

_____

ADDRESS *(Business Address Acceptable)*

_____

BUSINESS ACTIVITY, IF ANY, OF SOURCE

_____

DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)

____/____/____ $_____ _____

____/____/____ $_____ _____

____/____/____ $_____ _____

► NAME OF SOURCE *(Not an Acronym)*

_____

ADDRESS *(Business Address Acceptable)*

_____

BUSINESS ACTIVITY, IF ANY, OF SOURCE

_____

DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)

____/____/____ $_____ _____

____/____/____ $_____ _____

____/____/____ $_____ _____

► NAME OF SOURCE *(Not an Acronym)*

_____

ADDRESS *(Business Address Acceptable)*

_____

BUSINESS ACTIVITY, IF ANY, OF SOURCE

_____

DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)

____/____/____ $_____ _____

____/____/____ $_____ _____

____/____/____ $_____ _____

► NAME OF SOURCE *(Not an Acronym)*

_____

ADDRESS *(Business Address Acceptable)*

_____

BUSINESS ACTIVITY, IF ANY, OF SOURCE

_____

DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)

____/____/____ $_____ _____

____/____/____ $_____ _____

____/____/____ $_____ _____

► NAME OF SOURCE *(Not an Acronym)*

_____

ADDRESS *(Business Address Acceptable)*

_____

BUSINESS ACTIVITY, IF ANY, OF SOURCE

_____

DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)

____/____/____ $_____ _____

____/____/____ $_____ _____

____/____/____ $_____ _____

► NAME OF SOURCE *(Not an Acronym)*

_____

ADDRESS *(Business Address Acceptable)*

_____

BUSINESS ACTIVITY, IF ANY, OF SOURCE

_____

DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)

____/____/____ $_____ _____

____/____/____ $_____ _____

____/____/____ $_____ _____

Comments: _____

_____

Instructions – Schedule D
Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is $50 or more. In addition, multiple gifts totaling $50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over $50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a $520 limit in 2022. (See Reference Pamphlet, page 10.)
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

You are <u>not</u> required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than $250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name _____

SCHEDULE E
Income – Gifts
Travel Payments, Advances, and Reimbursements

- **Mark either the gift or income box.**
- **Mark the "501(c)(3)" box for a travel payment received from a nonprofit 501(c)(3) organization or the "Speech" box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.**
- **For gifts of travel, provide the travel destination.**

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

Comments: _____

Instructions – Schedule E
Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" to read about travel payments under section 89506(a).)

You are <u>not</u> required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

  Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
  - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling $50 or more from a single source during the period covered by the statement.

    When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination.**
  - **Travel payments are income** if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling $500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

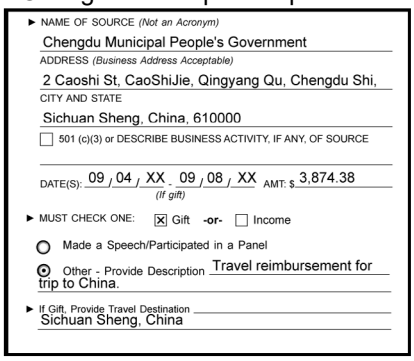
Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for MaryClaire's travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which they are not providing services are likely considered gifts. Note that the same payment from a 501(c)(3) would NOT be reportable.


► NAME OF SOURCE *(Not an Acronym)*
Health Services Trade Association
ADDRESS *(Business Address Acceptable)*
1230 K Street, Suite 610
CITY AND STATE
Sacramento, CA
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
Association of Healthcare Workers
DATE(S): __/__/____ - __/__/____ *(If gift)* AMT: $ 550.00
► MUST CHECK ONE: ☐ Gift **-or-** ☒ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for board meeting.
► If Gift, Provide Travel Destination

Example:

Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People's Government pays for Mayor Kim's airfare and travel costs, as well as meals and lodging during the trip. The trip's agenda shows that the trip's purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose. Thus, Mayor Kim must report the gift of travel, but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People's Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at www.fppc.ca.gov.)


► NAME OF SOURCE *(Not an Acronym)*
Chengdu Municipal People's Government
ADDRESS *(Business Address Acceptable)*
2 Caoshi St, CaoShiJie, Qingyang Qu, Chengdu Shi,
CITY AND STATE
Sichuan Sheng, China, 610000
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): 09 / 04 / XX - 09 / 08 / XX *(If gift)* AMT: $ 3,874.38
► MUST CHECK ONE: ☒ Gift **-or-** ☐ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for trip to China.
► If Gift, Provide Travel Destination
Sichuan Sheng, China

Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their economic interests including personal assets and income. The Act's conflict of interest provisions also disqualify a public official from taking part in a governmental decision if it is reasonably foreseeable that the decision will have a material financial effect on these economic interests as well as the official's personal finances and those of immediate family. (Gov. Code Sections 87100 and 87103.) The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the Act's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2021-2022, the gift limit increased to $520 from a single source during a calendar year.

Additionally, state officials, state candidates, and certain state employees are subject to a $10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest page at *www.fppc.ca.gov.*

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 10.)

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 14.)

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is $10 per day up to a maximum of $100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to $5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Questions and Answers

General

Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?

A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?

A. Yes, three are required. However, you may instead complete an expanded statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Disclose all reportable economic interests in all three jurisdictions on the expanded statement. File the expanded statement for your primary position providing an original "wet" signature unless filed with a secure electronic signature. (See page 3 above.) File copies of the expanded statement with the other two agencies as required by Regulation 18723.1(c). Remember to complete separate statements for positions that you leave or assume during the year.

Q. I am a department head who recently began acting as city manager. Should I file as the city manager?

A. Yes. File an assuming office statement as city manager. Persons serving as "acting," "interim," or "alternate" must file as if they hold the position because they are or may be performing the duties of the position.

Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse's income, investments, and interests in real property?

A. Yes. A public official must continue to report a spouse's economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse's income may not have to be reported. Contact the FPPC for more information.

Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?

A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?

A. Probably. The definition of "doing business in the jurisdiction" is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 13.)

Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?

A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.

Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?

A. Yes. Disclose on Schedule A-1 or A-2 any stock worth $2,000 or more in a business entity located in or doing business in your jurisdiction.

Q. The value of my stock changed during the reporting period. How do I report the value of the stock?

A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity's website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.

Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?

A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.

Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?

A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth $2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.

Q. On last year's filing I reported stock in Encoe valued at $2,000 - $10,000. Late last year the value of this stock fell below and remains at less than $2,000. How should this be reported on this year's statement?

A. You are not required to report an investment if the value was less than $2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below $2,000, you may want to report the stock and note in the "comments" section that the value fell below $2,000. This would be for informational purposes only; it is not a requirement.

Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?

A. If the Section 529 account contains reportable interests (e.g., common stock valued at $2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is $10,000 or more on Schedule A-2, Part 3?

A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.

Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is $10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?

A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at *www.fppc.ca.gov. (*See Reference Pamphlet, page 14.)

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of $10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 8.)

Q. My spouse is a partner in a four-person firm where all of their business is based on their own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your spouse's investment in the firm is 10% or greater, disclose 100% of your spouse's share of the business on Schedule A-2, Part 1 and 50% of your spouse's income on Schedule A-2, Parts 2 and 3. For example, a client of your spouse's must be a source of at least $20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting $10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 14.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in that real property.

Gift Disclosure

Q. If I received a reportable gift of two tickets to a concert valued at $100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?

A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2022 the gift limit was $520, so the Bensons may have given the supervisor artwork valued at no more than $1,040. The supervisor must identify Jared and Julia Benson as the sources of the gift.

Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought $10 worth of raffle tickets and won a gift basket valued at $120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at $70. The quilt was donated by a coworker. Are these reportable gifts?

A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at $110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.

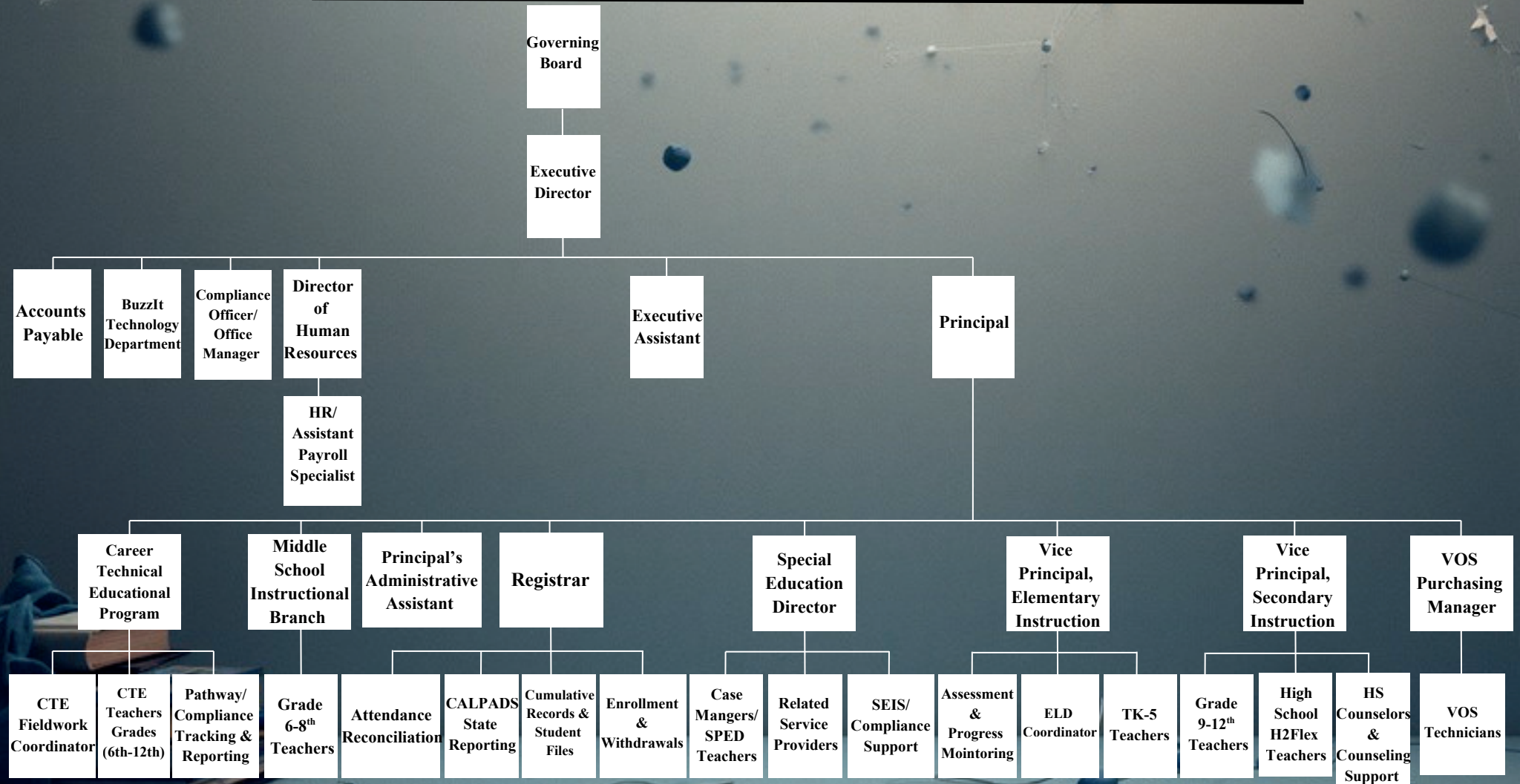
Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.

A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total $50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?

A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.

SLA East Organization Structure and Hierarchy



TRACK C

SCALE LEADERSHIP ACADEMY EAST
INDEPENDENT STUDY WRITTEN AGREEMENT

TK- 5TH GRADE

Student Name:	Student ID #:	Entering Grade Level:
Address:	Age:	Birth Date:
City: County:	Zip Code:	Home: Cell:
School of Enrollment/Program Placement for Independent Study: SCALE Leadership Academy East		
Duration of Agreement:	Beginning Date: September 2, 2025	Ending Date: June 17, 2026

It is understood that:

Objectives: The student is expected to complete the courses listed below; however, a final course schedule will be finalized with your counselor. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Work Record (WR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt. Any subsidiary agreement(s) are also part of this agreement.

Subjects/Courses Enrolled: Expected credits to be earned for the duration of this agreement are _____ credits.

Course Title	Credits	Course Title	Credits
General Education			

Methods of Study: Specific methods of study will be designated on the Work Record (WR) and are incorporated herein. Examples of methods of study for the student will include Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses.

Specific Resources: The school will provide appropriate instructional materials and personnel, including school support teams necessary for the achievement of the objectives and will include resources that are normally available to all students on the same terms as the terms on which they are available to all, including those not performing at grade level or who need support in other areas. The school will provide devices and connectivity as needed. Additional academic and other supports for all pupils include, but are not limited to: acceleration, intervention, and enrichment resources. Assignments and specific resources will be designated on the Work Record (WR) and are incorporated herein. By signing below, Student and Parent/Guardian hereby confirm Student has access to connectivity and devices adequate to participate in the educational program and complete assigned work. If Student DOES NOT have access to connectivity and devices adequate to participate in the educational program and complete assigned work, please check here: [ ]

Assignments: According to the charter school policy for grades TK-12th grade, the maximum length of time allowed between the assigned assignment and the date the assignment is due is a full semester. However, after 6 missed assignments within a learning period, an evaluation will be made to determine whether independent study is an appropriate strategy for this student and whether the student should be allowed to continue in independent study. (Attendance is based on assignment completion.)

Voluntary Statement: We understand that independent study is an optional educational alternative that students voluntarily select, including students covered under California Education Code sections 48915 and 48917. All students who choose independent study must be offered the alternative of classroom instruction, and they must have the continuing option of returning to the classroom.

Methods of Evaluation: Academic evaluations will be designated on the Work Record (WR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Benchmark testing, Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, State Standards Testing, Quizzes, Labs, Finals.

Manner of reporting: **T**hrough Virtual Classroom platforms/E-mail/Mail/Web Conference/Phone/In-person meetings. **Time**: 8-5pm. **Days** :M-F. **Frequency:** TK-3 grade students will have the opportunity to submit assignments, discuss academic progress, and receive synchronous and asynchronous instruction daily. 4-5th grade students will have the opportunity to submit assignments, discuss academic progress, receive live interaction and asynchronous instruction daily, with the opportunity for at least weekly synchronous instruction. Duration: As scheduled during the school year. Location: Virtual or In Person. Students will be required to report to their teacher as scheduled.

Parents/guardians will be updated regarding their student's academic progress as follows: Parent-teacher conferences to be held each semester and progress reports sent after conclusion of scheduled learning periods via electronic/mailed correspondence.

Signatures and Dates: We have read and understand the terms of this agreement, and agree to all the provisions.

Student signature:_____ Date:_____

Parent signature: _____Date:_____

Supervising Teacher signature: _____ Date:_____

TRACK C

SCALE LEADERSHIP ACADEMY EAST
INDEPENDENT STUDY WRITTEN AGREEMENT
6TH- 12TH GRADE

Student Name:		Student ID #:	Entering Grade Level:
Address:		Age:	Birth Date:
City:	County:	Zip Code:	Home: Cell:
School of Enrollment/Program Placement for Independent Study: SCALE Leadership Academy East			
Duration of Agreement:	Beginning Date: September 2, 2025		Ending Date: June 17, 2026

It is understood that:

Objectives: The student will complete the courses listed below; however, a final course schedule will be finalized with your counselor. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Work Record (WR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt. Any subsidiary agreement(s) are also part of this agreement.

Subjects/Courses Enrolled: Expected credits to be earned for the duration of this agreement are _____ credits. Please be advised that participation in Career Technical Education (CTE) coursework, activities, and/or electives will be required as part of all course plans.

Course Title	Credits	Course Title	Credits
ENGLISH	**5**	PE or ELECTIVE	5
MATH	5	ELECTIVE	5
SOCIAL STUDIES	5		
SCIENCE	5		

Methods of Study: Specific methods of study will be designated on the Work Record (WR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses.

Specific Resources: The school will provide appropriate instructional materials and personnel, including school support teams necessary for the achievement of the objectives and will include resources that are normally available to all students on the same terms as the terms on which they are available to all, including those not performing at grade level or who need support in other areas. The school will provide devices and connectivity as needed. Additional academic and other supports for all pupils include, but are not limited to: acceleration, intervention, and enrichment resources. Assignments and specific resources will be designated on the Work Record (WR) and are incorporated herein. By signing below, Student and Parent/Guardian hereby confirm Student has access to connectivity and devices adequate to participate in the educational program and complete assigned work. If Student DOES NOT have access to connectivity and devices adequate to participate in the educational program and complete assigned work, please check here: [ ]

Assignments: According to the charter school policy for grades TK-12th grade, the maximum length of time allowed between the assigned assignment and the date the assignment is due is a full semester. However, after 6 missed assignments within a learning period, an evaluation will be made to determine whether independent study is an appropriate strategy for this student and whether the student should be allowed to continue in independent study. (Attendance is based on assignment completion for Independent student.)

Voluntary Statement: We understand that independent study is an optional educational alternative that students voluntarily select, including students covered under California Education Code sections 48915 and 48917. All students who choose independent study must be offered the alternative of classroom instruction, and they must have the continuing option of returning to the classroom.

Methods of Evaluation: Academic evaluations will be designated on the Work Record (WR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Benchmark testing, Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, State Standards Testing, Quizzes, Labs, Finals.

Manner of Reporting: Through Virtual Classroom platforms/E-mail/Mail/Web Conference/Phone/In-person.**Time**: 8-5pm. **Days** :M-F. **Frequency:** 6-8th grade students will have the opportunity to submit assignments, discuss academic progress, receive live interaction and asynchronous instruction daily, with the opportunity for at least weekly synchronous instruction. Duration: As scheduled during the school year. 9-12th grade students will have the opportunity to submit assignments, discuss academic progress, receive asynchronous instruction daily, with the opportunity for at least weekly synchronous instruction. Duration: As scheduled during the school year Location: Virtual or In Person. Students will be required to report to their teacher as scheduled.

Parents/guardians will be updated regarding their student's academic progress as follows: Parent-teacher conferences to be held each semester and progress reports sent after conclusion of scheduled learning periods via electronic/mailed correspondence.

Signatures and Dates: We have read and understand the terms of this agreement and agree to all the provisions.

Student signature:_____ Date:_____

Parent signature: _____Date:_____

Supervising Teacher signature: _____ Date:_____

College and Career Access Pathways
A Dual Enrollment Partnership Agreement
2025-2028

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District on behalf of Norco College ("COLLEGE"), 2001 Third Street, Norco, CA, 92860, and SCALE Leadership Academy ("SCHOOL DISTRICT"), 1880 Compton Ave, STE 101, Corona, CA 92881.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside College Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public-charter school serving grades K-12 located in West Riverside County and within the regional service area of the COLLEGE unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, the COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office and COLLEGE;

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. **TERM OF AGREEMENT**
   1.1. The term of this CCAP Agreement shall be for three (3) years beginning on July 1, 2025 and ending on June 30, 2028, and will be subject to renewal, unless otherwise terminated in accordance with Section 19 of this Agreement.
   1.2. This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint

facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)

1.3. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)

1.4. A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership. Sec. 2 (c)(3)

2. DEFINITIONS

2.1. CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of the COLLEGE and applicable law. Sec. 2 (a)

2.2. Consistent with AB 288, this CCAP Agreement may include "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

2.3. Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

3.1. Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

3.2. Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE standards and policies.

3.3. College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and the COLLEGE policy.

3.4. Student Records – The COLLEGE will provide grades each term to the SCHOOL DISTRICT unless otherwise specified in the Appendix.

3.5. Priority Enrollment – A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (g)

3.6. As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)

3.7. Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

3.8. Minimum School Day – The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142

4. COLLEGE APPLICATION PROCEDURE

4.1. The COLLEGE will be responsible for processing student applications.

4.2. The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

4.3. The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

4.4. The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.

4.5. Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

5.1. A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.

5.2. The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT. Books and instructional materials purchased by the SCHOOL DISTRICT will remain the property of and housed at the SCHOOL DISTRICT. The COLLEGE will ensure, whenever possible, textbooks to remain the same throughout the term of the CCAP agreement. Both SCHOOL DISTRICT and COLLEGE will pursue methods of keeping textbook costs down and will seek additional funding sources including grants to cover textbook costs.

5.3. Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.

5.4. Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.

5.5. Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
5.6. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
5.7. Students requiring reasonable accommodations for COLLEGE courses offered at the SCHOOL DISTRICT as part of this CCAP Agreement will receive services through the SCHOOL DISTRICT. Students requiring reasonable accommodations for COLLEGE courses offered at the COLLEGE will receive services through the COLLEGE.
5.8. Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.
5.9. A course dropped within the COLLEGE drop "without a W" deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

6. **CCAP AGREEMENT COURSES**
6.1. The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)
6.2. Courses offered as part of this CCAP Agreement at the COLLEGE may not limit enrollment in the course. Sec. 2 (o)(1)
6.3. The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
6.4. The scope, nature, time, location, and listing of courses shall be offered and determined by the COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
6.5. Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
6.6. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with the COLLEGE academic standards.
6.7. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
6.8. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
6.9. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
6.10. Site visits and instructor evaluations by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with the COLLEGE academic standards.

6.11. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.

6.12. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with the COLLEGE guidelines, policies, pertinent statutes, and regulations.

6.13. COLLEGE has the sole right to control and direct the instructional activities of all instructors.

6.14. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. **INSTRUCTOR(S)**

7.1. All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.

7.2. The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)

7.3. This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)

7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.

7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.

7.6. Prior to teaching, faculty shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training may be approved and provided by the COLLEGE.

7.7. Faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.

7.8. Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.

7.9. SCHOOL DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors.

7.10. The COLLEGE and SCHOOL DISTRICT jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.

8. **ASSESSMENT OF LEARNING AND CONDUCT**
   8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
   8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
   8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
   8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught both at the SCHOOL DISTRICT and on the COLLEGE campus. Both parties will work together in resolving behavioral issues.

9. **LIAISON AND COORDINATION OF RESPONSIBILITIES**
   9.1. The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Sec. 2 (c)(2)
   9.2. The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
   9.3. The COLLEGE will provide SCHOOL DISTRICT personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with the COLLEGE policy and COLLEGE procedures and academic standards.
   9.4. The SCHOOL DISTRICT shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.
   9.5. The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
   9.6. This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1) (A-D)
      9.6.1. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
      9.6.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
      9.6.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
      9.6.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. **APPORTIONMENT**

10.1. The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

10.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)

10.3. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)

10.4. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

11. **CERTIFICATIONS**

11.1. The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

11.2. The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

11.3. The SCHOOL DISTRICT agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

11.4. This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

11.5. This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

11.6. This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)

11.7. The COLLEGE certifies that:

11.7.1. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)

11.7.2. A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement, whenever possible. Sec. 2 (k)(2)

11.7.3. The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

11.8. This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. **PROGRAM IMPROVEMENT**

12.1. The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. **RECORDS**

13.1. Permanent records of student enrollment, attendance, grades and achievement for students under this CCAP agreement shall be maintained by COLLEGE.

13.2. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. **REIMBURSEMENT**

14.1. Student fees will be waived by COLLEGE.

14.2. The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

15. **FACILITIES**

15.1. The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

15.2. The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

15.3. The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

16. **INDEMNIFICATION**

16.1. The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

16.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, its officers, employees, independent contractors, subcontractors, agents and other representatives.

17. **INSURANCE**

17.1. The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an

approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS ($1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS ($100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

17.2. COLLEGE shall obtain and maintain the insurance coverages and limits as shown below for the duration of this Agreement. The insurance coverages and limits of liability shown are the minimum insurance requirements in this Agreement. Should COLLEGE maintain insurance policies with broader coverage and limits of liability that exceed these minimum coverage and limits requirements those broader coverages and higher limits shall be deemed to apply for the benefit of the SCHOOL DISTRICT and those coverages and limits shall become the required minimum limits of insurance and coverage in all articles of this Agreement.

17.2.1. Commercial General Liability, using a standard ISO CG 00 01 occurrence form, including operations, products and completed operations and contractual liability with limits not less than $1,000,000.00 per occurrence, $2,000,000 General Aggregate and $2,000,000 Products –Completed Operations Aggregate for bodily injury, personal injury, and property damage.

17.2.1.1. The Commercial General Liability Coverage shall include the following endorsements:

17.2.1.1.1. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Additional Insureds either by specific endorsement naming these parties or a blanket additional insured endorsement applicable "when required by written contract or agreement;"

17.2.1.1.2. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable "when required by written contract or agreement."

17.2.1.2. The Commercial General Liability Coverage shall not include the following endorsements: Amendment of Contractual Liability, Cross Suits Liability Exclusion

1. Automobile Liability, using a standard ISO Business Auto CA 00 01 form with limits not less than $1,000,000.00 per accident for bodily injury and property damage for all owned, hired and non-owned automobiles. Coverage shall include Contractual Liability. The Business Auto coverage shall include the following endorsements:

2. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Designated Insureds or a blanket additional insured endorsement applicable "when required by written contract or agreement;"

17.2.1.3. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable "when required by written contract or agreement."

3. Workers' Compensation including statutory coverage as required by the State of California and including Employers' Liability with limits not less than $1,000,000.00 each accident; $1,000,000.00 policy limit bodily injury by disease; $1,000,000.00 each employee bodily injury by accident.

4. The Workers' Compensation coverage shall include a Waiver of Subrogation endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket waiver of subrogation endorsement applicable "when required by written contract or agreement;"

5. If COLLEGE is using a Professional Employer Organization or any other type of staffing company to lease employees, COLLEGE must notify and seek approval from the Risk Management Department of the SCHOOL DISTRICT prior to the execution of this Agreement.

6. Umbrella or Excess Liability coverage with limits not less than $1,000,000.00 excess over the Commercial General Liability, Automobile Liability and Employer's Liability. The Umbrella or Excess Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).

7. As the COLLEGE will have access to or will be receiving any personal or private information about the SCHOOL DISTRICT or its students, personnel, students or parents or any other third party:

8. Cyber Liability Insurance with limits not less than $2,000,000 for each occurrence or event with an annual aggregate of $2,000,000

9. The policy shall minimally cover claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security.

10. The policy shall protect the SCHOOL DISTRICT for breach response costs as well as regulatory fines and penalties with a limit that equals not less than $200 per student in the aggregate.

11. The Cyber Liability coverage shall include the all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).

12. COLLEGE must provide professional liability insurance, or the equivalent to his/her specific field (such as medical malpractice, errors and omissions, etc.), with limits not less than $1,000,000 for each claim or event with an annual aggregate of $1,000,000. The Professional Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).

13. COLLEGE must provide sexual misconduct insurance, with limits not less than $1,000,000 for each claim or event with an annual aggregate of $1,000,000. The Sexual Misconduct Liability coverage shall include the all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).

14. Should any of the insurance policies contain either a deductible or self-insured retention, the COLLEGE shall be responsible to pay that deductible or self-insured retention and the SCHOOL DISTRICT shall not be responsible to pay these costs.

15. Should any required insurance policies be cancelled, non-renewed or if the COLLEGE fails to renew, COLLEGE shall provide notice of such cancellation immediately to the SCHOOL DISTRICT.

16. All insurance policies as required in this article shall be written through insurance companies that are either admitted in the State of California or on the California Department of Insurance approved list of non-admitted insurers. All insurance companies shall have and maintain a minimum A. M. Best rating of A VII.

17. Certificates of Insurance Coverage shall be filed by COLLEGE with the SCHOOL DISTRICT evidencing all of the insurance coverages required in this article at the time this Agreement is executed. The certificates must have all required endorsements attached or the Certificate will be rejected as non-compliant. Each successive year during the insurance requirement period shall be filed in the same manner. The failure to furnish such evidence may be considered default by COLLEGE. The SCHOOL DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.

18. For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

18. **NON-DISCRIMINATION**

18.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

19. **TERMINATION**

19.1. Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

20. **NOTICES**

20.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE

Norco College
2001 Third Street
Norco, CA 92860
Attn: Kylie Campbell, Interim Associate Dean, Educational Partnerships

SCHOOL DISTRICT

SCALE Leadership Academy
1880 Compton Ave STE 101
Corona, CA 92881

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

Attn: Mrs. LaToya Carter, Principal, SCALE Leadership Academy

21. INTEGRATION

21.1. This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement, and supersedes all prior agreements or representations, either express or implied, written or oral, with regard to this subject matter only.

22. MODIFICATION AND AMENDMENT

22.1. No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

23.1. This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

24.1. For locations outside the geographical boundaries of COLLEGE, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

25.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

26.2. By executing this Agreement below, each party indicates that it agrees to be legally bound by this Agreement, and that such consent to be bound may be provided through electronic signature. Contractor specifically acknowledges that it is aware that by executing this Agreement, the Contractor is providing an electronic mark that is held to the same standard as a legally binding equivalent of a handwritten signature, including, but not limited to, for purposes of validity, enforceability, and admissibility.

Executed on: _____

By: LaToya Carter Date: 5/19/25

Mrs. LaToya Carter, Principal
SCALE LEADERSHIP ACADEMY

By: _____ Date: 04-29-25

Aaron Brown, Vice Chancellor

APPENDIX
COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District ("COLLEGE"), 3801 Market Street, Riverside, CA 92501, and SCALE Leadership Academy ("SCHOOL DISTRICT"), 1880 Compton Ave STE 101, Corona, CA 92881.

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. **CCAP AGREEMENT**
   a. COLLEGE and SCHOOL DISTRICT shall ensure that an open public meeting is held in the review and approval of this CCAP Agreement. Sec. 2 (b)
   b. COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. Sec. 2 (c)(2)
   c. COLLEGE and SCHOOL DISTRICT shall review and establish new or amended CCAP Agreements annually on or before July 1st and follow the protocols set forth in (a) and (b) of this section.
   d. COLLEGE and SCHOOL DISTRICT point of contact: Sec. 2 (c)(2)

Location	Name	Telephone	e-mail
College: Norco College	Kylie Campbell Interim Associate Dean, Educational Partnerships	951-372-7039	Kylie.Campbell@norcocollege.edu
High School: SCALE Leadership Academy	Mrs. LaToya Carter Principal	888-315-4660	latoya.carter@scaleacademy.org

2. **STUDENT SELECTION**

a. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142. In all circumstances the COLLEGE shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.

b. SCHOOL DISTRICT shall select students consistent with the intent of AB 288 to include: high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) an "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

c. COLLEGE and SCHOOL DISTRICT shall certify that participating students will have a signed parental consent form on file with the COLLEGE. Preamble and Sec. 2 (c) (1)

d. COLLEGE and SCHOOL DISTRICT shall certify that participating students may enroll in up to a maximum of 15-unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. Sec. 2 (p) (1-3)

3. **CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)**
   a. COLLEGE is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

4. **CCAP AGREEMENT PROGRAM YEAR: Fall 2025 THROUGH Spring 2028**
   a. COLLEGE has identified the following pathways, course offerings per program year, estimated students served, and projected FTES. The employer of record for all courses under this CCAP Agreement is the COLLEGE and the location of the courses is the SCHOOL DISTRICT. The grid below is intended to project the courses offered and is subject to change based on the needs of the student cohorts within the pathway.

PROGRAM YEARS: 2025-2026 to 2027-2028
COMMUNITY COLLEGE DISTRICT: Riverside Community College District
COLLEGE: Norco College
EDUCATIONAL PROGRAM: College and Career Readiness Pathway
HIGH SCHOOL: SCALE Leadership Academy
MODALITIES: Online – Open to All Dual Enrolled Students

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered *(Sec. 2 (c)(1):* Students are being prepared to be college ready or are participating in a CTE or Transfer Pathway.

Pathways & Courses by Term *(Terms are subject to change based on instructor availability)*:

I. **College and Career Readiness Pathway (Fall 2025 & Beyond)** – Cal-GETC General Education & Transferable Electives

Cal-GETC Requirements	**Summer Term**	**Fall Term**	**Winter Term**	**Spring Term**
1A. English Composition	ENG-1A* "English Composition" (4 units)	ENG-1A* "English Composition" (4 units)		ENG-1A* "English Composition" (4 units)
1B. Critical Thinking and Composition				
1C. Oral Communication	COM-1 "Public Speaking" (3 units)	COM-1 "Public Speaking" (3 units)	COM-1 "Public Speaking" (3 units)	COM-1 "Public Speaking" (3 units)
2. Mathematical Concepts and Quantitative Reasoning				MAT-11* "College Algebra"
3A. Arts	MUS-19 "Music Appreciation"	MUS-19 "Music Appreciation" GAM-2 "History of Video Games"		MUS-19 "Music Appreciation" GAM-2 "History of Video Games"
3B. Humanities	PHI-10 "Introduction to Philosophy" (3 units) HIS-2 "World History since 1500" (3 units)	PHI-10 "Introduction to Philosophy" (3 units) HIS-7 "US History from 1865" (3 units)		PHI-10 "Introduction to Philosophy" (3 units)
4. Social and Behavioral Sciences	PSY-1 "General Psychology" (3 units)	PSY-1 "General Psychology" (3 units)		PSY-1 "General Psychology" (3 units)

	SOC-1 "Introduction to Sociology" (3 units) EAR-20 "Child Growth and Development" (3 units) HIS-2 "World History since 1500" (3 units)	SOC-1 "Introduction to Sociology" (3 units) EAR-20 "Child Growth and Development" (3 units) HIS-7 "US History from 1865" (3 units)		SOC-1 "Introduction to Sociology" (3 units) ECO-4 "Introduction to Economics" (3 units)
5A. Physical Science				
5B. Biological Science				
5C. Laboratory				
6. Ethnic Studies				ETS-1 "Introduction to Ethnic Studies" (3 units)
Transferable Electives	GUI-47 "Career Exploration and Life Planning" (3 units)	GUI-47 "Career Exploration and Life Planning" (3 units)	GUI-47 "Career Exploration and Life Planning" (3 units)	GUI-47 "Career Exploration and Life Planning" (3 units)

**Prerequisite course (transcript/survey needed)*

II. **Business & Entrepreneurship Pathway (Fall 2025 & Beyond)** – CTE Pathway

	Summer Term	**Fall Term**	**Winter Term**	**Spring Term**
		BUS-10 "Introduction to Business" (3 units)		ENP-50 "Introduction to Entrepreneurship" (3 units)

Students Details:			
	2025-2026	**2026-2027**	**2027-2028**
Students Served	40	40	40
FTES	15.0 FTES	15.0 FTES	15.0 FTES

5. **BOOKS**
   a. The total cost of books for students participating as part of this CCAP agreement will be borne by the SCHOOL DISTRICT. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.
   b. The COLLEGE will inform the SCHOOL DISTRICT via an annual Addendum to the AGREEMENT regarding the new BOOK information as new courses are added to the offerings for 2025-2026 and beyond. The Addendum will be available in May of the preceding academic year. The COLLEGE will notify the SCHOOL DISTRICT of any changes to the textbook list prior to the start of each term.

6. **COLLEGE. MANDATED ANNUAL STATE REPORTING**
   a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
   b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and shall be reported annually in compliance with all applicable state and federal privacy laws. The COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1) (A)
   c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1) (B)
   d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t) (1) (C)
   e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full- time equivalent students generated by this CCAP Agreement. Sec. 2 (t) (1) (D)
   f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establish protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. **CCAP AGREEMENT DATA MATCH AND REPORTING**
   a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
   b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. **PRIVACY OF STUDENT RECORDS**
   a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

b. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
c. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R.§ 99.33(d) that it is strictly prohibited from re- disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. **FACILITIES USE**
   a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

MEMORANDUM OF UNDERSTANDING BY AND BETWEEN THE PALO VERDE UNIFIED SCHOOL DISTRICT AND SCALE LEADERSHIP ACADEMY

This Memorandum of Understanding ("MOU") is executed by and between the Board of Trustees of the Palo Verde Unified School District ("District"), a school district organized and existing under the laws of the State of California and a member of the Riverside County special education local plan area ("SELPA") and the SCALE Leadership Academy, operated and governed by SCALE Academy, Inc. ("Charter School"), a charter school organized and existing under the laws of the State of California (collectively, "the Parties")

Throughout this MOU, the Charter, and any attachments, exhibits, and/or appendices hereto, any and all references to the SCALE Leadership Academy, Charter School, or the School shall apply with full force and effect to the SCALE Leadership Academy, Inc. (Corporation).

In consideration of the promises, mutual covenants and agreements herein set forth, the District and the Charter School do hereby agree as follows:

I. TERM

This MOU shall run from December — ___, 2020 through June 30, 202_, unless either party provides the other with a thirty-day written notice of intent to terminate the agreement, or unless otherwise renewed by Agreement of the Charter School and the District, although any payments remaining outstanding after the end of the term shall remain due and payable pursuant to the terms of this MOU.

II. SPECIAL EDUCATION SERVICES/504

The following provisions govern the application of special education to Charter School students;

A. It is understood that all children will have access to the Charter School and no student shall be denied admission based solely on disability status. Furthermore, no student and/or parent will be encouraged not to enroll or to leave the Charter School because the Charter School does not provide special education services, or is not a good fit for the student.

B. Pursuant to Education Code Section 47641(b), the Charter School has elected to be deemed a public school of the District for special education purposes. Nothing in this Agreement shall prevent the Charter School from seeking membership in a special education local plan area as a local educational agency ("LEA"). In the case that LEA status and membership in a special education local plan area is attained by the Charter School, this MOU will be terminated within thirty (30) days of Charter School attaining LEA membership in a special educational local plan area.

C. Section 504 and the ADA

1. Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation

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Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA") with respect to eligible students.

2. The Charter School shall adopt a Section 504 policy, procedure, and forms.

3. By September 1 of each year, the Charter School shall designate a Charter School employee responsible for Section 504 compliance and notify the District in writing of the name of the responsible individual.

4. The Charter School will comply with all applicable state and federal laws regarding compliance with Section 504 and the ADA.

D. Charter School Special Education Responsibilities

1. General Requirements

The Charter School and the District will adhere to the provisions of the Individuals with Disabilities in Education Improvement Act ("IDEA") and California special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education ("FAPE"). The Charter School will also ensure that no student otherwise eligible to enroll in the Charter School will be denied enrollment on the basis of their special education status.

The Charter School will comply with Section 504, the ADA, and all Office for Civil Rights mandates as applicable for students enrolled in the Charter School.

The Charter School will use District forms to develop, maintain, and review assessments and Individual Education Programs ("IEP") in the format required by the District and in accordance with District policies and procedures. The Charter will maintain copies of assessments and IEP materials for District review upon request.

The Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan).

The Charter School will be responsible for self-reporting state/federal compliance data.

The Charter School is solely responsible for the management of its special education budgets, personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School, at its own expense, utilizing state and federal funds allocated to the Charter School. The Charter School may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, on a "fee-for-service" basis, by submitting written requests to the District. The provision of such related service on a "fee-for-service" basis may be made available by the District at the District's sole option and via a separate written agreement between the District and the Charter School.

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The Charter School may also provide related services by hiring or contracting with credentialed or licensed providers through private agencies or independent contractors.

2. Transferring Students

For students transferring to the Charter School from District schools, the Charter School will provide a comparable program to that set forth in the student's last agreed upon and implemented IEP, including related services, for the first thirty (30) days after enrollment, unless otherwise agreed in writing by the parent/legal guardian and Charter School. IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law. When requested by the Charter School, a District special education representative shall participate in a student's first IEP meeting at the Charter School to assist with transition issues.

For students transferring to the Charter School from other school districts, the Charter School shall provide a comparable program to that set forth in the student's last agree upon and implemented IEP, including related services, for the first thirty (30) days after enrollment, unless otherwise agreed in writing by the parent/legal guardian and Charter School. IEP team meetings for such students will be held, during which the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law within thirty (30) days of the student's enrollment in accordance with state and federal law.

3. Assessments

The referral process shall include Student Success Team ("SST") meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention ("Rtl") model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services. The Charter School understands and agrees that utilization of the SST process does not waive and/or toll applicable timelines for responding to a request for assessment.

Upon a parent's written request for assessment, the Charter School shall either develop an assessment plan or provide the student's parent/guardian with prior written notice of the Charter School's denial of the request for assessment within 15 days of receiving the request for assessment. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted within legal timelines, after receiving the parents' written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

The Charter School will make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments, and triennial assessments, in accordance with state and federal law. The Charter School will also respond to parent/guardian requests for independent

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educational evaluations ("IEE"), and any IEEs granted by the Charter School will be solely funded by the Charter School.

4. Alternative Placements

In the event that the Charter School is not an appropriate placement for a student with special needs, the Charter School understands and agrees that it is responsible for offering and making available a full continuum of placement options, including special day class placement, non-public school placement, and placement in a residential treatment center.

The Charter School will contact the District to discuss placement and service alternatives for a student who requires a more restrictive setting. Charter School IEP teams will facilitate participation of a District special education representative at an IEP team meeting whenever it is anticipated that a student may require placement in a special day class at a District school, by giving the District ten (10) Calendar days, excluding holidays and breaks longer than 5 school days based on the District's calendar, notice of the IEP meeting. The Charter School shall cooperate and make reasonable efforts to accommodate the District representative's schedule to the extent possible under legal timelines.

If an IEP team, after consulting with a SELPA representative, places a student who previously participated in in a District special day program, in a special day class program with District representation on the IEP team, the District will be fully responsible for the quality of the program and for any costs incurred for such a placement if the student returns back to the district. To the extent that the District places a student in a special day class pursuant to this paragraph, the Average Daily Attendance earned by the pupil shall accrue to the District. This cost shall be throughout the years the student would have attended the charter school or the student leaves the District whichever occurs first. If the school places a student who resides in the District, but was not previously designated as SDC to a SDC classroom, the Charter school will be fully responsible for the quality of the program and any costs incurred for such a placement. To the extent that the Charter School places a student in a special day class pursuant to this paragraph, the Average Daily Attendance earned by the pupil shall accrue to the charter school. This cost shall be throughout the years the student would have attended the charter school or the student leaves the District whichever occurs first.

If an IEP team, after consulting with a SELPA representative, places a student who resides outside of the District in a special day program with District representation on the IEP team, the Charter School will be fully responsible for any costs incurred for such a placement. To the extent that the Charter School places a student in a special day class pursuant to this paragraph, the Average Daily Attendance earned by the pupil shall accrue to the Charter School. SELPA funds to assist with placements, including, but not limited to, the X Pot referenced in Section 11, will be made available to the Charter School in the same manner as they are made available to other schools of the District.

If an IEP team places a student in a special education program provided by another entity, including a non-public school, the Charter School will be fully responsible for any costs incurred for such a placement. SELPA funds to assist with placements, including, but not limited to, the X Pot referenced in Section 11, will be made available to the Charter School in the same manner as they are made available to other schools of the District. To the extent that the Charter School assumes responsibility for placement under this paragraph, the Average Daily Attendance earned by the pupil placed, shall accrue to the Charter School.

5. Least Restrictive Environment

The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students.

6. Staffing Requirements

The Charter School shall provide planned staff development activities and participate in available appropriate District/SELPA trainings to support access by students with disabilities to the general education classroom, special education, including the IDEA, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner. The District shall make staff development activities related to special education available to Charter School staff in the same manner as made available to other public schools of the District, and shall provide reasonable advance written notice of such activities to the Charter School.

The Charter School shall maintain personnel and/or contract with outside agencies to provide special education and related services as required by students' IEPs. Should the Charter School fail to provide special education and related services, following written notice, the District may place District personnel at the Charter School to provide services on a fee-for-services basis at the prevailing rate, including reimbursement for travel costs and the District cost for supervision. Should any District employee provide services, the Charter School agrees to follow the District's collective bargaining agreement regarding staffing requirements, caseloads, and grievance procedures. Any District employee providing services at the Charter School remains an employee of, and is supervised by, the District.

The Charter School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. The Charter School will maintain responsibility for monitoring progress towards IEP goals for students with special needs enrolled in the Charter School. Subject to the possible need for an alternative placement as described above in paragraph D.4, and as determined by the IEP team, the Charter School will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

7. Student Discipline/Inclusion

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion and/or prior to the eleventh day of consecutive suspension or a change of placement pursuant to Title 34 of the Code of Federal Regulations, Section 300.536, for a student with disabilities, the Charter School will convene a manifestation determination IEP. The Charter School will collect data pertaining to the number of special education students suspended or expelled. The District may provide appropriate representation at Charter School manifestation determination IEPs upon at least five (5) school days' notice to the District by the Charter School.

8. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the Charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that

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such action is legally necessary to ensure compliance with federal and state special education laws and regulations. The Charter School may request District action on behalf of the Charter School and the District and the Charter School shall meet to agree on a course of action.

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation), and will participate in any resolution sessions required by law. In the event that the District determines that legal representation is needed, the District and the Charter School shall be jointly represented by District legal counsel unless there is a conflict of interest. If the Charter School chooses to retain separate legal counsel, the Charter School shall be responsible for the separate fees and costs of such representation.

The Charter School will be solely responsible for the District's and Charter School's joint legal fees, prospective special education and related services, compensatory education, reimbursement, and/or student's attorney's fees awarded by a due process hearing officer, or court for any time period a student was enrolled in the Charter School.

However, in the event that any claim involves a time period where a student was enrolled in another school of the District, the District shall be solely responsible for that time period in which the student was enrolled in the District school, including funding the District's and Charter School's joint legal fees.

9. Complaints

In consultation with the Charter School, the District will investigate and respond to all special education complaints the District receives pertaining to the Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter School's Uniform Complaint Procedure shall designate the District's Uniform Complaint Procedure officer as the designated official for complaints regarding special education services. The Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. The District will meaningfully involve the Charter School in any investigation or implementation of remedies, prior to either of these occurring, and will accept input from the Charter School. The Charter School will be solely responsible for the costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies with regard to a complaint filed regarding a student's attendance at the Charter School.

However, in the event that any complaint involves a time period where a student was enrolled in another school of the District, the District shall be solely responsible for that time period in which the student was enrolled in the District school.

10. Funding of Special Education Services

As the Charter School is currently deemed a public school of the District for purposes of special education pursuant to Education Code Section 47641(b), the District and the Charter School are to assume their equitable share of providing services to special education students and therefore assume their equitable portion of SELPA-wide costs related to serving special education students. Further, schools, whether District or Charter, generate special education revenue, including general purpose block grant funds for students in special day programs, and Assembly Bill ("AB") 602 and Federal

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IDEA funds for all students. The District shall base special education pass through revenues upon the District SELPA prior year statewide target rate ("STR") and projected Charter ADA until official P2 rates are published. The District shall distribute to the Charter School all IDEA and AB 602 funds generated by Charter School students within ten (10) school days of its regular apportionment less 7.5%. This amount shall be retained by the District to cover the cost of the District's responsibilities under this Agreement.

11. District Responsibilities Relating to Charter School Special Education Program

As long as the Charter School operates as a public school of the District for purposes of special education, the District shall provide information to the Charter School regarding District special education decisions, policies, and procedures to the same extent as it is provided to other schools within the District. The District shall access any SELPA-wide programs and/or funding (e.g. "X-Pot") on behalf of the Charter School in the same manner as it would any other school of the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff. The District shall publicize its training opportunities to the Charter School.

12. Indemnification

To the fullest extent permitted by law, the Charter School agrees to indemnify, defend, and hold harmless the District and its Board of Trustees, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District" and "District Personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, an/or any judgment rendered against District and District personnel (including, but not limited to, due process complaints and/or compliance complaints with the California Department of Education and/or the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity that is related to the provision of special education services by the Charter School pursuant to this MOU. Charter School's obligation to indemnify, defend, and hold harmless the District and District Personnel, as set forth herein, shall survive the revocation, expiration, termination, or cancellation of the Charter School's Charter or any other act or event that would end Charter School's right to operate as a charter school pursuant to the Charter School's Charter or cause Charter School to cease operations.

To the fullest extent permitted by law, the District agrees to indemnify, defend, and hold harmless the Charter School and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "Charter School" and "Charter School Personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, an/or any judgment rendered against Charter School and Charter School personnel (including, but not limited to, due process complaints and/or compliance complaints with the California Department of Education and/or the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity that is related to the provision of special education and oversight pursuant to this MOU, and is due solely to the acts or omissions of the District, its Board of

Directors, Board members, officers, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns.

13. Accounting and Dispute Resolution

By the 15th on a bi-monthly basis, Charter School will submit to the District an accounting demonstrating the appropriate expenditure of SELP A funds. A violation of this MOU may constitute a violation of the charter, such that the District may invoke the dispute provisions of the Charter. In the event a situation arises that is not covered by this MOU, the parties shall meet within ten (10) school days of the notice to the other party to agree upon appropriate protocol for handling the situation.

III. NOTICES

Unless otherwise specified by the parties, all notices or the provision of written information shall be given via e-mail and U.S. mail to the following contacts:

The District:	**The Charter School:**
Palo Verde Unified School District	SCALE Leadership Academy
295 N. 1st Street	14816 Central Ave.
Blythe, CA 92225	Chino Hills, CA 91710

IV. MODIFICATIONS

The provisions of this memorandum of understanding may only be modified, supplemented or terminated through written agreement of the parties. This memorandum of understanding shall supersede any conflicting provisions in the Charter.

V. RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

It is the desire and the wish of the aforementioned Parties to this MOU Agreement that this document should not and thus shall not establish nor create any form or manner of a formal agreement or indenture, but rather an agreement between the Parties to work together in such a manner that would promote a genuine atmosphere of collaboration and alliance in the support of an effective and efficient partnership and leadership meant to maintain, safeguard and sustain sound and optimal managerial, financial and administrative commitment with regards to all matters related to the Special Education Responsibilities .

VI. AMENDMENT OR CANCELLATION OF THIS MEMORANDUM

This Memorandum of Understanding may be amended or modified at any time in writing by mutual consent of both parties.

In addition, the Memorandum of Understanding may be cancelled by either party with 30 days advance written notice, with the exception where cause for cancellation may include, but is not limited to, a material and significant breach of any of the provisions contained herein, when it may be cancelled upon delivery of written notice to the other party.

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VII. GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this Memorandum of Understanding in accordance with the provisions of the law and regulations that govern their activities. Nothing in the Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The parties assume full responsibility for their performance under the terms of this Memorandum.

If at any time either party is unable to perform their duties or responsibilities under this Memorandum of Understanding consistent with such party's statutory and regulatory mandates, the affected party shall immediately provide written notice to the other party to establish a date for resolution of the matter.

VIII. LIMITATION OF LIABILITY

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum of Understanding.

IX. ARBITRATION/MEDIATION DISPUTE RESOLUTION

The Parties to this Memorandum of Understanding agree that should any dispute arise through any aspect of this relationship, including, but not limited to, any matters, disputes or claims, the parties shall confer in good faith to promptly resolve any dispute. In the event that the parties are unable to resolve the issue or dispute between them, then the matter shall be mediated and/or arbitrated in an attempt to resolve any and all issues between the parties.

The parties agree that any claim or dispute that arises from for through this agreement, the relationship or obligations contemplated or outlined within this agreement, if not resolved through mediation, shall then go to and be resolved through final and binding arbitration. Any decision reached by the Arbitrator shall be final and binding and, if required, may be entered as a judgment in any court having jurisdiction.

In the event that any court having jurisdiction should determine that any portion of this Agreement to be invalid or unenforceable, only that portion shall be deemed invalid and not effective, while the balance of this Agreement shall remain in full effect and enforceable. This Agreement shall be interpreted and governed by and in accordance with the Federal Arbitration Act 9 U.S.C. §1-16.

X. ENTIRE UNDERSTANDING

The herein contained Memorandum of Understanding constitutes the entire understanding of the Parties pertaining to all matters contemplated hereunder at this time. The Parties signing this MOU desire or intend that any implementing contract, license, or other agreement entered into between the Parties subsequent hereto shall supersede and preempt any conflicting provision of this Memorandum of Understanding whether written or oral.

XI. CONSTRUCTION AND ENFORCEMENT

This MOU shall be construed and enforced in accordance with the laws of the State of California. The titles are for purposes of convenience only and shall not be used to affect the meaning of the language

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herein. The terms of this MOU shall not be interpreted in favor of or against either party by virtue of the authorship hereof.

XII. XII. ENTIRE AGREEMENT

This MOU and any attachments hereto shall constitute the full and complete agreement between the parties hereto, exclusive of the terms of the Charter. All prior representations, understandings and/or agreements, exclusive of the terms of the Charter, are merged herein and are superseded by this MOU.

XIII. INVALIDITY OF PROVISIONS OF THIS MOU

If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

XIV. CONFLICTS

In the event of a conflict between a term of this MOU or the Charter and the corporate Bylaws or other rule, regulation or procedure of the Charter School, the terms of this MOU and the Charter, in that order of priority, shall control. Upon identifying an inconsistency, the parties shall meet to amend documents as necessary to resolve the inconsistency.

XV. ASSIGNMENT

This MOU shall not be assigned by any party without the prior written consent of the other party, provided that the District and the Charter School may, without the consent of the other, delegate the performance but not responsibility for their respective duties and obligations as specifically set forth herein.

XVI. NO WAIVER

No waiver of any provisions of the MOU shall be deemed or shall constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

XVII. SURVIVAL

All representations and warranties made herein shall survive termination of this MOU.

Each person below warrants and guarantees that he/she is legally authorized to execute this Agreement on behalf of the designated entity to the terms of this Agreement. This Agreement may be signed in counterpart such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

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IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the date and year first above written.

SCHOOL DISTRICT	**CHARTER SCHOOL**
_____	_____
Print Name	Print Name
Date	Date

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SCALE Leadership Academy East
1/11/21
(updated additional application questions)

1. SCALE Leadership Academy East has a complete SPED department staff to make sure we are able to provide for a full continuum of services and provide fair and equal opportunity to all students. As an independent LEA we will be able to offer services and follow all educational code compliance. Accommodations will be made available for students needs, while being a virtual independent non classroom based program.
2. As required by California Education Code, we provide provision of special education and related services that are to be provided by a credentialed special education teacher and/or related service provider. We have a team of credentialed teachers that provide oversight and direction, complete reviews, meet with parents, and assign services with our contracted providers. They also work alongside with our general education teachers to make sure appropriate accommodations are being met in their general educational courses.
3. Students who may have some struggles or concerns are referred to start the SST process, these referrals are teacher based. If the concern continues, and a parent requests an assessment, within 15 days we meet with the parent and discuss a plan. Assessment of the student is done and evaluated. IEP meetings are scheduled and data is collected to help evaluate the appropriate services and accommodations needed for the student. Implementation of goals and plan is continued until annual review is completed.
4. We are a non classroom based virtual independent program, some of this info does not apply to our particular set-up. Students work from home and parents are assisting as needed to make sure the student gets help if needed. Our virtual service component allows independent virtual interaction directly with service providers. Our

team works with students, teachers and service providers to assure we are offering adequate assistance for the students we service.

5. Our special education department will follow a schedule of training and professional development throughout the year as required by the state, SELPA, and SLA administration.
6. 1) We have removed the wording of “emergency”. It is urgent for us to make sure as an LEA, we must convene an IEP within 30-days of a request to convene.

   2) We are reviewing this process and implementing updates and adding to our previous handbook. We will adhere to the above reference of this timeline as described in question 3.
7. As we are approved as an individual LEA, Palo Verde Unified School District will no longer continue to be our authorizer and maintain oversight over our SPED department.
8. I added an attachment of the SPED MOU (the draft, waiting for a signed copy).
9. We want to become a separate LEA and work with Riverside SELPA to allocate funds directly for SCALE students. Our population has grown and we think this is necessary. We think this will be beneficial for your company, as we already maintain a full staff and work directly with students to help us with our larger population.
10. Answered above.
11. SCALE Academy has the capacity (both fiscally and programmatically) to respond to compliance monitoring activities as required by the state. Our team will be responsible for monitoring activities and data reporting within SELPA and CDE mandated timelines. We are doing these items now and have staff members and a team to work with these compliance and data needs. We are working in SEIS currently. I, as principal work with this team and our compliance manager to adhere to deadlines and follow all requirements by the state.
12. SCALE Academy has the capacity (both fiscally and programmatically) to respond to compliance complaints and due

process hearing requests. We have a legal team that reviews items and represents us, as needed.

SELPA Application - SCALE Leadership Academy EAST

Requirement 1

Date of Authorizer's Approval and Current Term
7/1/2018
Year 3

SCALE Leadership Academy East
14816 Central Ave.
Chino 91710
(888) 315-4660
http://www.scaleacademy.org

Name of Director
Chris Shockley

Name of Special Education Contact
Lisa Delaney-Hines

Name of Chartering School District
Palo Verde Unified School District
295 North First St.
Blythe 92225-1703

Grades Served
TK-12

List of SPED Services
OT
Speech
Counseling
SAI Minutes Consultative Support Model
SAI Minutes Collaborative Support Model
SAI Minutes School Wide Intervention Model

Student Number for next year:
99 IEP
9 504

Requirement 2

Describe the charter's process to modify the general education program, curriculum and instruction prior to a student's referral for special education services including the use of a school site team or another process that may be used.

All students are entitled to a flexible and individualized learning model. Students are provided access to the general education curriculum with the following supports:

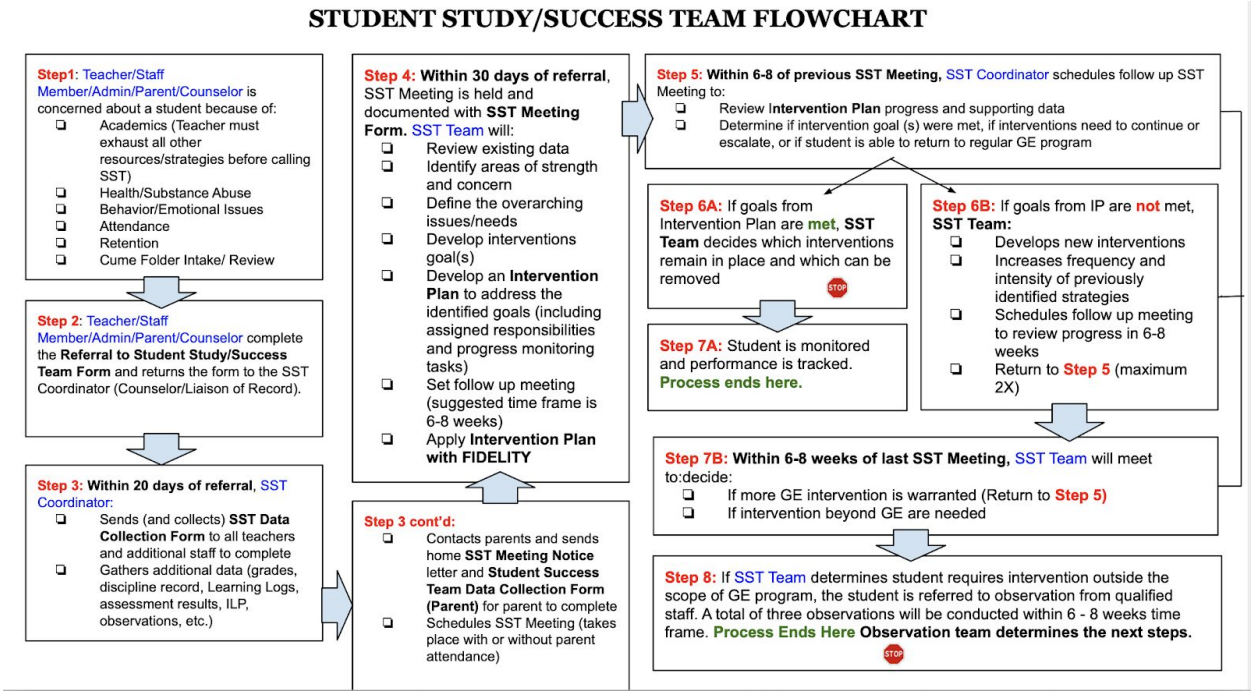
- Self-paced educational program
- Individualized interventions adapted to academic grade level functioning
- Personalized plan for graduation
- One-on-one intervention and or small-group instruction
- Focus on one or two course(s) at a time
- Technology support

Prior to a student's referral for special education services we will assemble a Student Success Team (SST) to address the student's learning and socio-emotional needs. The Student Success Team (SST) process is implemented as soon as there is a concern about a student related to academics, health, behavior, attendance, or retention. Teachers must exhaust all strategies before referring a student to the SST process. Students can be referred to the SST process by any adult that works directly with the student and or parent.

Once a referral is initiated the academic counselor will collect the necessary data collection forms for the SST meeting. The initial SST meeting is held within 30 days of the referral. The counselor will invite the teacher, and the parent to participate in the SST meeting. The meeting involves collaborating with all parties to identify the student's strengths, weaknesses, and interventions needed to help the student succeed. Some interventions that may be recommended, but not limited to would be support from the reading and/or math specialists, a weekly check-in with the counselor and/or teacher, completing daily intervention minutes in reading and math, use of an agenda and/or graphic organizers, text to speech, read aloud, behavior contract, fidget bands, extended time, daily journal writings etc.

There can be up to four SST meetings. The meetings are six to eight weeks apart. The meetings are to evaluate the student's progress with the implemented interventions. If the student demonstrates improvement the student would be exited from the SST process with continued monitoring. If the student does not show improvement with the interventions, the student would be referred to the special education department for observation and evaluation.

Student Study Success Team Flowchart



SST Referral Form

Date Received:

Office signature:

REFERRAL TO STUDENT STUDY/SUCCESS TEAM

REFERRED BY:_____ **Date:**_____

Name, Title

Student: _____ DOB: _____

Program Code: _____ Teacher:_____ Grade: ____ Track:_____

Parent/Guardian(s):

Mother/Guardian: _____ Phone:_____

Father/Guardian:_____ Phone:_____

Primary Language of Home:_____

RATIONALE FOR REFERRAL

_____

_____

_____

___

Do you suspect any health related concerns? If so, please explain:

_____

_____

_____

___

Attendance: Absent:_____ Tardy:_____ Attendance History:_____

Description of Social Behavior:_____

Description of Work Habits:_____

Description of Speech/Oral Language:_____

Current Grades: LP ____

English:_____ History:_____

Math:_____ Elective:_____

Science:_____

14816 Central Ave, Chino, CA 91710
(888) 315 - 4660

SST Data Collection Form

Student Success Team Data Collection Form (Staff)

Student: _____ **Grade Level**: _____ **Program Code**: _____

Subject(s): _____

***Please attach three work samples (one low score, one medium score and one high score)**

Grades: English: _____ **Math:** _____ **Science:** _____ **History:** _____

Student's Strengths (work habits, attitude, academic ability, etc.)

- ❑ Subject: _____
- ❑ Writing
- ❑ Reading
- ❑ Organization
- ❑ Creativity
- ❑ Respectful
- ❑ Work completion
- ❑ Honesty
- ❑ Listening
- ❑ Sports
- ❑ Engagement
- ❑ Willing to ask for help
- ❑ **Other**_____ _____ _____

Student Challenges/Areas of Concern

Academic Performance:

- ❑ Incomplete classwork
- ❑ A decline in the quality of work
- ❑ Rushes through activities/assignments
- ❑ Difficulties with:
  - ❑ Reading fluency
  - ❑ Reading comprehension
  - ❑ Math fluency (math facts)
  - ❑ Writing organization

Physical Condition:

- ❑ Difficulty hearing
- ❑ Difficulty with speech
- ❑ Often nervous, agitated, or anxious
- ❑ Poor hygiene

Attendance, Motivation, Behavior:

- ❑ Disruptive
- ❑ Lack of engagement
- ❑ Does not stay in assigned seat
- ❑ Lack of concentration/motivation

Additional student challenges and or areas of concerns?

_____

_____

_____

SST Meeting Notes

Student Success Team Meeting Notes (1st Meeting)
Meeting Date:_____

Student:_____ DOB:_____ Age:_____ Gender: M/F Primary Language:_____
Parent/ Guardian(s):_____ Enrollment Code:_____ Grade:_____
Teacher(s):_____

Strengths	Known Information	Concerns	Benchmarks (baseline & current)	Intervention/Strategies	Intervention Plan	Due Date

Next Steps: Parent/Teacher follow-up:_____ Next SST meeting:_____ Return to SST as needed☐

Team Members Present:

_____ _____ _____
_____ _____ _____
_____ _____ _____

Within six to eight weeks, the counselor will inform the parent of student interventions and determine if further action is needed.

1 **Internal Use Only**: Diagnostic Tools Used: Report Cards ☐ Test Scores ☐ Attendance Report/s ☐ Observation Report/s ☐ Behavior Report/s ☐ Health Report/s ☐ Other: ____

Requirement 3

Describe the charter's plan for child find, referral, assessment, IEP process and delivery of Services.

Child Find

Child Find is a search for all children with disabilities who are not receiving a free, appropriate, public education. This applies to children between the ages of birth and twenty-one years of age, who have not yet graduated from high school. SLA EAST offers full educational opportunities for all students. If there is a suspected disability parents can contact the school if not already enrolled for guidance. The procedure for enrolled students is outlined below.

The school is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The Special Education Director, Case Manager, special education teacher and general education teacher assists parents in accessing and coordinating services pursuant to a current Individualized Education Plan. Parents must indicate that their child has an Individualized Education Plan on their enrollment form. Special education services are available to students identified with a disability by a multidisciplinary team which may include but is not limited to: teachers, the parent/guardian, a school psychologist, therapists and the student. The school follows the requirements of IDEA 2004 and corresponding California laws. Documentation of the disability must be provided, such as medical records, prior educational records, and/or psychological evaluation.

SLA EAST has intake practices that identify learners with exceptional needs to help ensure that the school is aware of all learners who have identified special needs. Those intake practices also include systems for requesting and receiving records from other education agencies in a timely fashion. We conduct ongoing staff development and training for school staff to ensure that they possess an understanding of tools and techniques to identify learners who may have exceptional needs. Additionally we review learner assessment data, as all students take a diagnostic exam in reading and math, including but not limited to state-mandated testing to

identify learners who may be falling behind expectations in their academic progress and need additional support and services.

For new referrals the school uses the Response to Intervention (RTI) and SST process school-wide, as a first level support to assist in the identification of educational needs and to document that the student is unable to learn with scientifically based interventions. The General Education Teacher will then forward that request onto a Special Education Teacher who will make sure the evaluation is completed.

The school is required to teach all students grade level work per directives from the state department. The curriculum used depends on the age and grade level as well as the instructional level of the student. Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress within the Least Restrictive Environment (LRE). Services offered may include: adaptations to the curriculum, specialized instructional strategies, and adjustments in pacing.

Referral and Assessment

If interventions provided through the RTI and SST plan are not successful, the school ensures that secure formal and appropriate assessment are conducted by qualified staff. The staff that is performing such services for the school conduct these assessments in the appropriate manner. If the assessment identifies a student as having exceptional needs, requiring special education and related services under the terms of applicable special education law, the staff works with appropriate parties to convene and conduct an individualized educational plan (IEP) team meeting. The term assessment should have the same meaning as the term evaluation in accordance with the Individuals with Disabilities in Education Improvement Act.

Referral and Assessment from SST Process
When the student is referred to the special education department for observation and evaluation when the following has taken place with the student: The student has not made progress according to documentation/data points supporting which supports the observation and evaluation to take place.

IEP Process

IEP membership is in compliance with state and federal law. SLA East staff is committed to implementing all special education and related services called for by the IEP and the partnership with the Riverside selpa SLA. The online facilitators will understand that it is not

only a moral imperative to raise the academic performance of Learners with special education needs but it is also a factor in state-federal progress monitoring systems requiring instructional staff to monitor the learning progress of students throughout the year. Therefore, ensuring students are on track for meeting growth goals. SLA East arranges for attendance of the following individuals at IEP meeting School leadership and designated Representatives with appropriate administrative authority as required by IDEA: the learning special education case manager and or teacher, the general education teacher, the parent and her guardian and all other staff may include without limitation speech therapist psychologist, education specialist and behavior specialist. The IEP meeting shall be documented in all required notice is provided to parents and guardians in the event of a due process claim to enforce provisions of applicable special education law. The school will be committed to working in cooperation with the SELPA to the maximum extent permitted under law to respond to Independence School. In the process it is the intent of the school leadership and staff to effectively provide for the needs of special education learners and work with families to build strong collaborative partnerships.

Related Services/Delivery of Services

Related services may include, but are not limited to, occupational therapy, and speech and language therapy when it is necessary to the child's ability to make adequate progress in the general curriculum. These services, placement, and goals are determined by the IEP team on an "as needed" basis. Options for related services should be discussed with the special education staff. Academic Instruction and Related services are delivered in the virtual environment.

Communication

Communication between special education teachers and the parent will be made via telephone, email, video conference, etc. Confidential documents will be sent via certified mail, UPS, and or secure email.

Section 504 Accommodation Plans

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a federal statute that prohibits discrimination against persons on the basis of their disability by institutions that receive financial federal assistance. It states:

No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 504's purpose is to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, schools must provide such accommodations as are necessary to ensure that the student has equal access to services, programs and activities offered by the school. Section 504 protects students from discrimination on the basis of disability to a similar extent as the Americans with Disabilities Act (ADA).

Requirement 4

Describe the charter's process to refer a student for assessment if there may be a need for special education services. Include a description of who will conduct assessments in all areas of suspected disability. If the charter will conduct assessments, list the appropriate credentials of staff that authorizes them to conduct assessments. If the charter will contract for assessments, specify the district and/or agency that have agreed to conduct assessments. Include a letter of commitment to provide assessment.

After it has been determined that either after the completion of an SST process or concluding a student requires more than what a 504 Plan the process of conducting an assessment can be taken into consideration. This requires the parent or guardian to approve the assessment plan; which provides permission for the required and agreed upon assessments to take place. We abide by all state and federal guidelines in the delivery and execution of all assessment plans. After the completion of the assessment plan has been returned a confirmation is emailed to the parent that it has been received. The Special Education department then has 60 days to ensure that the appropriate services providers are contacted, provided a copy of the assessment plan giving permission for he/she to conduct the assessment. Dates of the assessments to take place are communicated to the parent or guardian. A date has been determined for the results to be conveyed through an initial IEP and a determination for special education eligibility. The following is a chart listing the providers and their credentials:

Staff	Credentials	Company	Assessments Performed
Michael Risse	Multiple teaching credential/Education Specialist Instruction credential	SCALE Academy	Case Manager
Lisa Delaney-Hines	Education Specialist Instruction credential	SCALE Academy	Case Manager

Taylor Van Dyk	Multiple teaching credential/Education Specialist Instruction Intern credential	SCALE Academy	Case Manager
Sean Schafer	Single Subject Teacher Credential	SCALE Academy	Part Time SEIS Tech
Jessica Mendoza	Education Specialist Instruction credential	Specialized Educational Services	Case Manager
Robyn Yenko	Licensed and Credentialed School Psychologist	Presence Learning	Psychologist Psycho-educational Assessments
Denise Woznichak	Licensed and Credentialed School Psychologist	Total Education Solutions	psychologist
Lexi Araiza	Licensed and Credentialed ,OT	eLuma	OT
Leah Dahan	Licensed and Credentialed ,OT	eLuma	OT
Elisa Houseman, M.S.	CCC-SLP Speech-Language Pathologist	eLuma	Speech-Language Pathologist
Katie Van Gundy	CCC-SLP Speech-Language Pathologist	eLuma	Speech-Language Pathologist
Erica Franzluebbers, M.S.	CCC-SLP/Speech-Language Pathologist	eLuma	Speech-Language Pathologist
Gabriela Casas	School Psychologist	Comp Therapy	Psycho-educational Assessments
Maria Cardenas	School Psychologist	Comp Therapy	Psycho-educational Assessments

Requirement 5

Describe how the charter will provide the full continuum of special education placements and related services; Include a description of who will provide the instruction for each of the categories (specialized academic instruction, related services) and list appropriate credentials or licenses, and meets requirements of No Child Left Behind (NCLB) to serve in the assignment; If the charter will hire new staff to provide instruction, provide appropriate credentials/licenses to serve; If the charter will contract for instructional services, application specifies the district and/or agency that have agreed to provide the services. Include a letter of commitment to provide instructional services from the Superintendent and/or Agency director; Include description of how transportation will be provided for students if required by the IEP to access special education services.

Continuum of Special Education Placements and Related Services

General Education

- Students receive instruction in the general education classroom. Services are provided by the general education teacher, with accommodations or modifications as needed. Instruction is supported with specialized materials, equipment, or instructional methods.
- Students receive instruction in the general education classroom with support from a special education teacher. Most, if not all, instruction is provided by the general education teacher, with accommodations or modifications as needed Services provided by the special education teacher might include: Consultation and collaboration with the general education teacher to plan and provide instruction; Individualized or small-group virtual instruction based on the student's needs.

SLA East provides general education classroom instruction in the Virtual environment. Synchronous and asynchronous instruction are student options. Services for students with IEPs are provided by the general education teacher with accommodations or modifications as necessary. Specialized materials equipment and instructional methods vary and include but are not limited to technological tools in the virtual environment. Services provided by the special education teacher include consultation and collaboration or include direct small group virtual instruction

Special Education Classroom

- Students receive instruction in a special education classroom for a portion of their school day. The majority of the instruction is provided in the general education classroom, with accommodations or modifications as needed. Services provided by the special

education teacher might include: Individualized or small-group instruction in a separate classroom, often referred to as a resource room or “pull out.” Consultation and collaboration with the general education teacher to plan and provide instruction.

- The majority of the instruction is provided in the special education classroom. General education teachers, including those in nonacademic periods (e.g., P.E., art, music), consult with the special education teacher to provide effective instruction or support. Services provided by the special education teacher might include: ◦ Specialized instruction in a separate classroom, provided in a small group for students with similar characteristics or needs, often referred to as a self contained classroom ◦ Consultation with the general education teachers to plan and provide individualized instruction aligned with the general education curriculum

SLA EAST provides special education classroom instruction in the virtual environment and is completed in a collaborative manner with the general education teacher. Students will log into their synchronous or asynchronous virtual instruction facilitated by the general education teacher or special education teacher. When the majority of instruction is provided in the special education classroom, services are provided in synchronous virtual sessions and is aligned with the students goals as defined by the IEP and is aligned with the general education curriculum.

Homebound

- Students receive instruction at home for the majority of the school day. Students in homebound settings might have physical or mental health challenges that prevent or restrict participation at school. Services provided by a homebound teacher might include: Individualized instruction per a schedule convenient to the student’s needs. Consultation and collaboration with the general and special education teachers to plan and provide instruction.

SLA East provides homebound services mandated by the IEP to the student virtually.

Hospital, Residential Facility

SLA east provides services mandated by the IEP virtually to students who may be residing in the hospital/residential facility. If students are located within the hospital/residential facility for more than the state determined days which would determine the student then becomes a student of the district the hospital/residential facility is located.

- Students receive instruction in a hospital for the majority of the school day. Students in hospital settings might have physical or mental health challenges that require admission for an extended period of time. Services provided by an education professional in the hospital might include: ◦ Individualized instruction per a schedule convenient to the student’s needs ◦ Consultation and collaboration with the general and special education teachers to plan and provide instruction
- Students receive instruction in a public or private residential facility for the majority of the school day. • Some students with disabilities might have such significant physical or mental health challenges that they require the types of services provided in a residential facility Note: The facilities are not always operated by the school district.

Contracts for Services

The services that are provided to students in the various categories mentioned above require a number of staff with varying specialties and certifications. The general education teacher and the special education teacher work in conjunction with a number of service providers to ensure the appropriate level of SAI services, speech therapy, occupational therapy, and counseling, take place. Therefore ensuring students will receive the services that have been agreed upon and contained within his or her IEP.

Transportation

All students, including those receiving specialized instruction and services, are subject to the rules and policies governing regular transportation offerings within the local education agency, unless the specific needs of the eligible pupil or the location of the special education program/service dictate that special education transportation is required. The specific needs of the pupil must be the primary consideration when an IEP team is determining any transportation needs. Due to the virtual status of SLA EAST, transportation needs are evaluated based on the delivery of related services. These may include, but are not limited to:

- Medical diagnosis and health needs consideration of whether long bus rides could affect a certain pupil's health (duration, temperature control, need for services, health emergencies); general ability and/or strength to ambulate/wheel; consideration of pupil needs in inclement or very hot weather, other.
- Physical accessibility of curbs, sidewalks, streets, and public transportation systems.
- Consideration of a pupil's capacity to arrive on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from.
- Behavioral Intervention Plans [Education Code sections 56520-56525] specified by the pupil's IEP and consideration of how to implement such plans while a pupil is being transported.
- Mid-day or other transportation needs as required on a pupil's IEP (for example, occupational or physical therapy or mental health services at another site, community based classes, etc.) must also be taken into consideration when the IEP team discusses a pupil's placement and transportation needs.
- Extended school year services, pursuant to EC Section 56345(b)(3),

Transportation Staff and IEP Team Meetings
Transportation personnel and or contractors are present at IEP team meetings when the pupil needs the use of adaptive or assistive equipment, when school bus equipment is required to be modified, when the pupil exhibits severe behavioral difficulties and a behavior intervention plan

is to be implemented, when the pupil is medically fragile and requires special assistance, and/or when the pupil has other unique needs.

Transportation Options
Considering the identified needs of the pupil, transportation options may include, but not be limited to: walking, riding the regular school bus, utilizing available public transportation (any out-of-pocket costs to the pupil or parents are reimbursed by the local education agency), riding a special bus from a pick up point, and portal-to-portal special education transportation via a school bus, taxi, reimbursed parent's driving with a parent's voluntary participation, or other mode as determined by the IEP team. When developing specific IEP goals and objectives related to the pupil's use of public transportation, the IEP team considers a blend of transportation services as the pupil's needs evolve. Specialized transportation, as a related service, is written on the pupil's IEP with specificity and is approved by the transportation administrator and IEP team. Services are described in sufficient enough detail to inform the parties of how, when and from where to where transportation will be provided and, where arrangements for the reimbursement of parents are required, the amount and frequency of reimbursement.

Extracurricular Events
If provisions for transportation, regular or "early or late" transportation are made for students within the general education program due to extra curricular events, provisions for equal opportunity to these events for students with exceptional needs who require special transportation will also be made.

Requirement 6

Describe charter's knowledge and understanding of special education laws and regulations: Description of how charter will comply with all federal and state laws regarding discipline and change of placement of special education students; Include a copy of charter's policies and procedures regarding the discipline of special education students.

Students in Special Education with an Individual Education Plan (IEP) might have behavior problems that result in school discipline. Some students with special needs may not understand what can happen as a result of their behavior. They may not be able to manage their behavior well enough to stay within the school's behavior standards. When that occurs students receive discipline within the parameters of Special Education laws and regulations. Additionally, the IEP team examines what to so to provide positive behavioral supports that can prevent problems from getting worse. When students with disabilities have an infraction, they can be treated the same as their non-disabled peers up to a certain point. If a student is not yet in Special Education but the school is aware that the student might have a disability, legal protections also apply.

If there is a suspension,the IEP team meets to discuss what can be done to prevent future suspensions. If there isn't a behavior plan, one will be added to reinforce student support with compliance with school rules. The behavior plan will discuss ways to address the behavior that resulted in a suspension. Students in Special Education cannot be suspended for more than 10 days, because a change in their Special Education placement can't happen without an IEP meeting. Certain behaviors directly result in possible expulsion. A student in Special Education can be expelled just like students in general education, depending on certain factors. These will be decided in the IEP manifestation determination meeting. At this meeting, the IEP team discusses and answers two questions:

- Was the behavior caused by or was directly related to the student's disability; is it a "manifestation" of the disability?
- Was the behavior a direct result of the district not following the IEP?

If the answer to either of the above questions is yes, the student cannot be suspended longer than 10 days or expelled. The IEP team will decide what changes are needed in the student's IEP to support the student. If the behavior is determined to not be a manifestation of the student's disability, then the student will be disciplined just like any other student. Parents who disagree can appeal.

Students with 504 Plans who violate school rules must be re-evaluated before "a significant change in placement" (removal from school for 10 days or more) due to their behavior. If the behavior is a "manifestation" of their disability, the appropriateness of the placement must be examined. If the behavior is not a "manifestation" of their disability, they may be expelled from school. Under federal law, educational services would not be required, but California law requires that all students who are expelled receive alternative educational services.

Suspensions

Students with disabilities are generally treated the same as other students when they violate school rules. The difference is that students with an IEP (and sometimes students who may be eligible for an IEP) have limits on how many days they can be suspended before legal safeguards and protections are triggered, such as:

- During the first 10 days of suspension, the student is not entitled to instruction, either as a general education or Special Education student.
- The student will not be suspended for more than 20 days without instruction.
- A student with an IEP may not be suspended or removed from school for more than 10 consecutive school days, and sometimes 10 cumulative school days, without a "manifestation determination" IEP meeting to decide if the behavior is related to the student's disability a "manifestation" of the disability.
- If a student with an IEP is suspended for longer than 10 school days, SLA East will provide educational services to maintain "a free, appropriate public education," even if the student is not in his or her current IEP placement.

Suspensions and expulsions are used only when "other means of correction fail to bring about proper conduct" [California Ed Code sections 48900.5 and 48915(b)(1)].

Mandatory expulsions are required when the behavior involves firearms, brandishing a knife, selling controlled substances, sexual assault or battery, or possession of an explosive. Mandatory suspensions and recommendation for expulsion are required for possession of a firearm, brandishing a knife, selling of controlled substances, sexual assault, and possession of an explosive.

A teacher, principal, or superintendent may suspend a student for any offense that is listed in the California Education Code (Section 48900). Suspension by a principal requires an informal conference with the student conducted by the principal or his or her designee within two days of the suspension. Parent participation is required. Parents are notified at the time of the suspension. Suspensions longer than five days require the superintendent or his or her designee to decide that the student is a danger or a threat of disruption. iIf the student receives instruction as listed in an IEP, but in a different location, it is not a day of suspension.

Attendance Review in the Virtual Environment for SPED Students
When students are absent or tardy, based on claimed attendance for a learning period, SLA EAST calls an emergency IEP meeting, a manifestation determination meeting, to determine in the virtual environment is the appropriate setting for the students. Students with special needs can sometimes have challenges that result in absences: depression, school phobia or school refusal due to anxiety, the desire to avoid bullying, difficulty waking up in the morning due to sleep problems or medication, or time management problems. If those concerns and or issues have not been previously addressed, they will be addressed in that emergency IEP meeting. If a medical condition is the reason, a letter from a physician documenting this is critical. Medical conditions include mental illness. Home-Hospital instruction can be put in place based on a decision by the school after reviewing information by medical professionals. In the event the absences are not directly related to the students diagnosis, then a referral at time will be made to return the student from this alternative setting to their traditional placement in their District of residence.

Special Circumstances
Students may be removed by school staff to an appropriate Interim Alternative Educational Setting (IAES) for not more than 45 school days without regard to whether the behavior is a manifestation of the disability, if the student: 1. carries a weapon to or possesses a weapon at school, on school premises, or to a school function. 2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or a school function. 3. Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function.

Requirement 7

Describe the knowledge level of Charter School Administration and/or staff in the legal and policy requirements of special education, or if the charter school administration and

staff are not experienced or knowledgeable in the legal and policy requirements of special education, describe how the charter school will gain access to such knowledge.

Documentation of any existing special education non-compliance issues or state complaints, including corrective actions to resolve these, if appropriate.

There are various levels of knowledge contained at varying levels of the charter school based upon the function of each administrator and staff's responsibilities. Ensuring team adequacy preparedness starts with the Special Education department. Special Education Department Lead has degrees and experience in both Organizational Management/Leadership and Special Education. She has 15+ years of organizational managerial/leadership skills and 6.5 years of experience teaching Special Education. Teachers within the Special Education department have 15+ years of experience. School Leadership maintains a working knowledge of both IDEA and FAPE. School Leadership has fiscal knowledge of the charter school to make decisions as they relate to the related services provided to special education students.

Training is a part of the special education department staying current on updates related to student federal and state IEP requirements, staying in compliance as a department, best practices in meeting students needs, the most up to date interventions virtually available, and trainings regarding how the special education teachers and the general education teachers can utilize the learning platforms to meet the special education students needs. Future training should continue to concentrate on educating staff in changes in compliance, use of the information systems required to track special education students, and educational code and law as it changes as well. Although training can be useful with understanding educational codes and law the use of a charter consultant and Wynder Law are tools utilized by the special education department to assist in staying in compliance and for guidance when needed.

Requirement 8

Describe charter's process for maintaining student records and procedures for maintaining Confidentiality; Identification of the custodian of student records and process for transferring of records.

PUPIL RECORDS

PURPOSE AND SCOPE

SLA East has established policies and procedures that ensure the protection of parents' rights related to confidentiality of pupil records. Policies and procedures are consistent with State and federal laws and regulations, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and corresponding California statutes and regulations, including sections 49060, et seq., of the California Education Code and sections 430, et seq., of Title 5 of the California Code of Regulations. Our procedures describe the required notice to parents, right to access pupil records, record keeping procedures, retention and destruction of pupil records, and requests for amendment of pupil records.

PARENT RIGHT TO ACCESS PUPIL RECORDS

Access: Access means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record, or receipt of a copy of a record. Unless the disclosure of a particular category of pupil records is specifically exempted by statute, parents have the right to inspect and review all pupil records that relate to their child, including those that address the identification, assessment, and educational placement of the child, and the provision of a free, appropriate public education (FAPE), which are collected, maintained, or used by agency.

SLA East permits parents access to records without unnecessary delay and, in no event, more than five (5) business days after the request has been made either orally or in writing. We do not charge a fee for retrieval of information. When applicable we charge a fee for copies of records, which are made for parents, that reflects the actual cost of reproducing the records and does not prevent the parents from exercising their right to inspect and review these records. Students eligible for free and reduced lunch are not charged a fee for reproducing records.

Definition of Access: Access means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record, or receipt of a copy of a record.

Records Requests and Maintaining Records - Special Education Record

SLA East uses Special Education Information System (SEIS) is a virtual database that holds electronic versions of each student's IEP's. The student's original IEP document (original hard copies) serves as the legal document and SEIS serves as a management system for record keeping. Original hard copies of student's IEPs are printed out and stored in the student's confidential file(s).

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Safeguards

SLA East protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. The Registrar is the responsible party for ensuring the

confidentiality of any personally identifiable information. All personnel collecting or using personally identifiable information is trained in regards to the state's policies and procedures under § 300.123 and 34 CFR part 99. SLA East maintains a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Mandatory Permanent Records

Mandatory permanent records are those records which the schools have been directed to compile by California statute authorization or authorized administrative directive. SLA East indefinitely maintains all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program. The mandatory permanent pupil record or a copy thereof shall be forwarded by the sending LEA/district on request of the public or private school in which the student has enrolled or intends to enroll.

Confidential Special Education Records

Special education records are subject to the same privacy and access right as other mandatory records. In addition, parents have the right to examine all school records of their child that relate to the identification, assessment, and educational placement of the child. Even though records may be stamped "confidential" or contain sensitive information, the parent or eligible student has full rights of access. Parents have the right to receive copies within five business days of making the request, either orally or in writing. The same provisions discussed above apply to special education records. SLA East does not permit access to any child's records without written parental permission except as follow

- LEA/district officials and employees who have a legitimate educational interest including a school system where the child intends to enroll
- Certain state and federal officials for audit purposes
- A pupil 16 years of age or older, having completed the 10th grade who requests access to their own records

SLA East may release information from the student's records for the following:

- In the event of emergency and/or when the knowledge of such information is necessary to protect the health or safety of the child and/or others
- To educational organizations (i.e. the California Department of Education) to the extent necessary for the organizations function
- To officials and/or employees of private schools or school systems in which the child is enrolled or intends to enroll
- Test protocols are considered to be a part of a pupil's confidential file. Protocols must be maintained in a pupil's confidential file and copies provided to the parent upon request.

Confidentiality Of Records:

All procedural safeguards of the Individuals with Disabilities in Education Act (IDEA) are maintained. The School Registrar and or the Special Education Case Manager acts as the custodian of records The files are located in a secure area. Records of access are maintained

for individual files, which include the name of party, date, and purpose of access. (California Education Code §49064).

Transfer Of Records:
When a student transfers from one school to another, records are also be transferred in accordance with state and federal law. The Family Educational Rights and Privacy Act (FERPA) requires that districts inform parents that they have the right to:

- Inspect and review the student's education records
- Seek amendment of the student's records that they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint with the Family Policy Compliance Office (FPCO) alleging the district's failure to comply with the requirements of FERPA.

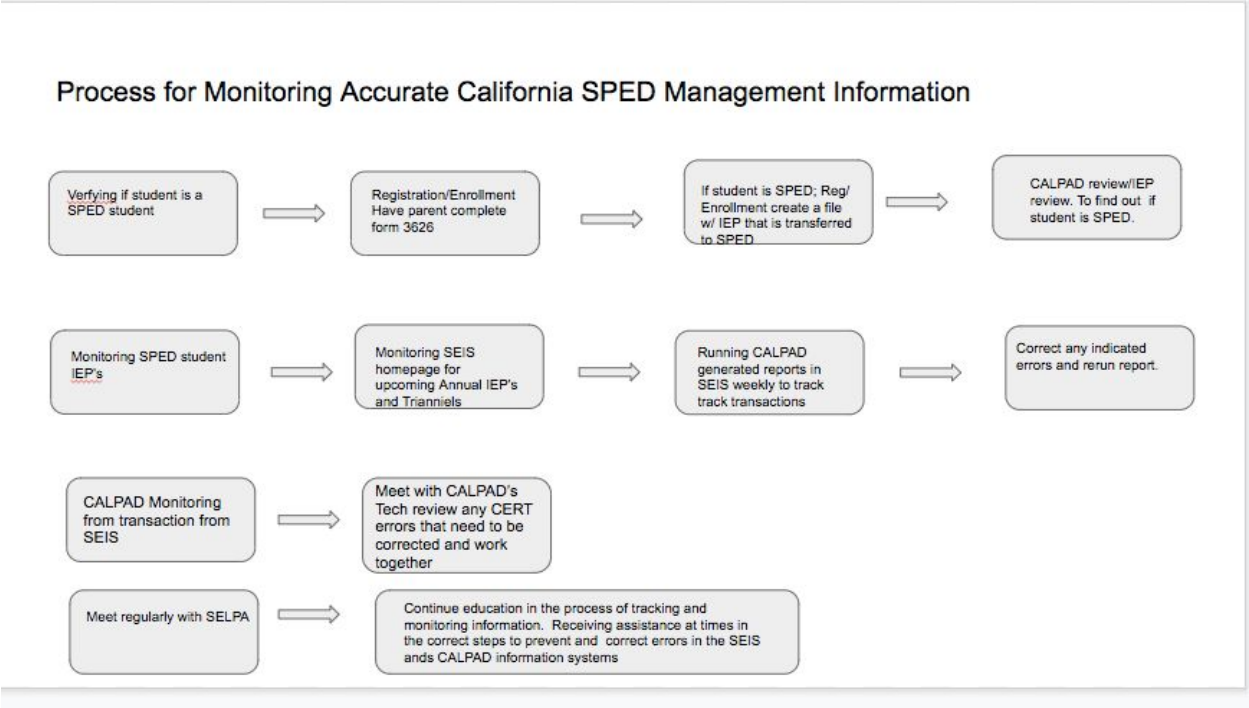
SLA East does not solicit parent permission to forward records to schools in which the designated student is enrolled. SLA East forwards records to any California School of new or intended enrollment “within five (5) days.” Records are not withheld for nonpayment of fees or fines (EC 49068). SLA retains a copy of the records within the parameters of records storage. If an agency or person provides a written report (i.e. assessment reports and protocols) for the school’s information, it becomes a part of the pupil’s record and therefore becomes available to the parent upon request. The request must go through the SPED Case Manager.

Special Education Record Request Process
When a parent requests copies of a student’s special education file, please use the following process to guide your response:

- Parents have the right to request records verbally or in writing per California Education Code § 56504.
- When the parent’s written request is received, SLA East date stamps the request. If the parent makes a verbal request, SLA East documents the date of the request and the specific files requested.
- Parents are provided parents with requested student records within 5 business days without exception.
- SLA East uses the form titled “Special Education Records Request Process” (located in SEIS) to document the date sent, the person who sent the records, and what files/records were included.

Requirement 9

Process for monitoring accurate California Special Education Management Information System (CASEMIS) and Average Daily Attendance (ADA).



The process of monitoring special education students begins in the registration and enrollment department; receiving the record and having the parent/guardian complete the required forms for their student. Registration and Enrollment also requests Special education records from the student's previous school attended. The registration and enrollment department notifies the special education department of the student and forwards the student's file. The special education department will review CALPAD's; ensuring the student is also located in CALPAD's. The special education department requests a transfer of the student's IEP via SEIS. SEIS in conjunction with CALPAD's is used to monitor special education students. Special education department also works with the SELPA one-on-one for assistance to ensure the charter is staying in compliance; as well attending monthly meetings conducted by the SELPA.

Report criteria: Range: Manually Specified (08/19/2019 - 06/09/2020), 2019 - 2020
Generated on: Tue, Jun 9, 2020 - 10:48 am

School Name	Learning Center	Track A	Track B	Track C	Track D	Track E	Total	Last Year	Growth
Scale Leadership Academy East	DSLPS	0	0	155.07	0	0	155.07	0.00	0%
	FA01	0	0	12.03	7.01	5.64	24.68	0.00	0%
	FA02	0	22.33	2.75	0	0	25.08	0.00	0%
	FA03	0	0	19.91	0	0	19.91	0.00	0%
	FA04	0	0	7.93	0.89	0	8.82	0.00	0%
	FA05	0	0	37.40	0	6.20	43.61	0.00	0%
	FA06	0	0	12.74	0	0.46	13.20	0.00	0%
	FA07	0	0	7.36	0	2.50	9.86	0.00	0%
	FA08	0	0	0	0	10.86	10.86	0.00	0%
	FA09	0	6.66	0	0	0	6.66	0.00	0%
	FA10	0	0	4.43	0	0.43	4.86	0.00	0%
	FA11	0	0.91	0	4.48	0	5.39	0.00	0%
	FA12	0	0	83.25	0	0	83.25	0.00	0%
	FA13	0	0	27.93	0	0	27.93	0.00	0%
	FA14	0	0	61.13	0	0	61.13	0.00	0%
	FA15	0	198.24	0	14.82	0	213.06	0.00	0%
	FA17	0	94.71	103.64	0	0	198.35	0.00	0%
	FA18	0	0	18.38	0	0	18.38	0.00	0%
	FA19	0	0	4.70	0	1.57	6.26	0.00	0%
	FA20	0	0	19.64	0	4.06	23.70	0.00	0%
TOTALS		**0.00**	**322.85**	**578.29**	**27.20**	**31.72**	**960.06**	**0.00**	**0%**

Totals for all schools

A	B	C	D	E	Total	Last Year	Growth
Scale Leadership Academy East							
0.00	322.85	578.29	27.20	31.72	960.06	0.00	0%

ADA Summary of all Students Summary

Report criteria: Special Education, Range: Manually Specified (08/19/2019 - 06/09/2020), 2019 - 2020
Generated on: Tue, Jun 9, 2020 - 10:50 am

School Name	Learning Center	Track A	Track B	Track C	Track D	Track E	Total	Last Year	Growth
Scale Leadership Academy East	DSLPS	0	0	10.36	0	0	10.36	0.00	0%
	FA01	0	0	0	0.80	0.92	1.72	0.00	0%
	FA02	0	1.61	0.22	0	0	1.84	0.00	0%
	FA03	0	0	1.80	0	0	1.80	0.00	0%
	FA04	0	0	0.94	0	0	0.94	0.00	0%
	FA05	0	0	4.44	0	0	4.44	0.00	0%
	FA06	0	0	2.70	0	0	2.70	0.00	0%
	FA08	0	0	0	0	1.96	1.96	0.00	0%
	FA09	0	0.91	0	0	0	0.91	0.00	0%
	FA12	0	0	0.94	0	0	0.94	0.00	0%
	FA13	0	0	2.70	0	0	2.70	0.00	0%
	FA15	0	12.83	0	0.87	0	13.70	0.00	0%
	FA17	0	9.68	0	0	0	9.68	0.00	0%
	FA19	0	0	0.78	0	1.43	2.20	0.00	0%
TOTALS		**0.00**	**25.04**	**24.87**	**1.67**	**4.31**	**55.90**	**0.00**	**0%**

Totals for all schools

A	B	C	D	E	Total	Last Year	Growth
0.00	25.04	24.87	1.67	4.31	55.90	0.00	0%

ADA Special Education Summary

SCALE Leadership Academy East 2025-2026 Revenue Narrative

Below is the Revenue information and narrative for SCALE Leadership Academy East ("SCALE") charter renewal and the underlying assumptions therein. The financial statements include a 6-year pro-forma annual budget and monthly cash flow statement for the 2025-2026 through the 2030-2031 years inclusive.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for SCALE will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

For the charter period, we begin with enrollment at 1400 students and increasing enrollment by approximately 2% per year over the charter period. Even though California is in a declining enrollment environment, non-classroom-based schools throughout California have increased enrollment consistently over the last several years. We believe this small increase is conservative. The following table shows projected enrollment and ADA for SCALE

Table A: Enrollment and ADA

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Year 0	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Projected Enrollment & ADA by Grade						
TK	75	77	79	81	83	85
K	105	107	109	111	113	115
1st Grade	110	112	114	116	118	120
2nd Grade	110	112	114	116	118	120
3rd Grade	110	112	114	116	118	121
4th Grade	110	112	114	116	118	121
5th Grade	120	122	125	128	131	134
6th Grade	110	112	114	116	119	121
7th Grade	190	194	198	202	206	210
8th Grade	150	153	156	159	162	165
9th Grade	60	62	63	64	65	66
10th Grade	60	61	62	63	65	66
11th Grade	50	51	52	53	54	55
12th Grade	40	41	42	43	44	45
Total Projected Enrollment	**1,400**	**1,428**	**1,456**	**1,484**	**1,514**	**1,544**
Average Daily Attendance (ADA)						
ADA %	95%	95%	95%	95%	95%	95%
Total	**1,330.00**	**1,356.60**	**1,383.20**	**1,409.80**	**1,438.30**	**1,466.80**

Revenues

A summary of the Revenues for the charter period is located here:

Table B: Revenues over the next 6 years

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 4*	*Year 5*
Summary of Revenue Programs						
State Aid - Revenue Limit	$17,343,651	$18,192,251	$19,218,566	$20,242,034	$21,334,970	$22,463,347
Federal Revenue	208,000	224,000	228,392	228,308	228,528	228,439
Other State Revenue	2,782,230	2,616,615	2,720,179	2,825,131	2,726,875	2,836,242
Other Local Revenue	-	-	-	-	-	-
Total Revenues	**$20,333,881**	**$21,032,866**	**$22,167,137**	**$23,295,473**	**$24,290,374**	**$25,528,027**

State Aid Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v26.1c dated 07/28/2025) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students for the school at of 58.65%.

These projections show in year 1, a total of $266,000, or $200/ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 16.9% of the LCFF revenues (or $2,397.68 per ADA) are projected to be disbursed via In-Lieu Property Taxes.

Table C: Projected State Revenues

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 4*	*Year 5*
State Aid - Revenue Limit						
LCFF State Aid	$13,888,737	$14,668,238	$15,625,455	$16,579,825	$17,598,727	$18,653,070
Education Protection Account	266,000	271,320	276,640	281,960	287,660	293,360
State Aid - Prior Year	-	-	-	-	-	-
In Lieu of Property Taxes	3,188,914	3,252,693	3,316,471	3,380,249	3,448,583	3,516,917
Total State Revenue	**$17,343,651**	**$18,192,251**	**$19,218,566**	**$20,242,034**	**$21,334,970**	**$22,463,347**

Federal Revenues

Special Education

In addition to state special education funding, the revenue projection for SCALE also assumes $160/ADA of federal special education funding beginning in fiscal year 25-26. Increases in Federal Special Education Revenues over the charter period are based on COLA rates established by the CDE.

Title Programs

SCALE does not take Title Funds and as such does not qualify for any additional Federal Funding, nor does it hold Federal Deferred Revenues.

Table D: Projected Federal Revenues

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 4*	*Year 5*
Federal Revenue						
Special Education - Entitlement	$208,000	$224,000	$228,392	$228,308	$228,528	$228,439
Special Education - Discretionary	-	-	-	-	-	-
Other Federal Revenue	-	-	-	-	-	-
Prior Year Federal Revenue	-	-	-	-	-	-
Total Federal Revenue	**$208,000**	**$224,000**	**$228,392**	**$228,308**	**$228,528**	**$228,439**

Other State Revenues

Special Education

SCALE provides special education services and will work with the Palo Verde County Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. BRA's special education funding includes general state aid of $890/ADA in the current year and increases annually based on the CDE COLA estimates over the charter period.

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $273 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted to instructional materials. Projections for the Mandate Block Grant are $20.55/ADA for grades K-8 and $57.11/ADA for grades 9-12. These revenues will also increase annually based on the CDE COLA estimates over the charter period.

Restricted and Mental Health Revenues

Other State Revenues include a Mental Health allocation of $452,270 calculated at $50/ADA for SCALE. It also includes the recognition of more than $1.21 million related to Learning Recovery Emergency Block Grant (LREBG), Proposition 28 funds, and other Restricted Funds. Most of the remaining Restricted Fund Grants will be spent over the next 3 years. Additional LREBG funds will be disbursed to schools over the next 5-6 years based on the Cayla J vs. State of California lawsuit settlement requiring an overall disbursement to schools of $2 billion over the next 5-6 years. We expect SCALE to receive and spend approximately $100K for each year over the next 6 years, although we believe this to be a conservative estimate.

Proposition 28

SCALE received slightly more than $216K annually in Prop 28 funds and has been built into the revenue assumptions for each of the 6 fiscal years. Proposition 28 funds received are recognized as Deferred Revenue due to their Restricted nature until the funds are spent.. Table C reflects the total Other State Revenue to be recognized over the 6-year period.

Table E: Projected Other State Revenue

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 4*	*Year 5*
Other State Revenue						
State Special Education	$1,215,028	$1,243,837	$1,311,599	$1,381,071	$1,454,641	$1,531,529
Child Nutrition	-	-	-	-	-	-
School Facilities (SB740)	-	-	-	-	-	-
Mandated Cost	35,333	35,671	37,658	39,659	41,723	43,966
State Lottery	363,090	370,352	377,614	384,875	392,656	400,436
Prior Year Revenue	-	-	-	-	-	-
Other State Revenue	1,168,779	966,756	993,308	1,019,526	837,855	860,310
Total Other State Revenue	**$2,782,230**	**$2,616,615**	**$2,720,179**	**$2,825,131**	**$2,726,875**	**$2,836,242**

Other Local Revenues

SCALE does not intend to fundraise, and we intend to exclude Local Revenue from the budget to be conservative.

FY25-26 SCALE ACADEMY EAST

Multi-Year Forecast

Revised 7/28/25

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
Assumptions						
State COLA	*2.30%*	*3.02%*	*3.42%*	*3.31%*	*3.24%*	*3.24%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*3.00%*	*2.50%*	*2.50%*	*2.50%*
Enrollment	*1,400.00*	*1,428.00*	*1,456.00*	*1,484.00*	*1,514.00*	*1,544.00*
Average Daily Attendance	*1,330.00*	*1,356.60*	*1,383.20*	*1,409.80*	*1,438.30*	*1,466.80*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 13,888,737	$ 14,668,238	$ 15,625,455	$ 16,579,825	$ 17,598,727	$ 18,653,070
8012 Education Protection Account	266,000	271,320	276,640	281,960	287,660	293,360
8019 State Aid - Prior Year	-	-	-	-	-	-
8096 In Lieu of Property Taxes	3,188,914	3,252,693	3,316,471	3,380,249	3,448,583	3,516,917
	17,343,651	18,192,251	19,218,566	20,242,034	21,334,970	22,463,347
Federal Revenue						
8181 Special Education - Entitlement	208,000	224,000	228,392	228,308	228,528	228,439
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-
8293 Title III - Limited English	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-
	208,000	224,000	228,392	228,308	228,528	228,439
Other State Revenue			36,891			
8311 State Special Education	1,215,028	1,243,837	1,311,599	1,381,071	1,454,641	1,531,529

FY25-26 SCALE ACADEMY EAST

Multi-Year Forecast

Revised 7/28/25

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
8520 Child Nutrition	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-
8550 Mandated Cost	35,333	35,671	37,658	39,659	41,723	43,966
8560 State Lottery	363,090	370,352	377,614	384,875	392,656	400,436
8598 Prior Year Revenue	-	-	-	-	-	-
8599 Other State Revenue	1,168,779	966,756	993,308	1,019,526	837,855	860,310
	2,782,230	2,616,615	2,720,179	2,825,131	2,726,875	2,836,242
Other Local Revenue						
8634 Food Service Sales	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-
	-	-	-	-	-	-
Total Revenue	**$20,333,881**	**$21,032,866**	**$22,167,137**	**$23,295,473**	**$24,290,374**	**$25,528,027**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	4,241,270	4,476,095	4,763,378	5,038,522	5,244,466	5,538,738
1170 Teachers' Substitute Hours	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	316,800	323,136	332,830	341,151	349,680	358,422
1200 Pupil Support Salaries	569,286	580,672	598,092	613,045	628,371	644,080
1300 Administrators' Salaries	277,200	282,744	291,226	298,507	305,969	313,618
1900 Other Certificated Salaries	70,699	72,113	74,277	76,133	78,037	79,988

FY25-26 SCALE ACADEMY EAST

Multi-Year Forecast

Revised 7/28/25

		2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
		5,475,255	5,734,760	6,059,803	6,367,358	6,606,523	6,934,846
Classified Salaries							
2100	Instructional Salaries	133,187	135,851	139,926	143,424	147,010	150,685
2200	Support Salaries	42,848	43,705	45,016	46,142	47,295	48,477
2300	Classified Administrators' Salaries	114,883	117,181	120,697	123,714	126,807	129,977
2400	Clerical and Office Staff Salaries	822,132	838,574	863,732	885,325	907,458	930,145
2900	Other Classified Salaries	-	-	-	-	-	-
		1,113,050	1,135,311	1,169,370	1,198,605	1,228,570	1,259,284
Benefits							
3101	STRS	1,045,774	1,095,339	1,157,422	1,216,165	1,261,846	1,324,556
3202	PERS	-	-	-	-	-	-
3301	OASDI	69,009	70,389	72,501	74,313	76,171	78,076
3311	Medicare	95,530	99,616	104,823	109,706	113,609	118,815
3401	Health and Welfare	752,000	767,040	790,051	809,802	830,048	850,799
3501	State Unemployment	42,630	43,610	44,590	45,570	46,060	47,040
3601	Workers' Compensation	92,236	96,181	101,208	105,923	109,691	114,718
3901	Other Benefits	-	-	-	-	-	-
		2,097,179	2,172,175	2,270,596	2,361,481	2,437,425	2,534,003
Books and Supplies							
4100	Textbooks and Core Curricula	35,000	36,414	38,242	39,952	41,778	43,671
4200	Books and Other Materials	31,200	32,460	34,090	35,614	37,242	38,930
4302	School Supplies	20,931	21,777	22,870	23,892	24,985	26,117
4305	Software	852,600	887,045	931,571	973,223	1,017,720	1,063,833
4310	Office Expense	317,100	329,911	346,471	361,962	378,512	395,662
4311	Business Meals	32,300	33,605	35,292	36,870	38,555	40,302
4312	School Fundraising	-	-	-	-	-	-

FY25-26 SCALE ACADEMY EAST

Multi-Year Forecast

Revised 7/28/25

		2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
4400	Noncapitalized Equipment	108,120	112,488	118,135	123,417	129,059	134,907
4700	Food Services	-	-	-	-	-	-
		1,397,251	1,453,700	1,526,670	1,594,930	1,667,852	1,743,423
Subagreement Services							
5101	Nursing	-	-	-	-	-	-
5102	Special Education	997,100	1,037,383	1,089,455	1,138,167	1,190,205	1,244,133
5103	Substitute Teacher	-	-	-	-	-	-
5104	Transportation	1,000	1,040	1,093	1,141	1,194	1,248
5105	Security	7,800	8,115	8,522	8,904	9,311	9,732
5106	Other Educational Consultants	6,575,125	6,840,760	7,184,139	7,505,353	7,848,505	8,204,125
5107	Instructional Services	-	-	-	-	-	-
		7,581,025	7,887,298	8,283,209	8,653,564	9,049,214	9,459,238
Operations and Housekeeping							
5201	Auto and Travel	54,050	56,234	59,056	61,697	64,518	67,441
5300	Dues & Memberships	13,900	14,462	15,187	15,867	16,592	17,344
5400	Insurance	20,300	21,120	22,180	23,172	24,231	25,329
5501	Utilities	60,800	63,256	66,432	69,402	72,575	75,863
5502	Janitorial Services	46,500	48,379	50,807	53,079	55,505	58,020
5516	Miscellaneous Expense	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-
5900	Communications	88,900	92,492	97,134	101,477	106,117	110,925
5901	Postage and Shipping	36,500	37,975	39,881	41,664	43,569	45,543
		320,950	333,916	350,678	366,357	383,107	400,466
Facilities, Repairs and Other Leases							
5601	Rent	480,000	480,000	480,000	480,000	480,000	480,000
5602	Additional Rent	40,400	42,032	44,142	46,116	48,224	50,409

FY25-26 SCALE ACADEMY EAST

Multi-Year Forecast

Revised 7/28/25

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
5603 Equipment Leases	9,900	10,300	10,817	11,301	11,817	12,353
5604 Other Leases	25,400	26,426	27,753	28,994	30,319	31,693
5605 Real/Personal Property Taxes	-	-	-	-	-	-
5610 Repairs and Maintenance	20,100	20,912	21,962	22,944	23,993	25,080
	575,800	579,670	584,673	589,353	594,353	599,535
Professional/Consulting Services						
5801 IT	107,900	112,259	117,894	123,165	128,797	134,632
5802 Audit & Taxes	48,700	49,674	51,164	52,443	53,754	55,098
5803 Legal	74,300	75,786	78,060	80,011	82,011	84,062
5804 Professional Development	73,200	76,157	79,980	83,556	87,376	91,335
5805 General Consulting	146,600	152,523	160,179	167,341	174,991	182,920
5806 Special Activities/Field Trips	27,824	28,948	30,401	31,761	33,213	34,718
5807 Bank Charges	400	416	437	457	477	499
5808 Printing	200	208	219	228	239	250
5809 Other taxes and fees	8,500	8,843	9,287	9,703	10,146	10,606
5810 Payroll Service Fee	15,600	16,230	17,045	17,807	18,621	19,465
5811 Management Fee	402,393	418,650	439,664	459,322	480,323	502,087
5812 District Oversight Fee	173,437	181,923	192,186	202,420	213,350	224,633
5813 County Fees	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-
5815 Public Relations/Recruitment	1,800	1,836	1,891	1,938	1,987	2,036
5820 Scholarship Expense	425	425	425	425	425	425
	1,081,278	1,123,878	1,178,832	1,230,577	1,285,711	1,342,767
Depreciation						
6900 Depreciation Expense	36,000	36,720	37,822	38,767	39,736	40,730
	36,000	36,720	37,822	38,767	39,736	40,730

FY25-26 SCALE ACADEMY EAST

Multi-Year Forecast

Revised 7/28/25

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
Interest						
7438 Interest Expense	-	-	-	-	-	-
	-	-	-	-	-	-
Total Expenses	**$19,677,789**	**$20,457,430**	**$21,461,653**	**$22,400,993**	**$23,292,491**	**$24,314,291**
Surplus (Deficit)	**$ 656,093**	**$ 575,437**	**$ 705,484**	**$ 894,480**	**$ 997,882**	**$ 1,213,737**
Fund Balance, Beginning of Year	$ 4,954,573	$ 5,610,665	$ 6,186,102	$ 6,891,586	$ 7,786,066	$ 8,783,948
Fund Balance, End of Year	**$ 5,610,665**	**$ 6,186,102**	**$ 6,891,586**	**$ 7,786,066**	**$ 8,783,948**	**$ 9,997,685**
	28.5%	***30.2%***	***32.1%***	***34.8%***	***37.7%***	***41.1%***
Cash Flow Adjustments						
Surplus (Deficit)	656,093	575,437	705,484	894,480	997,882	1,213,737
Cash Flows From Operating Activities						
#REF!	36,000	36,720	37,822	38,767	39,736	40,730
#REF!	1,296,073	(1,521)	(116,115)	(111,457)	(100,762)	(122,091)
#REF!	-	-	-	-	-	-
#REF!	-	-	-	-	-	-
#REF!	-	-	-	-	-	-
#REF!	-	-	-	-	-	-
#REF!	(108,077)	1,562	974	970	1,061	1,069
#REF!	-	-	-	-	-	-
#REF!	(223,808)	(192,538)	(197,852)	-	-	-
Cash Flows From Investing Activities				-	-	-
#REF!	-	-	-	-	-	-

FY25-26 SCALE ACADEMY EAST

Multi-Year Forecast

Revised 7/28/25

	2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
#REF!	-	-	-	-	-	-
Cash Flows From Financing Activities				-	-	-
#REF!	-	-	-	-	-	-
#REF!	-	-	-	-	-	-
#REF!	-	-	-	-	-	-
Total Change in Cash	1,656,281	419,660	430,312	822,761	937,918	1,133,444
Cash, Beginning of Year	2,959,342	4,615,622	5,035,282	5,465,595	6,288,355	7,226,273
Cash, End of Year	**$ 4,615,622**	**$ 5,035,282**	**$ 5,465,595**	**$ 6,288,355**	**$ 7,226,273**	**$ 8,359,717**
Income Statement Check Figure	-	-	-	-	-	-
Cash Check Figure	-	-	-	-	-	-

LCFF Calculator Caveats

v.26.1c **5/21/2025**

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General	The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.
	A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.
	The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).
	The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.
	The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.
NEW 2022-23	EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.
NEW 2024-25	On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.

-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

NEW 2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts with necessary small schools should refer to the Instructions tab. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment
Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

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SCALE LEADERSHIP ACADEMY EAST

GENERAL INDEPENDENT STUDY



Contact Information

Cristal Bañuelos-Esparza
Vice Principal
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SCALE LEADERSHIP ACADEMY EAST

NCAA

Inspiring a *winning* generation

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Overview

Mission

Our Mission at SCALE Leadership Academy-East is to establish a TK-12 independent, exclusively virtual nonclassroom 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.

Computer Based Teaching and Learning

SLA students will access their academic program through a learning management system (LMS). Within the LMS where they will have access to all course texts, instructional materials, and resources. SLA contracts with online curriculum that provides core academic and elective courses aligned to the Common Core State Standards (CCSS) and meets strict A-G and NCAA guidelines.

Online content is supplemented and enhanced with off- line (print-based) activities and assignments, teacher-facilitated discussion boards, project-based learning, and opportunities to collaborate. this model offers a rich learning environment that combines age-appropriate, differentiated print resources with online learning opportunities.

GIS Online

Key Features: SLA's general independent study online program is designed to personalize the educational experience with teacher support. Students access online curriculum and instruction through various learning platforms with guidance and support from a highly qualified mentor teacher, ensuring the academic success of each student.

Main Platforms: Acellus, Edmentum, Exact Path, Renaissance, Star 360, and Myon Reader.(TK-12)

Tools/accessibility: Accessibility to computer/internet/wifi/virtual meeting weekly with a mentor teacher/course planner.

Why choose our GIS program?

Students work at their individual Level making learning more accessible.

Options include:

- Acceleration
- Individualized learning environment
- Credit recovery

LEARNING PLATFORMS

ONLINE

- Acellus
- Freckle
- Exact Path
- Standard Plus
- MyOn Reading
- *Acuity*



The SCALE Chronicle

Winter 2025

A Message to Our SCALE Leadership Academy East Community

As we approach the close of the **2025 calendar year**, we would like to share several important updates and what families can expect in the weeks ahead. This season is a time for reflection and preparation as we balance rest, renewal, and continued focus on student progress.

Our **winter holiday break** will take place from **December 22 through January 4**. We encourage families to use this time to rest, recharge, and reconnect. Please note that **all academic platforms will remain open** during the break for students who wish to catch up on assignments, get ahead, or resubmit work. When we return, we will move directly into a busy and important season for our school community.

Semester 1 for Track C and Track D will conclude on January 29. Teachers will continue to communicate expectations, deadlines, and available supports to help students finish the semester strong. Consistent attendance, timely work submission, and regular communication with teachers remain essential during this time. Families are also encouraged to regularly review student progress and reach out to teachers as needed to support continued engagement. We encourage families to ensure students are attending

scheduled meetings, submitting required artifacts of learning, and reaching out early if support is needed.

Upon returning from winter break, we will enter testing season. This will begin with our local **STAR assessments**, followed by **ELPAC (English Language Proficiency Assessments for California)** and **Physical Fitness Testing (PFT)** for eligible students. Later in the spring, students in grades 3–8 and grade 11 will participate in **CAASPP (California Assessment of Student Performance and Progress) testing**. These assessments provide valuable information about student learning and help guide instruction and support. Our teachers and support teams will continue to provide preparation, guidance, and appropriate accommodations to ensure students are supported throughout the testing process.

ParentSquare is our primary platform for school communication. If you have not already signed up, we encourage you to do so to ensure you receive important updates, reminders, and announcements.

This spring, SCALE Leadership Academy East will also engage in our **charter renewal process**, an important opportunity to reflect on our work, demonstrate growth, and reaffirm our commitment to serving students and families through a high-quality virtual learning model.

This process reflects the strength of our program and our continued commitment to accountability and continuous improvement. We appreciate the trust and partnership of our community as we move through this process.

We look forward to a strong start to the new year and thank you for your continued partnership as we support our students through these important milestones. We wish all of our families a joyful holiday season and a Happy New Year as we welcome **2026**.

Latoya Carter
Principal
SCALE Leadership Academy East

STAR 360 ASSESSMENT



SCALE Leadership Academy East Students will take the Star 360 Reading & Math between Jan 5 and Feb 5, 2026.

All testing will be monitored by SCALE Teachers. Students will attend virtual sessions so they can test live. All students are required to take the STAR even if it was taken recently. This is the official date range for the second STAR 360 assessment this academic year.

School Site Council Meetings

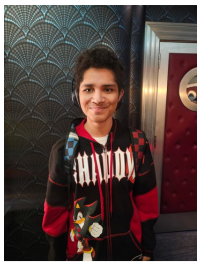


Student Required Platforms

Acellus 	**Acellus-**https://acellus.com: is SCALEs core curriculum platform for grades Tk-12 • Students will complete assignments and get core instruction, students will be required to work the majority of the assigned instructional hours daily/ weekly on this platform • Teachers will run weekly attendance/time worked reports to assist with engagement
Exact Path 	**Exact Path-**https://login.edmentum.com/ • Grades TK-5 • Math and Reading assignments and lessons based on the student's Star 360 Assessment outcomes. • Helps build stronger foundational skills at each students learning level
Myon RENAISSANCE myON RENAISSANCE Accelerated Reader **Accelerated Reader**	**MyON Reading Library & Accelerated Reader** - https://global-zone51.renaissance-go.com/welcomeportal/6594773?authuser=0 • A personalized digital library at every student's fingertips • myON® Reader is a **student-centered, personalized literacy environment** that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level
Google Classroom 	**Google Classroom** • Teachers use Google Classroom as a virtual hub for student engagement, assignments and other important information about their class. • Each student receives a gmail SCALE account and is invited to the grade level Google Classroom. • The Virtual Classrooms will include helpful info, weekly updates, recorded lessons and much more.
Renaissance Star 360 RENAISSANCE Star 360®	**STAR 360 Assessment** (Renaissance Learning)- https://global-zone51.renaissance-go.com/welcomeportal/6594773 Renaissance Learning Quarterly Assessments • School-wide assessment tool that provides information about the student learning levels and grade-level progress. • Data from this assessment links with Exact Path learning paths and MyON reading
CTE Acuity 	All 6th-12th grade students enrolled at SCALE Leadership Academy East will take a CTE course via www.acuitycte.com This approach ensures that students receive a well-rounded and specialized education in their chosen CTE pathways.

SLA Students of the Month

Our Students of the Month were celebrated at the Board Meeting, and we could not be more proud. Thank you for modeling the values of SCALE and inspiring our school community.



High School: Albert C. (11th Grade) – TOR: Darius Estigoy



Middle School: Noah S. (7th Grade) – TOR: Adrian Lomeli



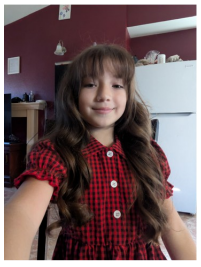
Elementary School: Cayleb P. (3rd Grade) – TOR: Gwendolyn Weyl

Learning Period 2

- **High School:** Albert C. (11th Grade) – TOR: Darius Estigoy
- **Middle School:** Noah S. (7th Grade) – TOR: Adrian Lomeli
- **Elementary School:** Cayleb P. (3rd Grade) – TOR: Gwendolyn Weyl

Learning Period 3

- **High School:** Henry M. (12th Grade) – TOR: Robin Smith
- **Middle School:** Maksimilian K. (7th Grade) – TOR: Adrian Lomeli
- **Elementary School:** Zzewsenny M. (4th Grade) – TOR: Drinda Steele



Elementary School: Zzewsenny M. (4th Grade) – TOR: Drinda Steele



High School: Henry M. (12th Grade) – TOR: Robin Smith



Middle School: Maksimilian K. (7th Grade) – TOR: Adrian Lomeli



Understanding SCALE Leadership Academy East California School Dashboard Results

Each year, the California School Dashboard provides families and communities with a snapshot of how schools are performing across academics, student engagement, and school climate. The Dashboard uses a color-coded system that reflects **both current performance and growth over time**, helping schools identify strengths and areas that require focused attention

At SCALE Leadership Academy East, we use this data as a tool for reflection and action. Below are highlights from our 2025 Dashboard results.

Areas of Strength and Growth

- **Chronic Absenteeism: Blue**
  Our chronic absenteeism rate declined to **1.6%**, a significant reduction over the past several years. This reflects improved attendance monitoring, stronger family outreach, and increased staff collaboration.
- **Suspension Rate: Blue**
  We maintained a **0% suspension rate**, demonstrating our continued commitment to positive school climate, relationship-based practices, and student support.
- **Graduation Rate: Green**
  Our graduation rate increased to **93.8%**, up **7.4 percentage points**, showing steady improvement in credit tracking, individualized learning plans, and counseling support.
- **Academic Growth in English Language Arts and Math**
  - **English Language Arts: Yellow**, with an **11.3-point increase**
  - **Mathematics: Yellow**, with a **17.4-point increase**
    While students are still working toward state standards, these gains reflect meaningful academic growth and targeted instructional efforts.
- **Science Achievement: Green**
  Science performance increased **3.1 points**, supported by dedicated science instruction at key grade levels and increased opportunities for hands-on learning and labs.

Areas of Continued Focus

- **English Learner Progress: Orange**
  While many English Learners made progress, overall performance declined compared to last year. In response, we are strengthening small-group instruction, prioritizing support for Long-Term English Learners, and continuing to align instruction to ELD standards.
- **College and Career Readiness: Orange**
  The percentage of students meeting the “Prepared” level declined slightly. We are addressing this through expanded counseling support, increased partnerships, and earlier monitoring of students who are approaching readiness.

Moving Forward

The Dashboard confirms that SCALE Leadership Academy East is making progress while remaining focused on equity and continuous improvement. We will continue using this data alongside classroom assessments, STAR results, and state testing data to guide instruction and ensure every student receives the support they need to succeed.

Elementary Field Trip to Greenspot Farms

We had so much fun visiting a honey house and tasting fresh honey, feeding animals, and taking a tractor ride through the Christmas Tree Farm! Each student took home a seedling Christmas Tree.







SCALE students on their AVID Field Trip

Our first AVID trip of the school year was to visit the beautiful University of LaVerne, followed by team building at Bullwinkle's! We learned about all of the programs and culture that LaVerne has to offer, and about the dynamics of college life.







Important Dates to Remember

01/08/26 - AVID Workshop at 10AM and 6PM
02/04/26 - eLuma Parent Workshop: SEL at Home: Extending School Practices to Family Life at 6PM
02/11/26- CCGI Workshop at 10AM and 6PM
02/25/26- FAFSA Workshop at 10AM and 6PM

The federal FAFSA deadline for the 2025–26 school year is June 30th, 2026

Last Day to Apply for Norco College's Spring Dual Enrollment Term Is February 6, 2026.

For students securing their spot for the 8th grade or graduation grad bash
Graduation Grad Bash to Disneyland 1st Payment: $64.50 — Due January 9, 2026

8th grade Grad Bash to Universal Studios 1st Payment: $53.50 — Due January 9, 2026

Please complete the 8th Grade Promotion Survey and Graduation Survey Below:
Due no later than Jan 5th: 8th Grade Promotion Survey : https://forms.gle/ary7Mu2xmfxQvuCu5
Due no later than Jan 5th: Graduation Survey : https://forms.gle/vXxAeZnBbpFi6pFZ9

The AVID program is now accepting applications for the second semester for incoming **7th–11th grade students**.

If students are interested in joining the AVID program, they must complete the application using the link below:
https://forms.gle/jfR8xarE8oJ7JK4m7

Career Technical Education (CTE) at SCALE East

Grades 6–12 | Arts, Media & Entertainment (AME)
As we move toward the end of the semester, we want to remind families of a few key expectations for students enrolled in our Arts, Media & Entertainment (AME) CTE program. **Semester 1 concludes on January 29**, and staying on track now is critical for student success.

CTE at SCALE East is designed to provide real-world, college- and career-ready experiences. Students work with **one dedicated teacher** throughout the year and participate in a **Multimedia Wheel** that blends instruction, exploration, and hands-on projects. This structure allows students to build depth in a primary area of focus while also gaining exposure across multiple AME pathways.

In addition to coursework completed through **Acuity CTE**, students are required to complete **45 field-experience hours** during the school year. We strongly recommend that students complete **at least 22.5 hours by the end of Semester 1**. Field-experience hours may be earned through approved in-person or virtual events and Project Directory assignments. Planning early is key to avoiding last-minute stress.
Families and students should regularly log in to **www.acuitycte.com** to monitor progress, register for upcoming field-experience opportunities, and stay current with assignments. Communication will continue through ParentSquare and email, and office hours are available for students who need additional support. Consistent engagement and timely submission of work remain essential.

Next Steps

- Log in to Acuity CTE at **www.acuitycte.com**
- Register for upcoming field-experience events
- Plan and track field-experience hours now

We are excited to continue guiding students through meaningful, project-based learning that prepares them for future college and career pathways in Arts, Media & Entertainment.

Questions?
Please contact **Mrs. LaToya Carter, Principal & CTE Coordinator**
📧 latoya.carter@scaleacademy.org

Get Connected, California!



Reliable Internet access at home is a basic need today for work, school, healthcare, and more. But too many families are struggling with the steep cost of Internet service. Now with the **Affordable Connectivity Program (ACP) discount, Home Internet can be Free.** The Affordable Connectivity Program can help eligible households reduce their monthly Internet bill up to $30. These households are also eligible for a one-time $100 discount when buying a laptop or tablet from participating providers.

The ACP eligibility and application process has been streamlined to make it easy for qualified households to start saving on their internet bill as soon as possible. To learn more about ACP and fill out an application, please visit: https://www.internetforallnow.org/ or call 866-745-2805.

SCALE Leadership Academy East
SCALE is using Smore to create beautiful newsletters

The SCALE Chronicle

Home to Flex - Fall 2025 Edition

Dear SLA Students, Families, and Community,

Greetings for the 2025–2026 school year! We are so excited to be on this journey with you. It's hard to believe we're already two months in. Each school year brings fresh opportunities—for learning, for growth, and for building lasting connections—and we couldn't be more thrilled to share it with our SLA family.

At SCALE Leadership Academy, we are committed to more than academics—we are committed to preparing students for success, leadership, and lifelong learning. Whether you are part of our hybrid program, our homeschool program, or working closely with our dedicated staff, you are an important part of our community.

Here's what you can look forward to this year:

- **Customized learning opportunities** designed to meet each child's unique needs and interests, with parents empowered to choose the resources and vendors that best support their students
- **Strong partnerships** between families, Educational Coordinators, and school staff
- **A supportive environment** where every student's voice and learning journey are valued
- **Meaningful ways to celebrate growth and connection** throughout the year

We encourage you to stay connected with your Educational Coordinator—reach out with questions, share ideas, and collaborate to create an individualized learning plan that inspires growth, joy, and success for your child. Together, we can ensure that every student thrives on their own path.

On behalf of the entire SLA team, thank you for trusting us with your child's education. Let's make 2025–2026 a year to remember—a year of learning, leadership, and community.

With excitement and gratitude,
Chris Shockley
Executive Director
SCALE Leadership Academy East

Student of the Month Nominees

We are excited to announce the Student of the Month program at SCALE Leadership Academy! This recognition celebrates students who demonstrate growth, effort, and positive character in alignment with our Expected Schoolwide Learning Results (ESLRs)—being personally and socially responsible, effective communicators, technologically advanced, productive individuals, and critical thinkers.

Unlike traditional awards based solely on grades, this program honors students who:

- Show improvement and persistence in their academic work
- Exhibit respect, leadership, and empathy within our school community
- Model the behaviors and values reflected in the ESLRs

Students are nominated by their Educational Coordinators, who consider individual growth, effort, and contributions to the community. Nominations may include examples of academic progress, social leadership, responsible technology use, and personal perseverance.

We are thrilled to feature all nominees in the SCALE Chronicle newsletter and present them with a certificate of recognition. Selected recipients will also be invited to attend a Board Meeting—virtually or in person—for special recognition.

Congratulations to our recent nominees presented below! Your dedication, effort, and leadership make the SCALE community stronger every day.



Gracelin J. (5th grade)

Gracelin has consistently demonstrated the strength of perseverance, even when faced with challenges. Her positive attitude shows through in every meeting and interaction she has with peers and teachers. Her willingness to work hard is reflected in her high academic growth. Her positive and loving energy makes her a joy to be around. Keep up the great work, Gracelin!



Maddox P. (4th grade)

Maddox is making good progress in his Singapore math book and always does well on his spelling tests. Outside of schooling, Maddox is busy being a multi-sport athlete (baseball, flag football, and roller hockey) and a big brother to his brother, Mason, and baby sister, Blayke. He recently earned Honor Roll with Scale and also received a President's Education Award for Outstanding Academic Excellence. We are so proud of him!



Gavin W. (3rd grade)

Gavin is a bright and kind student with an amazing attitude toward learning and a strong work ethic. Gavin is very coachable, taking feedback and instruction from his parents and EC as he uses literacy assessments and fun computer programs to fine-tune and strengthen his reading comprehension strategies. He is also a hardworking athlete on his hockey team, great teammate and friend to others, and a talented musician and artist. Congratulations, Gavin!



Mason P. (2nd grade)

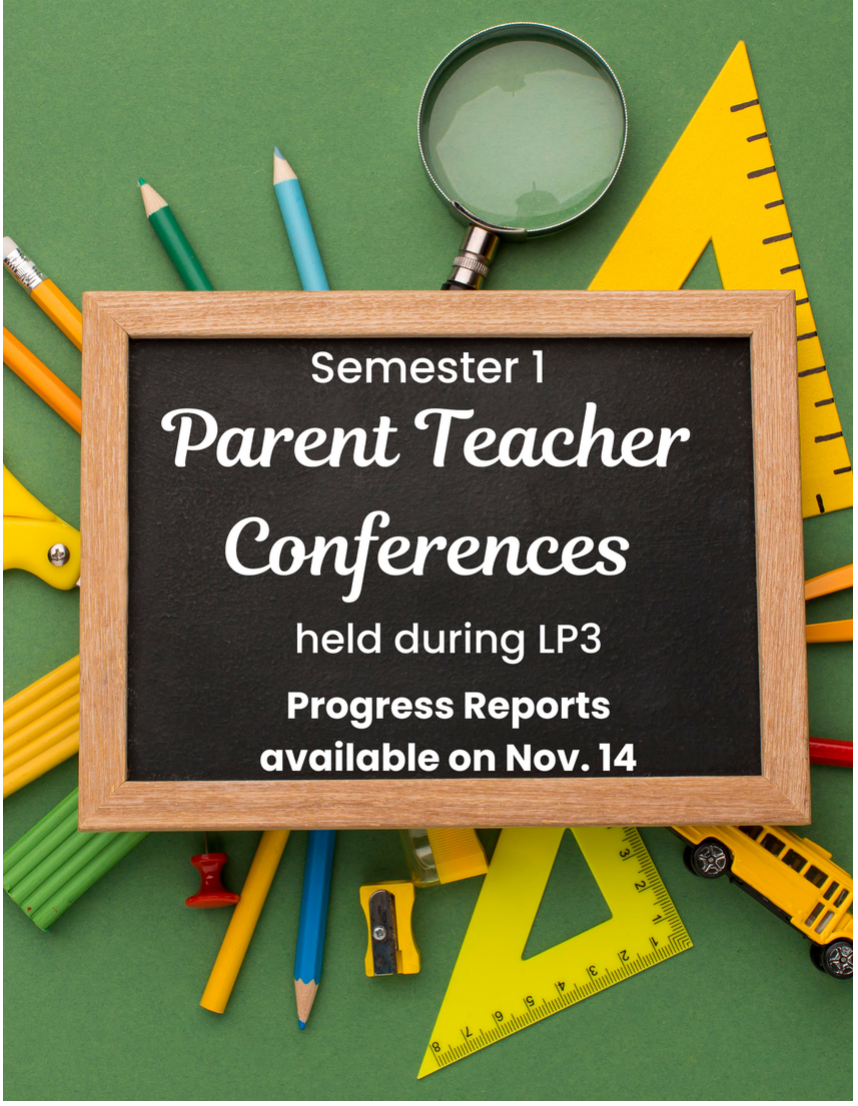
Mason is making impressive strides in both Math and Language Arts, consistently putting in effort and brightening the days of those around him! Like his brother Maddox, Mason keeps busy playing multiple sports (currently two baseball teams, flag football, and roller hockey) and always finds extra time to make his baby sister Blayke smile.

His hard work has paid off: Mason earned Honor Roll at SCALE and received the President's Education Award for Outstanding Academic Achievement. We are so proud of him and the remarkable young man he is becoming!



Boss L. (Kinder)

Boss shows up every day ready to take charge of his learning. His excitement for reading and spelling, along with his curiosity to discover how things work, keeps his busy mind active. Never a day goes by that he doesn't have a big smile on his face. Boss always gives his very best, inspiring those around him with his energy and determination. We are so proud of the effort and joy he brings to learning!



Supporting Early Readers with Multitudes

This fall (October 27–December 19), SLA East will use **Multitudes**, a short 10–15 minute one-on-one check that helps us understand how our youngest learners (K–2) are developing key early reading skills. This isn't a test, it's a simple way for us to see what your child already knows and where we can give a little extra support to help them grow. Your child's Education Coordinator will reach out to schedule a time (virtual or in-person). More details are available in the Parent Notice shared on ParentSquare.

Upcoming Important Dates

10/27 -10/31: Red Ribbon Week (Send photo wearing red showing your support!)
10/27 - 11/14: LP3 Meetings/Parent Teacher Conferences
10/27: Multitudes (Reading Screener for grades K-2) Window Opens
10/29: FAFSA 101 Workshop (10am & 6pm)
11/03 - 11/07: LP3 Work Samples Due
11/11: Veterans Day (no school)
11/6: NCAA Workshop (10am & 6pm)

11/14: Semester 1 Progress Reports
11/17 - 11/21: Non-student Days
11/24 - 11/28: Thanksgiving Break
12/15-12/19: LP4 Work Samples Due
12/22 - 01/02: Winter Break
1/5/26 - Star #2 Window Opens



School Site Council Meetings



Super Star Student Highlights



Aria A. (2nd grade)

Aria is a 2nd grader at Circle City. She is a superstar student and just loves school! Aria won her grade-level Spelling Bee! We are so proud of you, Aria! Way to Shine!



Emily H. (3rd grade)

Emily performs for the second time at Knott's Berry Farm with her dance group, Performing Arts Empire. Way to go, Emily!



Vitalia L. (TK)

Talia was recognized by her tutor at her learning center this month for being a leader, doing her best work, and being a model for others in her tutoring group! Way to go, Talia!



Sage F. (Kinder)

Sage earned a cake pop for her focus and effort during her STAR assessments. Hard work matters, and she showed it!

Feature Your Child in Our Upcoming Newsletter

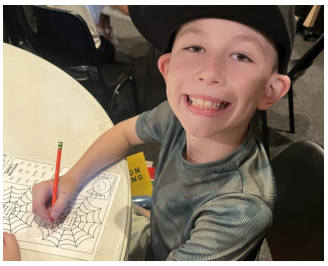
Do you have a student highlight to share? Send a photo and brief 1–2 sentence description to your EC highlighting an achievement or a learning moment you're proud of—whether at home, a learning center, on a field trip, or with vendor partners. We'd love to celebrate their accomplishments!

Homeschoolers in Action



Marianna B. (2nd grade)

Marianna attends Scale's vendor, Circle City. She is an avid reader– reading over 70 books since last June, and she is not slowing down! Some of her favorite books are the Magic Tree House and Ramona series. Great job, Marianna!



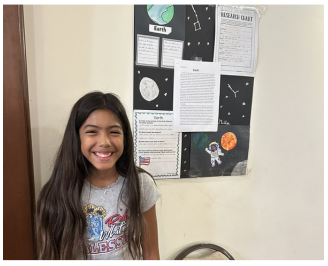
Jackson F. (2nd grade)

Jackson is using a Teachers Pay Teachers worksheet to practice his spelling skills in the month of October. Way to go, Jackson!



Ethan R. (5th grade)

Working hard to prepare his 3D-printed creations for sale at the Circle City Harvest Party, Ethan is gaining hands-on experience as a young entrepreneur while learning how businesses operate and how to calculate expenses.



Mila C. (5th grade)

Mila completed her presentation about the earth at Free Society Academics (FSA). She did research, wrote an essay and even built a model of the solar system!



Zoey M. (3rd grade)

Zoey took a fun cooking class to learn how to make guacamole. She also just received student of the month at Circle City for always staying on task and being a leader in the classroom! Great job, Zoey!



Kaileia A. (TK)

Dance class at On Pointe dance studio has become TK student Kaileia's favorite activity. She gets to twirl, jump, and express herself freely while having so much fun with her friends!



Nehemiah P. (6th grade)

Nehemiah attends his learning center each week where he gets to participate in fun, hands-on activities. In these pictures Nehemiah is working on a STEM project where the students were given cardboard,



Aedan A. (4th grade)

Aedan has been enjoying the 4th grade curriculum and took a field trip to study the missions by visiting Mission San Juan Capistrano. He explored the mission and was able to see what it was like to



Emery, Beckham and Dawson B. (2nd, 1st, TK)

Emery, Beckham, and Dawson B. explored Yellowstone National Park in October, spotting bison, elk, and bears. They even rode horses in Wyoming. They watched Old

wheels, sticks, and a balloon to create a functional car. This allowed him to think like an engineer and create something really cool!

live back in California's early history.

Faithful erupt and discovered bubbling hot springs, mud pots, and more. Best of all, they experienced the first snowfall together — a truly unforgettable adventure!



Roxy (TK) & Saxon (1st grade) M.

All gloved up for boxing lessons, Roxy and Saxon enjoy learning from Coach Alex at Capistrano Boxing Gym—one of our SCALE vendors in San Juan Capistrano that also offers youth strength training and kickboxing as fun PE activities.



Joseph G. (1st grade)

Congratulations to Joseph G., who showed great skill and determination at the Dana Point paddle board competition, earning second place!



James H. (11th grade)

After just eight days of learning guitar, James confidently performed at the Terra Arts open mic—a great example of courage and creativity in action!

Inside Home to Flex CTE

Career and Technical Education (Grades 6-12)

Thank you for your continued support of our CTE opportunities within SCALE's *Home to Flex* program. This program provides flexible pathways for Grades 6–12 students to explore the **Arts, Media & Entertainment (AME)** industry sector.

Students can complete **self-paced online lessons** led by our CTE instructors or **submit their own projects and evidence of learning** through the Acuity platform. As they progress, they demonstrate **college and career readiness** by accumulating hours through research (theory), hands-on labs, field experiences, and specialized work in their chosen concentration—all culminating in an end-of-year **capstone project**.

This model encourages students to explore multiple aspects of the **AME wheel**, developing both depth in their focus area and breadth across the creative fields.

For planning and support, please partner with your **Educational Coordinator** to design individualized goals and track progress toward required hours in each CTE category. Families will also receive **updates through ParentSquare** regarding upcoming fieldwork and enrichment opportunities.

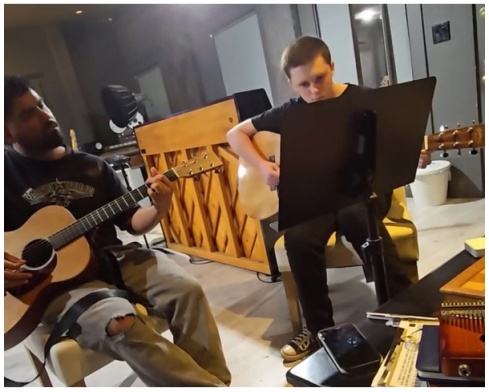
Next steps:

- Log in to acuitycte.com to complete lessons of your choice from the **Program Directory**
- Submit **waivers for custom CTE activities**
- Register for **upcoming in-person field experience events**

We're excited to help students navigate the **Multimedia Wheel** and build **real-world, career-ready skills** in Arts, Media, and Entertainment.

If you have any questions, please reach out to your **EC** or **Mrs. LaToya Carter, Principal & CTE Coordinator: latoya.carter@scaleacademy.org**.

Student CTE Experiences



Leland M. (8th grade)

Leland has been taking weekly guitar lessons at Flores Music Academy as part of his CTE Audio Production/Recording Technology elective, where he's building music skills and confidence. He enjoys jamming with his teacher, Israel Flores, and says he especially appreciates his teacher's patience.



Andrew F. (6th grade)

Drew completed his Career Technical Education fieldwork by interviewing a marine biologist in person at the Aquarium of the Pacific in Long Beach. After observing live habitats and asking professional-level questions, he created a Canva presentation to showcase what he learned. Drew gained insight into marine conservation practices, data collection methods, field observation techniques, and the importance of scientific communication when working with the public. Drew consistently goes above and beyond in his studies!



Lily D. (8th grade)
Lily had fun exploring both culinary arts and photography for her CTE hours—making granola and perfecting her posed photos!

A Note from Your Counseling Department
Welcome to the 2025-2026 school year! Our Counseling Team is here to support you and your student throughout this exciting journey of personalized learning. We believe that every child's educational path is unique—and that's what makes homeschooling such a powerful experience. We partner with families and Educational Coordinators to encourage student success, guide postsecondary planning, and support social-emotional development along the way. Together, we can ensure each student has the tools and confidence to thrive in their independent study environment.

Tips for Supporting Your Student at Home
+ Create a Consistent Routine
Simple daily habits help your student stay organized, focused, and ready to learn.
+ Check in Regularly
Celebrate accomplishments, talk through challenges, and ensure your student stays on track with their goals.
+ Reach Out When Needed
If you have questions or concerns, please contact your **Educational Coordinator** or the **Counseling Department**. We're here to collaborate and find solutions that support your family's needs.

Counseling Updates & Resources
At the beginning of the year, the **SCALE Counseling Team** emailed parents and students (via their SCALE student email accounts) with important information and resources — including the **Parent/Student Handbook**, **Welcome Letter with Logins**, **Counselor Welcome Video**, and **4-Year Graduation Plan** (for high school students).

📧 **Please check your parent email** for messages from our Home to Flex Academic Counselor, *cynthia.polanco@scaleacademy.org* to access these materials. Students were also sent **invitations to join the School Counseling Google Classroom** via their SCALE student emails — please log into your student's SCALE gmail account (using their 2025–2026 email and password given for STAR) and accept the invitation as soon as possible to stay up to date on counseling department announcements and academic planning resources.
Middle School and High School students each have been invited to an additional Google Classroom tailored to their grade levels, with resources specific to their needs and interests.

Your partnership, dedication, and creativity as homeschool parents make a lasting difference. Thank you for inspiring your children to learn, grow, and discover their unique strengths each day. We look forward to partnering with you this school year to help every student reach their goals with confidence and joy.

Have a wonderful year!
💙 *The SCALE Counseling Team*

Exciting News – AVID Program Now Available for7th, 8th, 9th, and 10th Graders!

We are thrilled to announce that SCALE Leadership Academy-East will be offering the AVID (Advancement Via Individual Determination) program for students in grades 7 through 10! This is an incredible opportunity for students to build the skills they need to succeed in both high school and college.

What is AVID?
AVID is a nationally recognized program that focuses on helping students develop the critical thinking, collaboration, and organizational skills needed for academic success. The program is designed to ensure students are college- and career-ready by:

- Teaching effective study habits and organizational techniques
- Encouraging higher-level thinking and problem-solving
- Providing students with mentorship and support
- Offering enrichment activities that promote personal growth and leadership

Who Can Join AVID?
We are opening the AVID program to our 7th, 8th, 9th, and 10th graders who are motivated to succeed and are committed to working hard to achieve their academic and personal goals. Whether you need support with schoolwork or are looking to take on new challenges, AVID can help you reach your full potential.

Why Join AVID?

- **Grow Your WICOR Skills**: AVID helps students strengthen their **Writing, Inquiry, Collaboration, Organization, and Reading** skills, which are essential for success in all subjects.
- **Prepare for College and Career**: AVID provides the tools, resources, and support needed to be ready for college admissions and future career paths.
- **Be Part of a Strong, Tight-Knit AVID Family**: AVID creates a close community where students support and motivate each other, fostering both personal and academic growth.
- **Exciting Field Trips**: AVID students get to visit college campuses, giving them a first-hand look at university life and helping them envision their future.
- **Approved A-G Elective Course**: AVID is recognized as an A-G approved elective, which means it counts toward college admissions requirements.

How To Apply?
You can apply to the AVID program in one of two ways:

1. Reach out to your counselor for more information on the program and the application process.
2. **Easily apply by scanning the QR code on the flyer**! It will take you directly to the online application form

Get Connected, California!



Reliable Internet access at home is a basic need today for work, school, healthcare, and more. But too many families are struggling with the steep cost of Internet service. Now with the **Affordable Connectivity Program (ACP) discount, Home Internet can be Free.** The Affordable Connectivity Program can help eligible households reduce their monthly Internet bill up to $30. These households are also eligible for a one-time $100 discount when buying a laptop or tablet from participating providers.

The ACP eligibility and application process has been streamlined to make it easy for qualified households to start saving on their internet bill as soon as possible. To learn more about ACP and fill out an application, please visit: https://www.internetforallnow.org/ or call 866-745-2805.

Dear Parents,
Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

Description of Type 1 diabetes:
Usually develops in children and young adults but can occur at any age. According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively. The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production
As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.

The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors
Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis
Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes
- DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency.

Symptoms include:
- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

Glycated hemoglobin (A1C) test- A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

Random (non-fasting) blood sugar test- A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.

Fasting blood sugar test- A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

Oral glucose tolerance test . A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

If you have a 7th grader, download the diabetes notice below.

PDF **7th Grade Diabetes Notice.pdf** Download 320.6 KB

SCALE Leadership Academy East
SCALE is using Smore to create beautiful newsletters



SCALE Leadership Academy-East

1880 Compton Ave Suite 101 Corona CA 92881 ∗ (888) 315-4660

Individual Learning Plan (ILP)

Between SLA, Teacher of Record, Student, Academic Counselor & Parent/Guardian,

PART I: Student Information

Student Name: «Student_Name» **Gender:** «Gender»
Student Email: «Student_Email_scaleacademyorg» **Grade:** «Grade_level»
Special Status: «Special_Status» **Track:** «Track»
Parent/Guardian Name: «ParentGuardian_Name» **Parent Email**: «ParentGuardian_Email»

PART II: Course Enrollment & Grades

Fall Semester 25/26	Q1 Progress Grade	Semester 1 Grade	Spring Semester 25/26	Q3 Progress Grade	Semester 2 Grade

Graduation Plan: **HS Diploma:** **A-G:** **NCAA:** **Curriculum:**
Counselor: **Teacher of Record (TOR):** **TOR Email:**

PART III: College and Career Readiness

1. **What are your Academic Goals?:**
2. **What are your Career Goals?:**
3. **What are your Personal/Social Goals?:**
4. **What are your plans after high school (community college, 4-year university, workforce, etc.)**

5. **3 careers you are interested in?**
    1. **.**
    2. **.**
    3. **.**

6. 3 Colleges you are interested in?

1. **.**
2. **.**
3. **.**

PART IV: Diagnostic Testing

Reading GE	«Reading_Q1»	«Reading_Q2»	«Reading_Q3»
Math GE	«Math_Q1»	«Math_Q2»	«Math_Q3»

PART V: Interventions

EL Scores	**EL Writing Score:**	**EL Oral Score:**	**EL Reading Score:**	**EL Speaking Score:**
EL Interventions	**EL Writing Intervention:**	**EL Oral Intervention:**	**EL Reading Intervention:**	**EL Speaking Intervention:**

SST PLAN

SST Goal:

Intervention Description	**Frequency/ Duration**	**Persons Responsible**	**Monitoring tool/ Person Responsible**

504 Plan

Accommodation	Frequency/Duration	Persons Responsible

PART VI: SPED

SPED CASEWORKER:

SPED Accommodations:	
SAI Collaboration Meeting Notes:	

SPED Goal:			
Date:			
Percentage/Grade/Score			

(Ex: 9/10= 90%)			
Comments:			

Transitional Goals:

PART VII: G.O.A.L.S.

The student will:

1. Achieve a deep understanding and appreciation of other cultures.
2. Learn ways to become a global citizen.
3. Have opportunities for community building.
4. Develop life skills.
5. Set academic and personal goals.
6. Know what college is.
7. Know what is needed to go to college.
8. Do something nice for their community.
9. Participate in enrichment activities.
10. Discover their passions.

Discussion and Response

1. What are special things you do with your family (this is culture), throughout the year?

2. How can you be a global citizen and make the world a better place for you and others?

3. What are some ways to help in your neighborhood (community)?

4. It is important to learn how to do things for yourself. What are some important things (life skills) to do on your own?

5. List 1 personal and 1 academic goal for this school year.

6. What is college?

7. How do you prepare yourself before you go to college?

8. What can you do for someone in your neighborhood (community) that would help them?

9. What extra enrichment activities do you participate in? (music, sports, arts, etc.)

10. What do you love to do during your free time?

PART VIII: Capstone Project

This is a project a student does to demonstrate mastery of knowledge in the core curriculum. All capstone projects must encompass the student's four core areas of study (English, math, science, and social studies).

Capstone Topic: **Deadline:** **Final Grade:**

Steps	Completed/Not Completed
Step 1: Selecting a topic	
Step 2: Research	
Step 3: Prewriting	
Step 4: Rough Draft	
Presentation	

Ledger
Counselors
Teacher
EL Coordinator
SPED Teacher

SCALE Leadership Academy - East (230 Credits)

Advisory 40 Credits

History/Social Science 30 Credits

- World History A/B
- US History A/B
- American Government
- Economics

English 40 Credits

- English 9 A/B
- English 10 A/B
- English 11 A/B
- English 12 A/B

Mathematics 20 Credits

- Algebra 1 A/B or equivalent
- Approved Math course

Science 20 Credits

- Life Science/Biology
- Approved Physical Science

World Language, or Visual Performing Arts (VPA) 10 Credits

Physical Education 20 Credits

Health 5 Credits

Ethnic Studies (Starting Fall 2025) 5 Credits
commencing with pupils graduating in the 2029–30 school year

Personal Finance (Starting Fall 2026) 5 Credits
commencing with pupils graduating in the 2030-31 school year

Career Technical Education (CTE) 20 Credits

Elective Courses 15 Credits

Total credits required for graduation **230 Credits**

SCALE Leadership Academy - East Alternative Pathway (200 Credits)

History/Social Science 30 Credits

- World History A/B
- US History A/B
- American Government
- Economics

English 40 Credits

Mathematics 20 Credits

- Algebra 1 A/B or equivalent
- Approved Math course

Science 20 Credits

- Life Science/Biology
- Approved Physical Science course

World Language, or Visual Performing Arts (VPA) 10 Credits

- 10 credits

Physical Education 20 Credits

- 20 credits

Health

- 5 credits 5 Credits

Ethnic Studies (Starting Fall 2025) 5 Credits
commencing with pupils graduating in the 2029–30 school year

Personal Finance (Starting Fall 2026) 5 Credits
commencing with pupils graduating in the 2030-31 school year

Career Technical Education (CTE)

- 20 credits 20 Credits

Elective

- 25 credits 25 Credits

Total credits required for graduation **200 Credits**

AB 167/216 Graduation Requirements (140 Credits)

History/Social Science 30 Credits

- World History
- US History
- American Government/Economics

English 30 Credits

- English

Mathematics 20 Credits

- Algebra 1/Math 1
- Geometry/Int. Math 2

Science 20 Credits

- 10 credits of Life Science/Biology
- 10 credits of Physical Science

Visual Performing Arts (VPA)/World Language / CTE 10 Credits

- 10 credits

Physical Education 20 Credits

- 20 credits

Ethnic Studies (Starting Fall 2025) 5 Credits

commencing with pupils graduating in the 2029–30 school year

Personal Finance (Starting Fall 2026) 5 Credits

commencing with pupils graduating in the 2030-31 school year

Total credits required for graduation **140 Credits**

SCALE Leadership Academy - East

K-12 School
Charter School
Public
SCALE Leadership Academy - East
College Board Code: 052775

Course List Manager
Cristal Banuelos-Esparza
(909) 606-6045
cristal.banuelos-esparza@scaleacademy.org

Course List for: 2025-26

Printed On: 11/10/2025

A - History / Social Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
Acellus US Government *Civics / American Government*	1/2 Year / Online
Acellus US History I & II *U.S. History*	1 Year / Online
Acellus World History I *World History / Cultures / Historical Geography*	1/2 Year / Online
Acellus World History II Plus *World History / Cultures / Historical Geography*	1/2 Year / Online
AG US History *U.S. History*	1 Year / Online
American Government *Civics / American Government*	1/2 Year / Online
AP European History *World History / Cultures / Historical Geography*	1 Year / Online / UC Honors
AP Government and Politics United States *Civics / American Government*	1/2 Year / Online / UC Honors
AP United States History *U.S. History*	1 Year / Online / UC Honors
AP World History *World History / Cultures / Historical Geography*	1 Year / Online / UC Honors
Geography *U.S. History*	1 Year / Online
United States History Honors *U.S. History*	1 Year / Online / UC Honors
US Government *Civics / American Government*	1/2 Year / Online
US History *U.S. History*	1 Year / Online
US History A *U.S. History*	1/2 Year / Online
US History B *U.S. History*	1/2 Year / Online

World History AB *World History / Cultures / Historical Geography*	1 Year / Online
World History Honors *World History / Cultures / Historical Geography*	1 Year / Online / UC Honors

B - English

Title *Discipline*	Course Length / Learning Environment / UC Honors
Acellus American Literature - English III *English*	1 Year / Online
Acellus British Literature - English IV *English*	1 Year / Online
Acellus College Prep ? English IV *English*	1 Year / Online
Acellus High School English I *English*	1 Year / Online
Acellus High School English II *English*	1 Year / Online
American Literature - English III *English*	1 Year / Online
AP English Language and Composition *English*	1 Year / Online / UC Honors
AP English Literature and Composition *English*	1 Year / Online / UC Honors
ELD Level 1 *English as a Second Language (ESL) / English Language Development (ELD)*	1 Year / Online
ELD Level II *English as a Second Language (ESL) / English Language Development (ELD)*	1 Year / Online
English 10 AB *English*	1 Year / Online
English 11 AB *English*	1 Year / Online
English 12 *English*	1 Year / Online
English 9 Honors *English*	1 Year / Online / UC Honors
English 9AB *English*	1 Year / Online
English Honors 10 *English*	1 Year / Online / UC Honors
Honors English 11 *English*	1 Year / Online / UC Honors

C - Mathematics

Title	Course Length / Learning Environment / UC Honors

Discipline	
Acellus Advanced Algebra I *Algebra I*	1 Year / Online
Acellus Algebra II Plus *Algebra II*	1 Year / Online
Acellus Geometry Plus *Geometry*	1 Year / Online
Acellus Integrated Mathematics I *Mathematics I*	1 Year / Online
Acellus Integrated Mathematics II *Mathematics II*	1 Year / Online
Acellus Integrated Mathematics III *Mathematics III*	1 Year / Online
Acellus Pre Calculus *Pre-Calculus*	1 Year / Online
Acellus Trigonometry *Other Advanced Mathematics*	1/2 Year / Online
AG Algebra 2 *Algebra II*	1 Year / Online
Algebra 1AB *Algebra I*	1 Year / Online
Algebra 2AB *Algebra II*	1 Year / Online
AP Calculus AB *Calculus*	1 Year / Online / UC Honors
AP Calculus BC *Calculus*	1 Year / Online / UC Honors
AP Computer Science A *Computer Science*	1 Year / Online / UC Honors
AP Statistics *Statistics*	1 Year / Online / UC Honors
Calculus *Calculus*	1 Year / Online
Consumer Math *Mathematics I*	1 Year / Online
Geometry AB *Geometry*	1 Year / Online
Integrated Math I Honors *Mathematics I*	1 Year / Online
Integrated Math II Honors *Mathematics II*	1 Year / Online
Integrated Math III Honors *Mathematics III*	1 Year / Online
Mathematical Reasoning with Connections (MRWC) *Other Advanced Mathematics*	1 Year / Online
Statistics *Statistics*	1 Year / Online

D - Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
Acellus Earth Science *Biology/Earth & Space Sciences*	1 Year / Online
Acellus General Biology *Biology / Life Sciences*	1 Year / Online
Acellus General Chemistry *Chemistry*	1 Year / Online
Acellus General Physics *Physics*	1 Year / Online
Acellus Honors Biology *Biology / Life Sciences*	1 Year / Online
Acellus Honors Chemistry *Chemistry*	1 Year / Online
Acellus Honors Physics *Physics*	1 Year / Online
AP Biology *Biology / Life Sciences*	1 Year / Online / UC Honors
AP Chemistry *Chemistry*	1 Year / Online / UC Honors
AP Environmental Science *Interdisciplinary Sciences*	1 Year / Online / UC Honors
AP Physics 1 *Physics*	1 Year / Online / UC Honors
Biology AB *Biology / Life Sciences*	1 Year / Online
Chemistry *Chemistry*	1 Year / Online
Earth Science *Physics/Earth & Space Sciences*	1 Year / Online
Environmental Science AB *Interdisciplinary Sciences*	1 Year / Online
Integrated Science I *Integrated Science 1*	1 Year / Online
Integrated Science II *Integrated Science 2*	1 Year / Online
Integrated Science III *Integrated Science 3*	1 Year / Online
Physical Science I *Integrated Science 1*	1 Year / Online
Physics *Physics*	1 Year / Online

E - Language Other than English

Title *Discipline*	Course Length / Learning Environment / UC Honors
Acellus French I *LOTE Level 1*	1 Year / Online
Acellus German I	1 Year / Online

LOTE Level 1	
Acellus Spanish I *LOTE Level 1*	1 Year / Online
Acellus Spanish II *LOTE Level 2*	1 Year / Online
AG Arabic II AB *LOTE Level 2*	1 Year / Online
AG Spanish 2AB *LOTE Level 2*	1 Year / Online
Arabic 1AB *LOTE Level 1*	1 Year / Online
Arabic 2AB *LOTE Level 2*	1 Year / Online
ASL *LOTE Level 1*	1 Year / Online
ASL 2 A/B *LOTE Level 2*	1 Year / Online
French II *LOTE Level 2*	1 Year / Online
German II *LOTE Level 2*	1 Year / Online
Japanese 1 *LOTE Level 1*	1 Year / Online
Japanese 2 *LOTE Level 2*	1 Year / Online
Korean 2 *LOTE Level 2*	1 Year / Online
Latin 1 *LOTE Level 1*	1 Year / Online
Latin 2 *LOTE Level 2*	1 Year / Online
Mandarin 2 *LOTE Level 2*	1 Year / Online
Spanish 1AB *LOTE Level 1*	1 Year / Online
Spanish 2 *LOTE Level 2*	1 Year / Online
Spanish 3 *LOTE Level 3*	1 Year / Online
Spanish 4 *LOTE Level 4+*	1 Year / Online

F - Visual & Performing Arts

Title *Discipline*	Course Length / Learning Environment / UC Honors
3D Printing and Design *Visual Arts*	1 Year / Online
Advanced Media Broadcasting *Visual Arts*	1 Year / Online

AP Drawing *Visual Arts*	1 Year / Online / UC Honors
Art *Visual Arts*	1 Year / Online
Art 1 *Visual Arts*	1/2 Year / Online
Art History and Music Appreciation *Music*	1 Year / Online
Audio Production *Visual Arts*	1 Year / Online
Audio/Video Production 2 *Visual Arts*	1 Year / Online
Collaborative Theatre *Theater*	1 Year / Online
Dance HS *Dance*	1 Year / Online
Digital Marketing *Visual Arts*	1 Year / Online
Digital Marketing 1 *Visual Arts*	1 Year / Online
Drawing *Visual Arts*	1 Year / Online
Film *Visual Arts*	1 Year / Online
Film Production II *Interdisciplinary Arts*	1 Year / Online
Film Production *Visual Arts*	1 Year / Online
Graphic Design *Visual Arts*	1 Year / Online
Graphic Design 1AB *Interdisciplinary Arts*	1 Year / Online
History of Rock N' Roll *Music*	1 Year / Online
Instrumental Music I *Music*	1 Year / Online
Media Broadcasting *Visual Arts*	1 Year / Online
Music Appreciation *Music*	1 Year / Online
Music Appreciation AB *Music*	1 Year / Online
Music Fundamentals and Digital Music Exploration *Music*	1 Year / Online
Music Theory *Music*	1 Year / Online
Performing Arts *Theater*	1 Year / Online
Photography *Visual Arts*	1 Year / Online

Photography 1 *Visual Arts*	1 Year / Online
Photography 3 *Visual Arts*	1 Year / Online
Video Production *Interdisciplinary Arts*	1 Year / Online
Visual Arts *Visual Arts*	1 Year / Online
Visual Media Design *Visual Arts*	1 Year / Online
Voice: Foundations 1 *Music*	1 Year / Online
Voice: Foundations 2 *Music*	1 Year / Online

G - College - Preparatory Elective

Title *Discipline*	Course Length / Learning Environment / UC Honors
Accelus Health *Interdisciplinary*	1/2 Year / Online
Acellus Business Management *Interdisciplinary*	1 Year / Online
Acellus Economics *History / Social Science*	1/2 Year / Online
Acellus Electrical Technology I *Interdisciplinary*	1 Year / Online
Acellus Electrical Technology II *Interdisciplinary*	1 Year / Online
Acellus Geography *History / Social Science*	1/2 Year / Online
Acellus HVAC-R I *Interdisciplinary*	1 Year / Online
Acellus HVAC-R II *Interdisciplinary*	1 Year / Online
Acellus Information Management I *Interdisciplinary*	1 Year / Online
Acellus Information Management II *Interdisciplinary*	1 Year / Online
Acellus Medical Terminology *Interdisciplinary*	1 Year / Online
Acellus Personal Finance *History / Social Science*	1/2 Year / Online
Acellus Plumbing Technology I *Interdisciplinary*	1 Year / Online
Acellus Plumbing Technology II *Interdisciplinary*	1 Year / Online
Acellus Principles of Business, Marketing, and Finance *Interdisciplinary*	1 Year / Online

Acellus Psychology *History / Social Science*	1/2 Year / Online
Advanced Graphic Design *Visual & Performing Arts*	1 Year / Online
AG Economics *History / Social Science*	1/2 Year / Online
AP Psychology *History / Social Science*	1 Year / Online / UC Honors
ASB *Interdisciplinary*	1 Year / Online
AVID 10 Virtual *Interdisciplinary*	1 Year / Online
AVID 11 Virtual *Interdisciplinary*	1 Year / Online
AVID 12 Virtual *Interdisciplinary*	1 Year / Online
AVID 9 *Interdisciplinary*	1 Year / Online
AVID 9 Hybrid *Interdisciplinary*	1 Year / Online
Business Math *Mathematics*	1 Year / Online
Business Skills *Interdisciplinary*	1 Year / Online
College and Career Readiness *Interdisciplinary*	1 Year / Online
College and Career Skills *Interdisciplinary*	1/2 Year / Online
Computer Science *Interdisciplinary*	1 Year / Online
Computer Skills *Interdisciplinary*	1/2 Year / Online
Creative Writing AB *English*	1 Year / Online
Culinary A *Interdisciplinary*	1/2 Year / Online
Culinary Arts 2 A/B *Interdisciplinary*	1 Year / Online
Culinary B *Interdisciplinary*	1/2 Year / Online
Digital Marketing 2 *Interdisciplinary*	1 Year / Online
Entrepreneurship *Interdisciplinary*	1 Year / Online
E-Sports *Interdisciplinary*	1/2 Year / Online
ETHNIC STUDIES *Interdisciplinary*	1/2 Year / Online
High School Psychology *History / Social Science*	1 Year / Online

Introduction to Ethnic Studies *History / Social Science*	1/2 Year / Online
Investigating Careers *Interdisciplinary*	1 Year / Online
Journalism *Interdisciplinary*	1 Year / Online
Life Skills *Interdisciplinary*	1 Year / Online
Medical Terminology *Interdisciplinary*	1 Year / Online
Medical Terminology 2A *Science ? Biology / Life Sciences*	1/2 Year / Online
Medical Terminology Semester 2B *Interdisciplinary*	1/2 Year / Online
Multimedia I *Interdisciplinary*	1 Year / Online
Personal Finance A *Interdisciplinary*	1/2 Year / Online
Philosophy *History / Social Science*	1 Year / Online
Principles of Economics *History / Social Science*	1/2 Year / Online
PUBLIC SPEAKING *Interdisciplinary*	1 Year / Online
Social and Emotional Learning *Visual & Performing Arts*	1/2 Year / Online
Sociology *History / Social Science*	1/2 Year / Online
Sports Health *Interdisciplinary*	1 Year / Online
Sports Management *Interdisciplinary*	1 Year / Online
Zoology A/B *Science ? Biology / Life Sciences*	1 Year / Online

SCALE Leadership Academy-East Tutoring Program, Progress Monitoring & Growth Goals

1. Purpose

This protocol ensures consistent, data-driven support for all students participating in the tutoring program. It outlines procedures for using **STAR 360 Reading and Math assessments** to identify learning needs, monitor progress, and measure growth over four instructional cycles throughout the school year.

2. Scope

This protocol applies to all **SCALE teachers, tutors, and administrators** supporting the tutoring program, including:

- **One-on-One Virtual Tutoring** (Exact Path or Freckle)
- **Group Virtual Tutoring** (Standards Plus)
- **All students identified through STAR 360 diagnostics**

3. Tutoring & Assessment Calendar

Cycle	Focus	Week 6 Activity
Cycle 1	Baseline instruction and initial growth monitoring	Administer and record STAR 360 Reading and/or Math assessments
Cycle 2	Targeted instruction on priority standards based on Cycle 1 data	Administer and record STAR 360 Reading and/or Math assessments
Cycle 3	Standards mastery and continued individual skill development	Administer and record STAR 360 Reading and/or Math assessments

Cycle 4	Final growth cycle and post-assessment	Administer and record STAR 360 Reading and Math assessments; finalize growth summary

Each session cycle includes **six weeks of instruction** followed by **STAR 360 testing and data review**.

4. Assessment Tools

- **STAR 360 Diagnostic/Custom (Renaissance):** Used for baseline testing and post-assessment after each instructional cycle.
- **Exact Path (Grades 2–8):** Provides personalized online learning paths aligned to individual STAR 360 results.
- **Freckle (High School):** Offers standards-aligned skill practice for individualized instruction.
- **Standards Plus:** Curriculum resource for group sessions focused on targeted grade-level standards.

5. Data Entry & Reporting Procedures

1. **Tutors** administer STAR 360 assessments during **Week 6** of each cycle.
2. **Tutors** enter scale scores and grade equivalents into the **STAR 360 Data Tracker** by **Friday of Week 6**.
3. The **Tutor Coordinator** reviews all entries for accuracy and ensures completion by the designated deadline.
4. The **Tutor Coordinator** cross-references attendance and growth data to identify students needing additional support.
5. In collaboration with the **Principal**, the **Tutor Coordinator** verifies alignment between STAR 360 data and the Renaissance platform.
6. Results are shared with:
    - **Teachers of Record**

- **Parents**

6. Data Review & Action Protocol

Following each STAR 360 testing window:

1. The **Tutor Coordinator** generates a **Cycle Data Report** highlighting:
    - Students meeting or exceeding growth goals
    - Students requiring reassignment
2. **Tutors** review class-level data to adjust instruction for the upcoming cycle.
3. **Teachers** review individual student progress and assist in setting new 6-week learning goals.
4. The **Tutor Coordinator** monitors attendance and participation trends and communicates with families if concerns arise.

7. Progress Monitoring

- **Cycle 1 (Baseline):** Establishes student starting points for growth.
- **Cycles 2–3 (Progress):** Measures ongoing growth by comparing STAR 360 data to baseline and tracking scale-score gains.
- **Cycle 4 (Final Review):** Evaluates cumulative growth across all four cycles.

Students not meeting growth targets are reviewed for additional supports, such as extended sessions or individualized tutoring.

8. Communication & Accountability

- **Weekly reviews** will address attendance, engagement, and progress trends.
- **Progress summaries** are shared with teachers and parents at the end of each 6-week cycle.

- The **Tutor Coordinator** maintains the **Master Tutor Schedule Tracker**, which includes each student's scale scores, grade equivalents, and attendance records to monitor program-wide performance.

9. Program Evaluation

At the end of the final cycle:

1. The **Administrative Team** will calculate the overall percentage of students meeting or exceeding growth targets.
2. Results will be summarized in the **End-of-Year Tutoring Report**.
3. Data trends will be analyzed to inform the following year's:
    - Tutor assignments
    - Curriculum adjustments
    - Student grouping and scheduling strategies
4. Growth outcomes will also be included in the **LCAP Student Achievement Summary**.

SCALE Leadership Academy-East
1880 Compton Ave., Corona, CA 92881
www.scaleacademy.org
888- 315- 4660

Assessment Testing Protocols (State & Local)

1) Purpose & Scope:

- These protocols govern planning, administration, security, accommodations, data quality, and reporting for state and local assessments (CAASPP/CAST/CAA, ELPAC—Initial & Summative, STAR 360, Physical Fitness Test, Multitudes). They apply to all staff involved in assessment and to all testing settings used by the school

2) Roles & Responsibilities

- **LEA Testing Coordinator (Assessment Coordinator):** Publishes the annual assessment calendar, ensures staff training/certification; oversees security, accommodations, incident response, and data submissions; communicates with leadership.
- **Test Administrators/Proctors:** Complete annual training and security affidavits; follow scripts; verify student identity; implement designated supports/accommodations as documented; maintain a standardized environment; log anomalies.
- **IT:** Prepares devices (secure browser, updates), headsets/mics for speaking/listening tests, bandwidth checks, and on-call support.
- **Data Team:** Runs completeness checks, reconciles rosters, validates accommodations flags, and distributes score reports.

3) Scheduling Protocols

- **Windows:** All state tests are scheduled within the official CDE/ETS windows; local assessments (STAR 360) follow the three-window model (Fall/Winter/Spring) published on the Assessment Calendar.

4) Training & Certification

- All coordinators and proctors **complete annual training** and sign security/confidentiality affidavits before receiving access.
- Quick-start guides and proctor scripts are distributed
- Staff administering accessibility features receive supplemental training on correct implementation.

5) Test Security & Ethics

- **Secure Materials & Access:** Test tickets, rosters, scratch paper, and any printed passages/items are treated as secure and collected/shredded per guidance. No photographing, copying, discussing specific test items, or coaching.
- **Environment**: Phones and unapproved aids are off and put away; only approved supports in the room; seating arranged to minimize viewing others' screens.
- **Incident Response:** Any irregularity or potential breach is reported the same day to the LEA Coordinator, who determines whether an appeal/reset is required in the state system and documents the resolution.

6) Technology & Logistics

- **Devices:** State secure browser installed and tested prior to window; battery ≥ 50% or plugged in; headphones/microphones provided.
- **Identity Verification:** Proctors verify student identity against rosters before login.
- **Room Readiness:** Visible aids covered; clocks allowed; "Testing—Do Not Disturb" signage on doors; quiet-zone protocols.

7) Accessibility, Designated Supports & Accommodations

- **Documentation:** All supports come from a student's IEP/504/EL plan or are approved designated supports; they are set in advance in the test management system.
- **Consistency:** What a student routinely uses in instruction is what they receive in testing (when permitted).
- **Implementation:** Proctors verify settings before testing
- **Small-Group/1:1:** Provided when noise, read-aloud, or assistive tech requires it.
- **Language Supports:** Only supports permitted by test and subject are used; bilingual dictionaries/glossaries or translations are provided **only** where allowed.

8) Assessment-Specific Protocols

A. CAASPP/CAST/CAA

- **Eligibility & Participation:** All enrolled students in tested grades/subjects participate unless exempt **per state rules**. Alternate assessments (CAA) administered only for students with IEP determination.
- **Administration:** Sessions scheduled to minimize fatigue (e.g., ELA and Math on separate days; breaks built in).

Make-Ups & Pauses: If a session is interrupted, follow pause/restart rules

- **Reporting:** LEA Coordinator verifies completion status, resolves flagged tests. Family Individual Student Score Reports are distributed per state timelines.

B. ELPAC (Initial & Summative)

- **Identification & Consent:** Home Language Survey triggers review; for **Initial ELPAC**, testing occurs **within the required enrollment timeline**; for Summative, students test annually within the official window.
- **Mode:** Speaking is 1:1; Listening/Reading/Writing per grade format; headsets for K–12 listening/speaking as required.
- **Accommodations:** As documented; translated directions and testing variations follow ELPAC manuals.
- **Reclassification Workflow (local):** After Summative score release, the EL team runs the reclassification review (test results + local criteria) and records outcomes in SIS; families are notified.

C. Local Benchmark/Screener (STAR 360; K–2 reading screener)

- **Windows:** Three windows published on the calendar (STAR 360)
- **Standardization:** Quiet environment; proctor script; no coaching; one device per student; valid headset check for early literacy.

Retesting Rules: Only permitted for clear irregularities (device failure, illness, or aberrant time/score) and within the same window; all resets documented by the Assessment Coordinator.

- **Family Notification (screeners):** Families receive notice of purpose, dates, and how to request an opt-out **when required by law**; responses are logged and respected.
- **Data Use:** Teachers receive results within 48–72 hours with groupings for intervention/extension; grade-level teams set goals and progress checks.

D. Physical Fitness Test (PFT)

- **Safety:** Pre-activity health screening and parent awareness; students with medical restrictions receive allowable alternatives.
- **Administration:** Trained staff follow the official protocols for each component; standardized recording sheets used; make-ups scheduled for absences.
- **Data Quality:** Double-entry or verification step before submission..

9) Data Quality & Submission

- **Pre-Admin:** Rosters validated against SIS; accommodations flags loaded; device checks completed.
- **In-Window:** Daily completion dashboards; unresolved accommodations or paused tests cleared within 24 hours.
- **Post-Admin:** Completion audit, anomalies resolved, and certification/submission by the LEA Coordinator.
- **Privacy:** All data handled under FERPA and state privacy rules; only authorized personnel access identifiable results.

11) Communication & Reporting

- **Families:** Required state reports and local summaries are shared in plain language; translations provided where needed.
- **Staff:** Teachers receive class results and next-step guidance; leadership receives schoolwide summaries and subgroup analyses.
- **Board/District:** Aggregate results and participation summaries are included in annual reporting (e.g., LCAP, charter annual report).

12) Record Retention

- Keep the following (electronic OK) for the legally required period: training certificates and affidavits, test schedules and room plans, accommodation logs, irregularity reports and appeals, secure material logs, parent notices/opt-out records (where applicable), completion checklists, and submission confirmations.

SLA Assessment Calendar | 2026-2027

JULY '26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

7/4 Independence Day

AUGUST '26

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
29	30					

SEPTEMBER '26

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/7 Labor Day
9/8 Writing Benchmark Begins (All Tracks)
9/8 STAR #1 Begins (All Tracks)
9/8 Multitudes Begins (Track A, KN-2nd)
9/14 Multitudes Begins (Track B, 1st & 2nd)

OCTOBER '26

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/8 Writing Benchmark Ends (All Tracks)
10/8 STAR #1 Ends (All Tracks)
10/08 Multitudes Ends (Track A KN-2nd / Track B 1st-2nd)
10/12 Indigenous People's Day
10/13 Multitudes Begins (Track C, 1st & 2nd)

NOVEMBER '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11/6 Multitudes Ends (Track C, 1st & 2nd)
11/9 Multitudes Begins (Track C, Kinder)
11/11 Veterans Day
11/26 Thanksgiving Day
11/30 Multitudes Begins (Track D, KN-2nd)
11/30 STAR #2 Begins (All Tracks)

DECEMBER '26

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12/4 Multitudes Ends (Track C, Kinder)
12/18 STAR #2 Ends (All Tracks)
12/18 Multitudes Ends (Track D, KN-2nd)
12/25 Christmas Day

JANUARY '27

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1/1 New Year's Day
1/4 Multitudes Begins (Track B, Kinder)
1/18 Dr. Martin Luther King, Jr. Day

FEBRUARY '27

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2/1 Summative ELPAC Begins
2/1 Physical Fitness Test Begins
2/4 Multitudes Ends (Track B, Kinder)
2/8 Writing Benchmark Begins (All Tracks)
2/15 Presidents' Day

MARCH '27

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3/8 Writing Benchmark Ends (All Tracks)
3/8 STAR #3 Begins (All Tracks)
3/31 César Chávez Day

APRIL '27

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4/16 STAR #3 Ends (All Tracks)

MAY '27

S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5/3 CAASPP Begins (All Tracks)
5/31 ELPAC/PFT Ends (All Tracks)
5/31 Memorial Day

JUNE '27

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

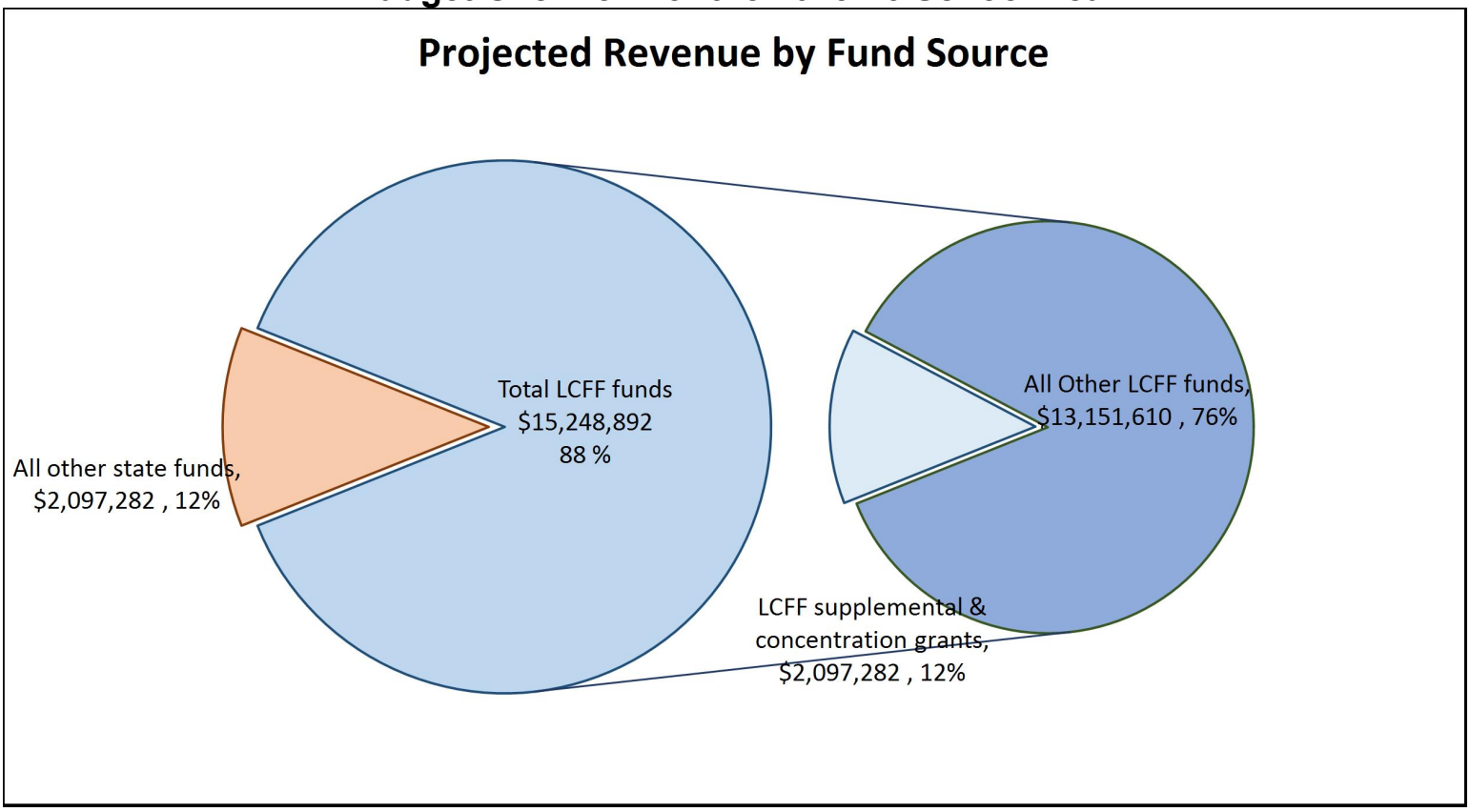
6/4 CAASPP Ends (All Tracks)
6/19 Juneteenth

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Unified School District- SCALE Leadership Academy East
CDS Code: 33 67181 0138610
School Year: 2025-26
LEA contact information:
Chris Shockley
Executive Director
chris.shockley@scaleacademy.org
888-315-4660 ext. 104

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

Budget Overview for the 2025-26 School Year

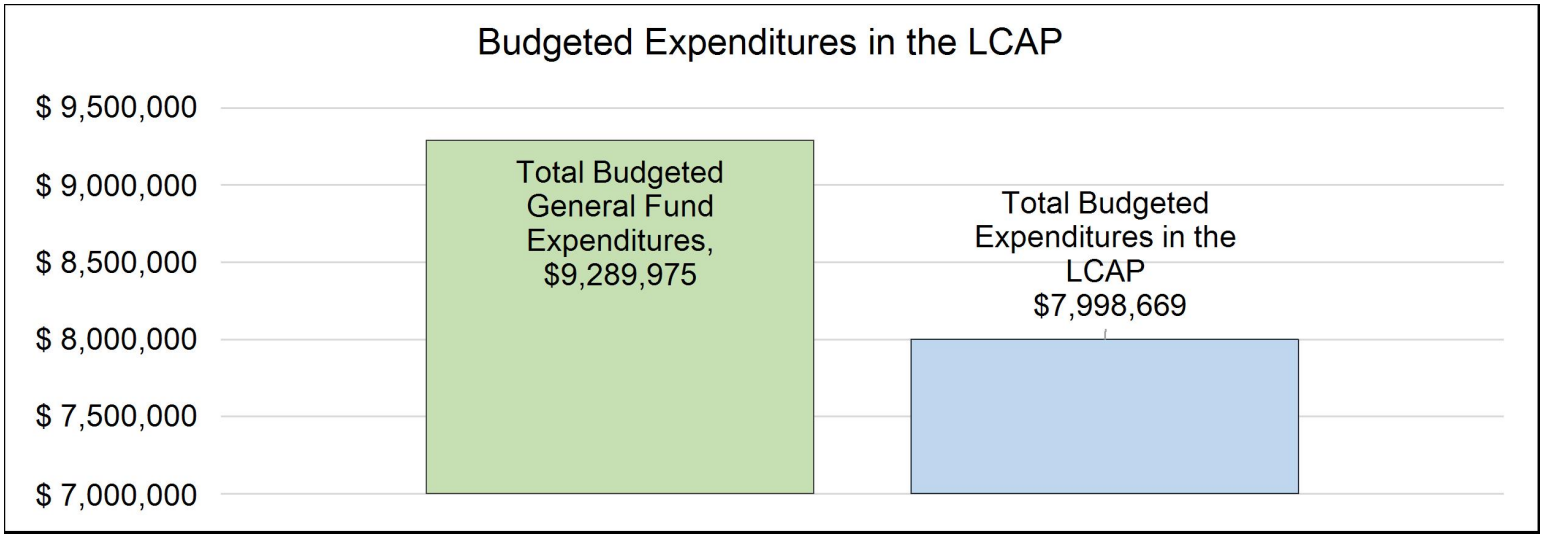


This chart shows the total general purpose revenue Palo Verde Unified School District- SCALE Leadership Academy East expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

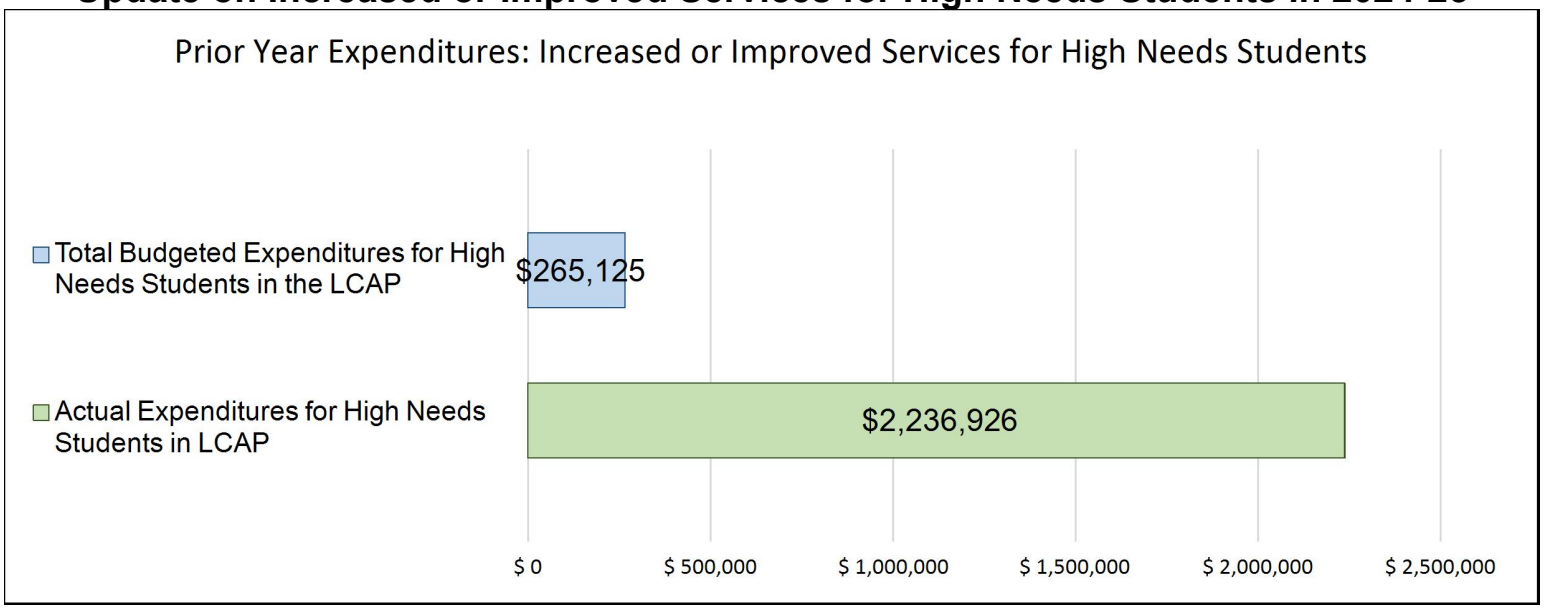
The text description of the above chart is as follows: Palo Verde Unified School District- SCALE Leadership Academy East plans to spend $$9,289,974.93 for the 2025-26 school year. Of that amount, $$7,998,668.93 is tied to actions/services in the LCAP and $$1,291,306.00 is not included in the LCAP. The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

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

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

LCFF Budget Overview for Parents

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



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

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

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

42% are identified as socially and economically disadvantaged

17.69% are English learners

7.36% receive special education services

5.13% are experiencing homelessness

5% are foster youth

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

Vision Statement

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

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

Perform at their personal best and recognize their strengths

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

Communicate effectively and demonstrate readiness for college or career pathways

Embrace leadership and civic responsibility as 21st-century learners

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

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

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

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

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

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

Goal Analysis [2024-25]

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

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

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

Implementation of Actions:

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

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

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

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

Challenges:

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

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

Successes:

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

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

Increased staff compliance with required safety training and certifications.

Positive feedback from families regarding course availability and flexibility.

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

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

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

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

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

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

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

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

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

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

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

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

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

2023–24 School Year

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

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

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

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

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

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

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

Actions

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis [2024-25]

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

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

During the 2023–24 year, SCALE Leadership Academy–East focused on laying the groundwork for full implementation of the adopted CA content and ELD standards. Each action under Goal 2 was initiated primarily as a “foundation year” effort:
Action 2.1 (ELL Teaching Resources) and Action 2.2 (ELL Professional Developments) provided two introductory ELD training sessions (SDAIE techniques and Rosetta Stone basics). Every teacher attended, satisfying the training requirement, but follow-up coaching was not yet in place. As a result, while teachers gained exposure to foundational SDAIE strategies and basic Rosetta Stone usage, many struggled to weave those approaches into daily instruction.

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

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

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

Action 2.6 (Parent and Family Engagement)

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

Action 2.7 (Progress in English Learner Progress Indicator & Reclassification)
While a reclassification committee was formed, much of Year 1 was dedicated to the ELD Coordinator learning the RFEP process—understanding district protocols, tracking PL 4 candidates, and assisting families in gathering documentation. The actual implementation of systematic follow-up with PL 4 students and families was still being developed. Consequently, only a small subset of PL 4 ELs moved through reclassification in 2023–24, as the Coordinator's primary tasks involved building the foundation for a robust RFEP workflow rather than full-scale execution.

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

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

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

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

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

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

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

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

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

Reflecting on Year 1, we recognized that "awareness" was not enough; we needed deeper implementation support and greater consistency. Therefore, we made the following modifications for 2024–25:
Deeper, Ongoing Teacher Coaching (2.1 & 2.2):

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

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

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

EL Data Dashboards (2.3):

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

Refined Cohorting Procedures (2.4 & 2.5):

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

Expanded the EL Hybrid Course curriculum to include differentiated modules for each ELPI level, ensuring every student sees content at their exact proficiency band.
Implemented pull out program for ELL students apart from the weekly ELPI level groups

Enhanced Parent Outreach (2.6):

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

Improved outreach from the ELD coordinator to ELL families

Streamlined Reclassification Pipeline (2.7):

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

Established proper RFEP procedures

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

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

Actions

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Academic Performance:

A1.0: Performance on CAASPP exams in ELA and Math.
A1.1-A1.3: Specific improvement targets for African American, SPED, and Hispanic students.

College and Career Readiness:

B1.0-D1.0: Completion of A-G requirements and CTE pathways.
D1.1: Reducing the percentage of students not prepared.

Advanced Placement and College Preparedness:

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

Course Offerings and Participation:

H1.0-I1.0: Offering A-G approved courses, dual enrollment opportunities, and CTE courses.
J1.0-K1.0: Proficiency in core academic areas for elementary and middle school students.

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

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

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

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

Measuring and Reporting Results

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis [2024-25]

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

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

Goal 3 focused on broadening multiple indicators of student achievement—ranging from CAASPP and Star 360 growth to college and career readiness, A-G coursework, CTE pathways, and dual enrollment opportunities. In Year 1 (2023–24), our primary emphasis was on building a reliable data foundation and beginning to roll out our planned actions:
Data Foundations & Early Training (Metrics 3.1–3.8):

We assessed and cleaned CAASPP and Star 360 data so teachers could see who had valid scores in both ELA and Math (Metric 3.1). This included matching SSIDs to ensure accuracy and identifying students who were Level 3 or above, those demonstrating growth (SGP = 30), and those needing more support.
We trained teachers on how to run Renaissance (Star 360) reports, track subgroups (African American, EL, SPED, Homeless, Hispanic), and deliver data-driven instruction. Because our SIS initially lacked complete Star 360 growth data integration, some baseline numbers were missing or required manual correction.
Our first parent outreach efforts informed families about CAASPP and assessment protocols, though these were introductory steps and not yet full workshops.

College & Career Pathways (Metrics 3.9–3.22):
A-G and CTE Pathways (Metrics 3.9–3.12): We began tracking A-G completion rates (34.1 percent vs. 40 percent goal) and CTE pathway completion (22.7 percent vs. 40 percent goal). We ensured that all non-A-G/CTE completers with at least one CTE course were connected to post-secondary certification options.
College Readiness and Dual Enrollment (Metrics 3.13–3.18): We set three-year benchmarks for reducing “Not Prepared” students and began projecting improvements (from 50 percent to 36.4 percent “Not Prepared”). We hired two additional counselors, we are pursuing Level II AP authorization, and fully informed students about dual enrollment (CCAP partnership with Norco College).
High School CTE Completion & Recognition (Metrics 3.19–3.20): We tracked CTE course completions—83.3 percent of CTE participants in grade 12 vs. a 90 percent cohort goal—and ensured 100 percent of students were aware of academic recognition opportunities (Golden State Merit Diploma, etc.).
Elementary & Middle School Core Proficiency (Metrics 3.21–3.22): We measured final course grades across core subjects, noting that 91.9 percent of TK–6 students and 86.7 percent of 7–8 students met proficiency benchmarks (vs. 90 percent targets).

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

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

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

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

Strengths:

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

Challenges:

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

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

Strengths:

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

Areas Needing Growth:

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

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

Based on insights from Year 1 implementation, SCALE Leadership Academy-East has made targeted adjustments to improve Goal 3 outcomes in 2024–25. These changes focus on strengthening data systems, refining interventions, expanding access to college and career pathways, and deepening family engagement.
Data Systems & Teacher Supports (Metrics 3.1–3.8):

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

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

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

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

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

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

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

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

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

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

Ongoing Monitoring & Adjustments:

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

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

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

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

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

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

Actions

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

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

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

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

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

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

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

Goal Analysis [2024-25]

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

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

Goal 4 was implemented to foster high levels of parent engagement and improve the overall school climate. The LEA emphasized structured opportunities for parent input, regular communication, and inclusive engagement strategies. Key actions included biannual parent-teacher conferences, ILP reviews, stakeholder surveys, parent workshops, and School Site Council participation.
The implementation remained closely aligned with the original plan. A notable success was the increase in parent participation during both rounds of conferences, with rates rising from 95% in the first semester to 97% in the second. The school also met its goal of offering trainings linked to student learning and social-emotional development by conducting five parent workshops through partnerships with eLuma and the

counseling team. Parent feedback was consistently solicited through surveys, newsletters, and digital platforms like Google Classroom and Remind.
Challenges were minimal, with the primary focus now shifting from implementation to expanding the depth and frequency of offerings. Additionally, the school successfully met its baseline for stakeholder satisfaction, with 80% of parents, students, and staff reporting a positive perception of school climate.

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

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

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

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

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

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

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

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

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

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

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

Based on Year 1 implementation and outcomes, the goal, metrics, and actions will largely remain the same, as they have proven effective. However, enhancements are planned in the following areas:
Increase the number of parent workshops next year to further support academic and emotional development at home.

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

Continue refining feedback loops through more timely and diverse surveys.

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

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

Actions

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis [2024-25]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Actions

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

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

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Limited Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Concentration Grant Funding

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

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

SCALE Leadership Academy East

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	SCALE Leadership Academy East
Street	1880 Compton Ave
City, State, Zip	Corona, CA 92881
Phone Number	(888) 315-4660
Principal	LaToya Carter
Email Address	latoya.carter@scaleacademy.org
School Website	https://www.scaleacademy.org/
Grade Span	TK-12
County-District-School (CDS) Code	33 67181 0138610

2025-26 District Contact Information

District Name	Palo Verde Unified School District- SCALE Leadership Academy East
Phone Number	(760) 922-4164
Superintendent	April Smith
Email Address	asmith@pvusd.us
District Website	www.pvusd.us

2025-26 School Description and Mission Statement

Our Mission at SCALE Leadership Academy-East is to establish a TK-12th grade independent, 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:

1. Are prepared to perform to their individual best and identify personal strengths to achieve success.

2. Utilize technological resources and problem-solving to execute life skills and learning.

3. Are motivated and can effectively communicate how to succeed and have had an awareness of college expectations.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	62
Kindergarten	114
Grade 1	105
Grade 2	112
Grade 3	120
Grade 4	103
Grade 5	107
Grade 6	101
Grade 7	129
Grade 8	117
Grade 9	52
Grade 10	59
Grade 11	43
Grade 12	36
Total Enrollment	1,261

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.8
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	11.5
Black or African American	17
Filipino	0.2
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.1
White	50.7
English Learners	16.2
Foster Youth	0.2
Homeless	3.3
Socioeconomically Disadvantaged	56.4
Students with Disabilities	6.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.2	18.65	101.9	62.13	234405.2	84
Intern Credential Holders Properly Assigned	0	0.14	8	4.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	14.98	16	9.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.3	47.54	22	13.43	11953.1	4.28
Unknown/Incomplete/NA	5.2	18.62	16	9.77	15831.9	5.67
Total Teaching Positions	28	100	164	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.2	21.59	102.7	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7	4.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	16.07	18.3	11.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	18	62.3	25.3	15.76	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.6	4.76	14303.8	5.15
Total Teaching Positions	28.9	100	161	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.5	17.66	95	59.61	230039.4	100
Intern Credential Holders Properly Assigned	0.5	1.59	4.5	2.82	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.3	10.57	17.3	10.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	19.2	61.16	30.6	19.2	12112.8	4.34
Unknown/Incomplete/NA	2.8	8.99	11.9	7.5	13705.8	4.91
Total Teaching Positions	31.4	100	159.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.6	0.6
Misassignments	4.20	3.9	2.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.20	4.6	3.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.1	0
Local Assignment Options	13.30	17.9	19.2
Total Out-of-Field Teachers	13.30	18	19.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.3	21.6	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.9	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

SCALE Leadership Academy East utilizes state-aligned digital instructional materials to support instruction across all core subject areas. The primary instructional resource for Reading/Language Arts, Mathematics, Science, and History–Social Science, Foreign Language, Health and Visual Performing Arts is the Acellus Learning System, an online platform that provides curriculum, assessments, and instructional resources aligned to California content standards.

As a non-classroom-based charter school, all students are issued the necessary technology and credentials to access instructional materials. Upon enrollment and through ongoing monitoring, the school verifies that 100% of students have sufficient access to required instructional materials.

Instructional materials sufficiency applies to all enrolled students, including those participating in the school's homeschool and independent study programs. Homeschool instructional materials are reviewed and approved by a credentialed teacher to ensure alignment with California content standards, and the school verifies that all homeschool students have sufficient access to required instructional materials. As of January 5, 2026, no insufficiencies were identified.

Year and month in which the data were collected	1/ 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0
Mathematics	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0
Science	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0
History-Social Science	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0
Foreign Language	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0
Health	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0
Visual and Performing Arts	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0
Science Laboratory Equipment (grades 9-12)	Acellus Learning System (Digital Instructional Materials)/Most Recent Adoption: N/A – Digital/Ongoing	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

SCALE is a non-classroom based school

Year and month of the most recent FIT report	2/13/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			none

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	34	36	29	29	47	48
Mathematics (grades 3-8 and 11)	24	31	16	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	852	811	95.19	4.81	36.37
Female	392	369	94.13	5.87	42.28
Male	459	441	96.08	3.92	31.52
American Indian or Alaska Native	--	--	--	--	--
Asian	91	91	100.00	0.00	28.57
Black or African American	149	142	95.30	4.70	29.58
Filipino	--	--	--	--	--
Hispanic or Latino	166	163	98.19	1.81	25.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	63	100.00	0.00	44.44
White	368	339	92.12	7.88	45.13
English Learners	124	122	98.39	1.61	9.84
Foster Youth	--	--	--	--	--
Homeless	22	20	90.91	9.09	5.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	492	473	96.14	3.86	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	58	90.63	9.37	18.97

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	852	811	95.19	4.81	30.83
Female	392	369	94.13	5.87	30.89
Male	459	441	96.08	3.92	30.61
American Indian or Alaska Native	--	--	--	--	--
Asian	91	91	100.00	0.00	28.57
Black or African American	149	142	95.30	4.70	26.06
Filipino	--	--	--	--	--
Hispanic or Latino	166	163	98.19	1.81	22.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	63	100.00	0.00	28.57
White	368	339	92.12	7.88	38.64
English Learners	124	122	98.39	1.61	16.39
Foster Youth	--	--	--	--	--
Homeless	22	20	90.91	9.09	10.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	492	473	96.14	3.86	22.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	58	90.63	9.37	13.79

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.05	25.21	10.61	10.88	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	358	94.96	5.04	25.14
Female	158	148	93.67	6.33	26.35
Male	219	210	95.89	4.11	24.29
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	18.75
Black or African American	83	79	95.18	4.82	13.92
Filipino	--	--	--	--	--
Hispanic or Latino	79	79	100.00	0.00	18.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	25.00
White	145	131	90.34	9.66	36.64
English Learners	44	44	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	200	96.15	3.85	20.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	6.45

2024-25 Career Technical Education Programs

During the 2024–25 school year, SCALE Leadership Academy East offered Career Technical Education (CTE) programs aligned to the California Career Technical Education Model Curriculum Standards pursuant to Education Code Section 51226. CTE programs are available to students in grades 6–12 within the Arts, Media, and Entertainment industry sector. Programs offered include Photography, Digital Marketing, Graphic Design, Film Production, Audio Production, and Media Broadcasting. These programs integrate academic content with technical skill development to support college and career readiness.

CTE program sequences include introductory and advanced coursework designed to build foundational knowledge, technical skills, and applied learning experiences. Core CTE coursework is conducted directly by SCALE Leadership Academy East through credentialed instructional staff, with additional experiential learning and fieldwork opportunities supported through approved third-party vendors and industry partners. All CTE coursework is aligned to student Individual Learning Plans (ILPs) and supports progressive skill development within each pathway.

SCALE Leadership Academy East utilizes a Career Technical Education Professional Learning Community (CTE PLC) to support program planning, implementation, and continuous improvement. The CTE PLC serves as the school's advisory structure and includes instructional staff, program leadership, and industry partners or vendor representatives. The primary representative facilitating this advisory function is the school's CTE program leadership, with industry representation from the Arts, Media, and Entertainment sector, including digital media, graphic design, photography, audio production, film, and media

2024-25 Career Technical Education Programs

broadcasting. This structure ensures ongoing alignment with industry expectations and workforce-relevant standards.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	344
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31.3%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.47
Graduates Who Completed All Courses Required for UC/CSU Admission	39.6%

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%
Grade 7	95%	96%	96%	95%	96%
Grade 9	94%	94%	94%	94%	94%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

SCALE Leadership Academy East is committed to fostering a collaborative school community where parents are active partners in their students' education. Parents are encouraged to participate through regular communication channels, including newsletters, ParentSquare communications, virtual parent-teacher conferences, and schoolwide meetings. These tools ensure families remain informed about school programs, academic expectations, and opportunities to engage in school activities and decision-making.

Parents are also invited to provide input through surveys, feedback forms, and participation in organized committees such as the School Site Council. These opportunities allow parents to contribute directly to discussions related to school goals, instructional programs, and the development and review of the Local Control and Accountability Plan (LCAP). Additional opportunities for involvement include school events, workshops, advisory meetings, and informational sessions designed to strengthen family engagement and support student success.

Parents seeking to become more involved or who have questions about participation opportunities may contact the school office or administration team directly. Families may reach SCALE Leadership Academy East by phone, email, or through the school's website and ParentSquare platform for information regarding meetings, committees, and upcoming events. Through these ongoing opportunities, SCALE Leadership Academy East values parent voice and partnership as an essential component of a strong and supportive learning environment.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	10.9	12.2	6.7	7.9	10.7	8.6	8.2	8.9	8
Graduation Rate	82.6	85.4	93.3	91.1	84	88.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	45	42	93.3
Female	18	15	83.3
Male	27	27	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	11	11	100.0
Filipino	0	0	0.00
Hispanic or Latino	11	9	81.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	17	100.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	44	41	93.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1644	1595	69	4.3
Female	768	734	30	4.1
Male	875	860	39	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	189	185	1	0.5
Black or African American	291	284	23	8.1
Filipino	--	--	--	--
Hispanic or Latino	305	295	16	5.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	104	99	2	2.0
White	735	712	24	3.4
English Learners	269	260	4	1.5
Foster Youth	14	12	4	33.3
Homeless	44	43	14	32.6
Socioeconomically Disadvantaged	1016	983	59	6.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	127	122	9	7.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	8.77	7.21	4.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.47	0.16	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

SCALE Leadership Academy East maintains a Comprehensive School Safety Plan (CSSP) that supports a safe and secure learning environment for all students and staff. The CSSP was annually reviewed and updated between February and March 2025 and was approved by the Governing Board on March 15, 2025. The plan is reviewed each year in accordance with California Education Code and is developed with input from school administration, staff, parents, and a student representative. The finalized plan is communicated to staff and made available to families and the public as required.

The CSSP outlines procedures for emergency preparedness and response, including fire, earthquake, lockdown, shelter-in-place, and other crisis situations. As a non-classroom-based, virtual charter school, SCALE Leadership Academy East emphasizes staff training and preparedness at its office locations and during in-person activities. Staff participate in regular safety trainings and drills, including the Great California ShakeOut, active threat response training, first aid, CPR, and emergency communication protocols. The plan also includes visitor sign-in procedures, coordination with local law enforcement and first responders, and protocols for hazardous materials and facility safety.

In addition, the CSSP addresses student safety through policies related to child abuse reporting, bullying and harassment prevention, internet safety, discipline, crisis intervention, and mental health supports. All staff are trained annually as mandated reporters and comply with state and federal reporting requirements. The plan includes procedures for threat reporting, collaboration with law enforcement, notification of staff regarding safety concerns, continuity of instruction and access to counseling and crisis support services. Through these measures, SCALE Leadership Academy East ensures a proactive, comprehensive approach to student and staff safety.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	17	0	0
1	5	21	0	0
2	5	21	0	0
3	5	18	0	0
4	5	20	0	0
5	5	17	0	0
6	5	105	0	0
Other	23	13	4	9

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	15	0	0
1	6	16	1	0
2	7	15	1	0
3	7	15	0	0
4	6	18	0	0
5	6	18	0	0
6	6	96	6	0
Other	26	8	8	8

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	18		
1	5	20		
2	7	16	1	
3	8	16	1	
4	7	17	1	
5	7	16	2	
6	5	115	6	
Other	27	6	7	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	69	1	1
Mathematics	4	69	1	1
Science	4	56	1	1
Social Science	4	60	1	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	74		2
Mathematics	4	74		2
Science	5	60		2
Social Science	4	67		2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	89	2	1
Mathematics	5	85	1	1
Science	5	76	2	1
Social Science	5	81	2	1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	270.25

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,274	3,081,490	13,998,589	74,667
District	N/A	N/A		$93,516
Percent Difference - School Site and District	N/A	N/A		-22.4
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	199.7	-21.5

Fiscal Year 2024-25 Types of Services Funded

During the 2024–25 school year, SCALE Leadership Academy East utilized multiple funding sources to provide instructional programs and student support services aligned to the school's educational mission and student needs. Special Education funding is received through the Riverside County Special Education Local Plan Area (SELPA) and is restricted for the provision of services to students identified with special needs. These funds support the delivery of special education instruction and related services in accordance with Individualized Education Programs (IEPs), including specialized academic instruction, designated supports, and required accommodations.

General Fund revenues are received from the state and include Lottery Funds and Mandate Block Grant Funds. Lottery Funds are partially restricted and are used to support curriculum purchases, instructional materials, and curriculum development. Mandate Block Grant Funds are unrestricted and are used to support general operational needs and required state mandates. Together, these funds help sustain core instructional services and school operations.

In addition, the school receives Local Control Funding Formula (LCFF) revenues, including base funding, the Education Protection Account (EPA), and In-Lieu of Property Taxes (ILPT). These funds are unrestricted and are used to support the

Fiscal Year 2024-25 Types of Services Funded

commitments outlined in the Local Control and Accountability Plan (LCAP), as well as the day-to-day business operations of the school. LCFF resources support instructional staffing, academic counseling, intervention services, student support programs, and family engagement efforts to ensure equitable access to educational opportunities for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,523	$57,978
Mid-Range Teacher Salary	$91,315	$89,612
Highest Teacher Salary	$124,249	$117,194
Average Principal Salary (Elementary)	$125,771	$143,632
Average Principal Salary (Middle)		$149,447
Average Principal Salary (High)	$150,065	$162,334
Superintendent Salary	$185,400	$234,076
Percent of Budget for Teacher Salaries	23.53%	27.81%
Percent of Budget for Administrative Salaries	3.81%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	3.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	3
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

SCALE Leadership Academy East provides ongoing professional development to support effective instruction, data-informed decision-making, and continuous improvement. Professional development activities focus on strengthening instructional practices aligned to state standards, supporting technology integration, and building staff capacity to meet the academic and social-emotional needs of students in a non-classroom-based learning environment.

Professional development is delivered through a combination of in-person, virtual, and off-site trainings and includes individual, small-group, and schoolwide sessions. Training is primarily facilitated by school leadership and instructional staff, with additional training provided, as applicable, by the Riverside County SELPA and curriculum and learning platform specialists to support effective implementation of instructional and intervention programs. Staff also participate in targeted professional learning opportunities offered by state and county agencies and attend conferences or workshops aligned with school priorities.

To support professional growth, SCALE Leadership Academy East provides ongoing observations, coaching, mentoring, and formal evaluations. Staff regularly engage in data analysis to inform instructional adjustments and improve student outcomes. A designated credentialed teacher serves as a teacher liaison and provides additional instructional support and mentorship, reinforcing a culture of collaboration, accountability, and continuous professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30

SCALE Leadership Academy–East

Homeless & Foster Youth Identification, Verification, and Reporting Procedure

Purpose

To ensure SCALE Leadership Academy–East identifies, enrolls, documents, and reports students experiencing homelessness and students in foster care in compliance with federal and California law, including the **McKinney-Vento Homeless Assistance Act** and **California Education Code**, while ensuring timely access to educational services and supports.

Legal Authority & Compliance References

Homeless Students

- **42 U.S.C. § 11431–11435** — McKinney-Vento Homeless Assistance Act
- **California Education Code §§ 48852–48855.3**
- **Education Code § 48852.7** — Immediate enrollment
- **Education Code § 48852.5** — School stability
- **Education Code § 48852.8** — Homeless liaison duties
- **Education Code § 48853** — Educational rights of homeless youth

Foster Youth

- **California Education Code §§ 48853–48853.5**
- **Education Code § 48853.5** — Educational stability and enrollment
- **Education Code § 49069.5** — Records transfer
- **Welfare & Institutions Code § 16010.4** — Foster youth data sharing
- CALPADS Data Guide – Foster Youth Program Record (Code 193)

January 2026

Definitions

Homeless Child or Youth

A child or youth who lacks a fixed, regular, and adequate nighttime residence, including **but not limited to:**

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks, or campgrounds
- Living in shelters, cars, parks, or abandoned buildings

(42 U.S.C. § 11434a; Ed Code § 48852)

Foster Youth

A student who is the subject of a petition filed under **Welfare & Institutions Code § 300**, including students placed in foster care, relative care, or non-minor dependent status.

(Ed Code §§ 48853–48853.5)

Roles & Statutory Responsibilities

1. Verified Data Manager (VDM)

In accordance with CALPADS and Ed Code reporting requirements, the VDM shall:

- Conduct an initial review of enrollment records for indicators of homeless or foster status
- Flag potential eligibility and notify the assigned counselor via the regenroll enrollment email
- File verified documentation in the student's Cumulative Record (CUM) in compliance with **Ed Code § 49069.5**
- Document non-homeless and non-foster DASS qualifying criteria in Pathways → DASS

2. Assigned Counselor

In compliance with **Ed Code §§ 48852.7** and **48853.5**, the counselor shall:

- Verify homeless eligibility based on enrollment information, family disclosure, or referral
- Ensure immediate enrollment without delay due to missing documentation
- Complete and submit required Homeless identification forms

- Enter homeless status into Pathways under:
    - Enrollment
    - Registration
- Maintain internal tracking to support compliance and service delivery

3. Registrar / CALPADS Staff

Pursuant to **Ed Code § 48853.5** and CALPADS reporting standards, the registrar shall:

- Accurately enter and verify foster youth program records in Pathways
- Ensure consistency between documentation and CALPADS submissions
- Maintain data integrity for state and federal reporting

4. Homeless Coordinator (Local Educational Agency Liaison)

As required by **Ed Code § 48852.8**, the Coordinator shall:

- Ensure identification of homeless students through outreach and coordination
- Monitor compliance with documentation and reporting requirements
- Ensure students and families receive timely access to educational rights, services, and resources
- Review homeless and foster counts during Monday administrative meetings
- Resolve discrepancies or compliance concerns promptly

Procedural Steps

Step 1: Identification

- The VDM conducts an initial review of enrollment data for statutory indicators of homelessness or foster placement
- Students potentially eligible under **Ed Code §§ 48852** or **48853** are flagged
- Assigned counselor is notified via regenroll enrollment email

Step 2: Verification & Immediate Enrollment

- Counselor verifies homeless eligibility based on statutory definitions
- Registrar/CALPADS staff verifies foster status

- Enrollment proceeds immediately, regardless of missing records. Lack of documentation shall not delay identification, enrollment, or service provision for students experiencing homelessness. ***(Ed Code § 48852.7; Ed Code § 48853.5)***
- Required identification forms are completed and submitted
- Documentation is stored in the student's CUM

Step 3: Data Entry & Recordkeeping

Homeless Status

- Entered by the counselor in Pathways under Enrollment and Registration

Foster Status

- Entered by Registrar/CALPADS staff in Pathways
- All records maintained in accordance with **Ed Code § 49069.5**

Step 4: Reporting & Oversight

- Homeless Coordinator reviews all identified students weekly
- Counts are reported and verified during Monday meetings
- Data is cross-checked for CALPADS accuracy and Dashboard reporting

Rights & Protections

Students identified as homeless or foster youth are entitled to:

- Immediate enrollment
- Equal access to educational programs and services
- School stability to the extent feasible
- Protection from segregation or stigmatization

(42 U.S.C. § 11432; Ed Code §§ 48852.5, 48853)

January 2026

Re-Identification / Change-in-Status Clause

Student homeless or foster status shall be reviewed and updated as needed throughout the academic year based on family disclosure, staff observation, or receipt of updated documentation. Status changes shall be reflected promptly in Pathways and CALPADS, in accordance with applicable law.

Training & Awareness

Annual training shall be provided to relevant staff on homeless and foster youth identification, educational rights, and reporting requirements.

Compliance Monitoring

- Ongoing internal audits of Pathways entries
- Documentation reviews prior to CALPADS certification
- Corrective action when discrepancies are identified

Conflict Resolution Process (Informal Complaint)

In any school setting, conflicts are inevitable between students, parents, teachers, and counselors. When these conflicts arise, it is important to have a process for handling conflicts to quickly find a resolution. The following process outlines SCALE Leadership Academy- East's internal approach to conflict resolution, as a way of finding acceptable resolutions for all stakeholders before conflicts escalate to the formal complaint stage.

Step 1: Discuss the concern with the students' paraeducator and teacher. Conflicts resulting from misunderstandings can usually be resolved at this stage.

Step 2: Discuss the concern with the child's Student Services Liaison if applicable. Student Services Liaisons can be particularly useful when the problem stems from an incident that occurred during special programs or service times.

Step 3: Discuss the concern with SCALE Academy's Parent Liaison. The Parent Liaison can work as an intermediary with all Student Services Liaisons and academic parties to provide clarity and find a resolution.

Step 4: If a concern cannot able to be resolved by the Parent Liaison, the Parent Liaison will request assistance from the principal or their designee, who will work with all involved parties to find a reasonable solution.

Step 5: If the principal or their designee is unable to find a resolution, he/she will request assistance from their designee, who will work with all involved parties to find a reasonable solution.

Step 6: If the principal or their designee is unable to find a solution that is acceptable for all parties, the complainant may proceed to file a formal complaint. To do this, a Uniform Complaint Form will need to be completed, and SCALE Academy's Uniform Complaint Procedures, listed below, will be followed.

Uniform Complaint Process (Formal Complaint)

SCALE Leadership Academy- East (SLA) is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs that they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for certain types of complaints.

I. Scope

This policy applies to the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified under California *Education Code* (*EC*) sections 200 and 220 and Section 11135 of the *Government Code*, including any actual or perceived characteristic as outlined in Section 422.55 of the *Penal Code*, characteristics of age, ancestry, color, physical disability, mental disability, ethnic group identification, gender expression, gender identity, gender, medical condition, genetic information, nationality, national origin, race or ethnicity, religion, marital status, sex, or sexual orientation, or based on a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Federal Title I-VII programs, including improving academic achievement, Career Technical and Technical Education and Career Technical and Technical Training Programs, compensatory education, Migrant Education, School Plans for Student Achievement, Agricultural Career Technical Education, Adult Education, English learner programs, and After School Education and Safety; Child Care and Development Programs; Child Nutrition Programs; Special Education Programs; Safety Planning Requirements; Physical Education; Instructional Minutes; and Pupil Instruction and Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- "Educational activity" means an activity offered by a school, school district, charter school, or county office of education that constitutes an integral

fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

● "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A Policy #111 pupil fee includes, but is not limited to, all of the following: (1) A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit; (2) a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment; (3) a purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

● A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

● If the Charter School finds merit in a pupil fees complaint, the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

● Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, schools, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education.

SCALE Leadership Academy acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects, to the greatest extent reasonably possible, the confidentiality of the parties and the integrity of the process. SLA cannot guarantee the anonymity of the

complainant. This includes keeping the identity of the complainant confidential. However, SLA will attempt to do so as appropriate. SLA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by administration, on a case-by-case basis.

SCALE Leadership Academy- East prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

II. Investigators

The Board of Directors designates the Compliance Officer to receive and investigate complaints and to ensure SLA's compliance with law:

Patrice Smith
1880 Compton Ave
Corona, CA 92881
patrice.smith@scaleacademy.org

The Compliance Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Compliance Officer or designee, and will follow specifications as required by law, particularly the *California Code of Regulations*, Title 5 (5 *CCR*) sections 4600–4694.

III. Notifications

SCALE Leadership Academy- East shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials, and other interested parties. The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code, if fifteen (15) percent or more of the pupils enrolled in SLA speak a single primary language other than English. SLA shall make available copies of the Charter School's uniform complaint procedures free of charge. The annual notice shall include the following:

- A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

- A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

● A statement identifying the responsible staff member, position, or unit designated to receive complaints.

● A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 30 days of receiving the Charter School's decision.

● A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
● A statement that copies of the local educational agency complaint procedures shall be available free of charge.

IV. Procedures

The following procedures shall be used to address all complaints that allege that SCALE Leadership Academy has violated federal or state laws or regulations governing educational programs. SLA shall maintain a record of each complaint and subsequent related actions. School personnel who witness an act of discrimination, harassment, intimidation, or bullying shall take immediate steps to remedy the situation when safe to do so. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

- Any individual, public agency, or organization may file a written complaint of alleged noncompliance by SLA. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidatio,n or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying. Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred. The complaint shall be presented to the compliance officer, who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, SLA staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

- Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend SCALE Academy's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of the Complaint

- The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to resolve the complaint through mediation. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide SLA's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation, or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. SLA's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

- Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of SCALE Leadership Academy's investigation and decision, as described in Step #5 below, within sixty (60) days of SLA's receipt of the complaint.

Step 5: Final Written Decision

- SCALE Leadership Academy- East's decision shall be in writing and sent to the complainant. It shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:
    - The findings of fact are based on evidence gathered.
    - The conclusion(s) of law.
    - Disposition of the complaint.
    - Rationale for such disposition.

- Corrective actions, if any, are warranted.
- Notice of the complainant's right to appeal SLA's decision within fifteen (30) days to the CDE and procedures to be followed for initiating such an appeal.
- For unlawful discrimination, harassment, intimidation, or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- For unlawful discrimination, harassment, intimidation, or bullying complaints arising under federal law, such a complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights. If an employee is disciplined as a result of the complaint, the decision shall simply state that disciplinary action was taken and that the employee was informed of SLA's expectations. The report shall not disclose any further information regarding the nature of the disciplinary action.

V. Appeals to the California Department of Education Policy

If dissatisfied with SCALE Leadership Academy-East's decision, the complainant may appeal in writing to the CDE within fifteen (30) days of receiving SLA's decision. Complainants should mail appeals to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street, Sacramento, CA 95814-5901

Complainants can also contact the CDE's Complaints Management Office at **916-319-0929** with questions or **916-319-0800** or by viewing the following websites: https://www3.cde.ca.gov/ucpemail/ OR https://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of SCALE Leadership Academy's decision. Upon notification by the CDE that the complainant has appealed SLA's decision, the compliance officer or designee shall forward the following documents to the CDE:

- A copy of the original complaint.
- A copy of the decision.
- A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
- A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- A report of any action taken to resolve the complaint.
- A copy of the Charter School's complaint procedures.
- Other relevant information requested by the CDE. The CDE may directly intervene in the complaint without waiting for action by SLA when one of the conditions listed in Title

5, California Code of Regulations, Section 4650 exists, including cases in which SLA has not taken action within sixty (60) days of the date the complaint was filed with SLA. VI. Civil Law Remedies: A complainant may pursue available civil law remedies outside of SLA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that a court may impose include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation, or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if SLA has appropriately and promptly apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Anti-Harassment

SCALE Leadership Academy- East is committed to providing a work environment free of harassment, disrespect, or other unprofessional conduct. SCALE Leadership Academy- East is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, or local law, ordinance, or regulation. SCALE Leadership Academy- East shall implement a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at SCALE Leadership Academy- East (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Inappropriate behavior of this nature is very serious and will be addressed in accordance with SCALE Leadership Academy- East's anti-discrimination and harassment policies.

SCALE Leadership Academy- East policy prohibits conduct that is disrespectful, unprofessional, as well as harassment based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (includes language and use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status, denial of family and medical care leave, or any other basis protected by federal, state or local law or ordinance or regulation. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. All such conduct violates SCALE Leadership Academy- East policy.

SCALE Leadership Academy- East prohibits harassment, disrespectful, or unprofessional conduct by any employee, including supervisors and managers, as well as by vendors, customers, independent contractors, and other persons. This policy applies to all employees, students, parents/guardians, vendors, and visitors. Applicants, employees, unpaid interns, volunteers, and independent contractors are all protected from harassment.

Prohibited harassment, disrespectful, or unprofessional conduct includes, but is not limited to, the following examples:

- **Verbal harassment:** derogatory comments, epithets, slurs, or jokes based on race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, or other protected characteristics; repeated unwelcome comments about a person's appearance, clothing, or physical attributes; threats, intimidation, or ridicule.

- **Physical harassment:** unwelcome touching, groping, or physical assault; blocking someone's movement or invading their personal space in an intimidating manner; acts of violence or threats of violence.

- **Sexual harassment:** unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature; inappropriate jokes, comments, or gestures of a sexual nature; displaying sexually explicit materials, including photos, drawings, or text, in the workplace.

- **Visual or display harassment:** showing or distributing offensive images, cartoons, or videos that demean or target a protected group; wearing clothing, buttons, or other items with discriminatory or harassing content.

- **Cyber harassment:** sending offensive emails, texts, or messages through any communication platform; posting derogatory comments or sharing inappropriate content about employees or groups on social media or public forums.

- **Discriminatory conduct:** treating someone unfairly due to their race, gender, religion, national origin, disability, or any other protected characteristic; making decisions about hiring, promotions, or assignments based on stereotypes or biases.

- **Bullying or intimidation:** persistent belittling, teasing, or mockery of an individual; using authority or influence to pressure employees into actions against their will.

- **Retaliation:** punishing an employee for filing a complaint, reporting harassment, or participating in an investigation; creating a hostile environment in response to someone standing up against harassment.

- **Microaggressions:** subtle, indirect, or unintentional discriminatory comments or behaviors that demean or undermine individuals based on their identity.

- **Other inappropriate conduct:** gossiping or spreading rumors that negatively affect an individual's reputation; excluding or isolating employees from workplace activities or discussions in a discriminatory manner.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of his/her gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

If you believe you have been the subject of harassment or other prohibited conduct, please report it immediately to Human Resources, any site administrator, or directly to the Executive Director. You will be asked to provide details of the incident or incidents, names of individuals involved, and names of any witnesses. It would be best to communicate the complaint in writing, but this is not mandatory. Supervisors will refer all complaints involving harassment or other prohibited conduct to the Human Resources representative. SCALE Leadership Academy- East has designated a Title IX Coordinator responsible for coordinating compliance with Title IX. Students and parents may report sexual harassment or discrimination to the Coordinator: Patrice Smith Compliance Manager at patrice.smith@scaleacademy. SCALE Leadership Academy- East will immediately launch an effective, thorough, and objective investigation of the allegations. Information will be kept as confidential as possible, consistent with the need to conduct a thorough investigation. Records of complaints, investigations, and actions taken shall be retained for at least two years.

SCALE Leadership Academy- East determines that harassment or other prohibited conduct has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by SCALE Leadership Academy- East to be responsible for harassment or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. The Human Resources representative will advise all parties concerned of the results of the investigation. SCALE Leadership Academy- East will not retaliate against employees for filing a complaint and will not tolerate or permit retaliation by management, employees, or co-workers. SCALE Leadership Academy- East encourages all individuals to report any incidents of harassment or other prohibited conduct forbidden by this policy immediately so that complaints can be quickly and fairly resolved. The Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book or can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Annual anti-harassment and Title IX training will be provided to all staff. The policy shall be posted prominently and distributed to employees and families annually.

SCALE LEADERSHIP ACADEMY EAST

Comprehensive Safety Plan 2024-2025

SCALE Administrative Leadership Team

Chris Shockley *Executive Director*	LaToya Carter *Principal*
Bryan Hernandez *Vice Principal*	Cristal Banuelos-Esparza *Vice Principal*

Document Participants

Monalisa Johnson *Quality Control Manager*	Patrice Smith *Compliance and Reporting Officer*
Inez Cardenas *Parent of participating student*	Beatrice Garcia *Staff*
Cristian Vargas *Facilities Manager*	Karena Rincon *Staff*

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Office/School Safety Plan

Assessment of Current Status of School

SCALE Leadership Academy East is a TK-12 independent and non-classroom-based public charter school setting students on a path to high school, college, and beyond success. A safety plan is included in SCALE's comprehensive educational infrastructure. Ensuring the safety of all student populations we administer and the staff members who provide these services.

SCALE Leadership Academy East is located at:

- 1880 Compton Ave. Corona, CA. 92881

SCALE has a primary office location that houses staff members such as administrative leaders, classified office staff, academic counselors, and teachers. Students are provided education through a virtual classroom environment that is non-campus based. Students and/or family members may drop into the main office and/or training facility to receive supplies and training or to complete registration requirements at a scheduled time.

The school safety plan provides guidelines and direction during emergencies and prepares for unexpected crises. The staff is trained and aware of various emergency actions needed to keep the people at these locations safe. A safety binder with our safety plan and resources, including specific directions when a crisis occurs, is available to all at both locations.

SCALE has a total of approximately 1480 students. Students work in a non-classroom environment virtually. SCALE prepares staff for interaction with students in case of emergency at office locations. SCALE also brings emergency awareness through virtual advisory courses for students to be prepared at whatever location they are if an unexpected crisis occurs.

Non-Emergency Contacts

Local Fire Department
Corona Fire Department:
735 Public Safety Way #201
Corona, CA 92878
(951) 736-2222

Local Police Department
Corona Police Department
730 Public Safety Way
Corona, CA 92880
(951) 736-2330

Local Hospital
Corona Regional Medical Center
800 S Main St,
Corona, CA 92882
(951) 737-4343

Law Enforcement and First Responder Consultation

SCALE Leadership Academy East will collaborate with local emergency response agencies to develop a comprehensive safety plan that aligns with best practices. The school safety planning committee will consult with the following agencies:

- **Corona Police Department** – Crime prevention strategies and emergency response coordination.
- **Corona Fire Department** – Fire safety planning, evacuation protocols, and hazardous materials response.
- **Emergency Medical Services (EMS)** – Medical emergency response planning.

These agencies will recommend improving emergency preparedness, response protocols, and student safety measures as part of this collaboration. Once finalized, the Comprehensive School Safety Plan will be shared with these agencies, and ongoing collaboration will be maintained to update safety procedures as needed.

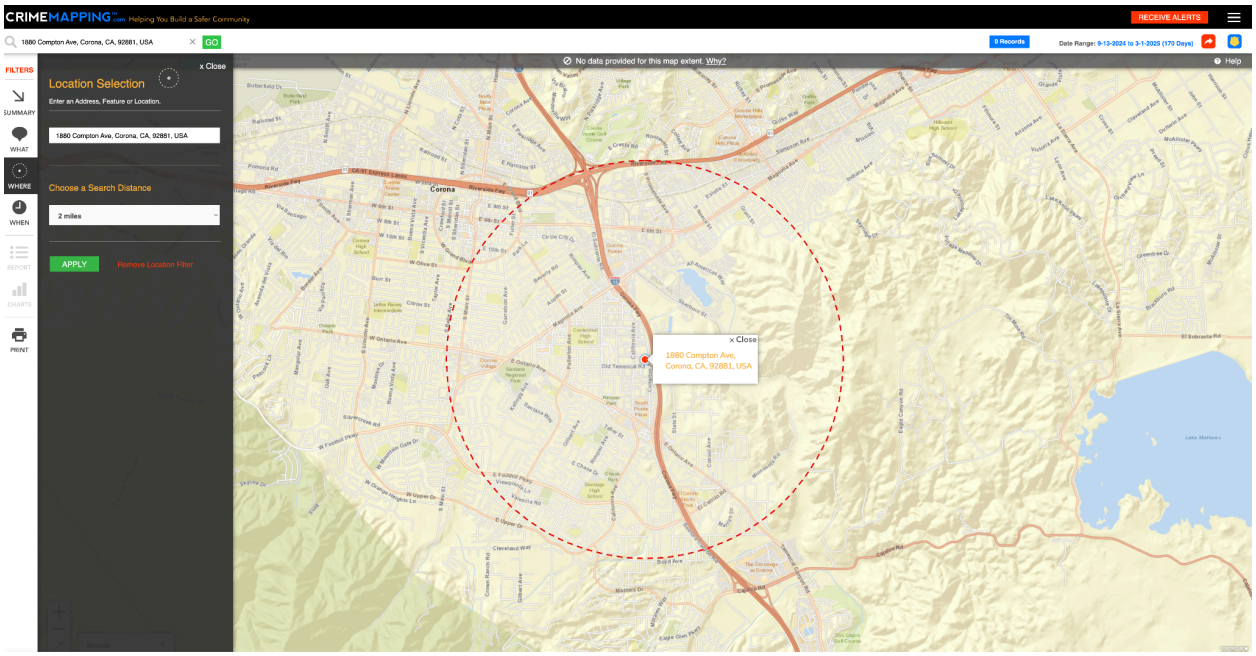
Local Law Enforcement Crime Data

To obtain crime data for the vicinity surrounding our office locations site we obtained info from the site: http://www.crimemapping.com

You can customize the dates for six (6) months and inquire about your location and a radius of stats in the surrounding area. After researching our location, the data below shows factual statistics about crime within a two-mile radius. The date range is from 9/13/24-3/1/24.

Compton Location Crime Data

The crime data indicates that most of the crimes occurred before or after office hours at our location. Of the 0 crimes listed within a two-mile radius of the building.



Programs to Ensure Safety

Safe Environment

SCALE has a number of procedures and policies in place to ensure a safe environment. Many are listed in the Student/Parent Handbook, which is provided to all incoming students during registration. Several policies are listed on the website:

- Student Anti-Harassment Policy
- Virtual Classroom Conduct
- Computer and Internet Usage Policy
- Student Email and Account Policy

Staff Photo IDs

SCALE staff are required to wear their lanyards and ID cards whenever they are completing work hours and representing SCALE educational work matters.

Sign-In/Sign-Out Procedures

SCALE Leadership Academy East has established procedures to ensure safe ingress and egress. All visitors must sign in and out at the front office. Virtual students engaging in in-person activities must follow designated check-in procedures. Staff monitor all entry points to ensure a secure environment.

Preparing Staff Members for incidents occurring at the office locations or in the surrounding neighborhood.

SCALE participates in the annual Great California Shakeout emergency preparedness and earthquake drill. Our staff is thoroughly trained in emergency procedures, with reviews at the beginning of each school year, so that staff members can provide directions and keep all individuals present at our office location safe in the case of an emergency.

**SCALE students work online from non-classroom locales during the school day, which diminishes the value of regular on-campus emergency drills with students. Staff training and drills are performed regularly.

Child Abuse Reporting

It is important that all employees of SCALE Leadership Academy East know what constitutes child abuse or neglect and how/when to report it to the proper authorities. SCALE complies with and follows guidelines provided by the California Department of Education and the Department of Social Services.

Required Training for School Employees and Mandated Reporters

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all educational agencies to train all employees on what they need to know to identify and report suspected child abuse cases and neglect. “All employees” includes anybody working at SCALE office locations, such as teachers, teacher’s aids, classified employees, and any other employees or volunteers whose duties bring them into direct contact and supervision of students are to complete mandated reporter training and certification annually as well all employees are live-scanned and have cleared a background check.

SCALE Leadership Academy East is committed to educating our employees about

their lawful responsibilities to protect our students effectively. Volunteers are asked to complete an online training module developed specifically for educators at http://educators.mandatedreporterca.com. The training includes a final exam that employees and volunteers must pass. All employees annually complete an online training module, Mandated Reporter: Child Abuse and Neglect (Full Course California), developed specifically for educators at Vector Solutions Vector Training K-12 Eduction. This procedure is also disclosed in the parent handbook.

Verification of Training

SCALE Leadership Academy East has hosted mandated training for bloodborne pathogens, child abuse, and FERPA, as well as first aid and CPR during faculty and staff orientation. SCALE has also provided earthquake, fire, active shooter, and bomb drills training.

Emergency Preparedness

Earthquake/ Fire Drill Procedures

SCALE Site Emergency Response Plan (SERP) was updated in August 2018. An updated listing of response team assignments is included at the end of the School Safety Plan. This is the first year this planning team and plan were created. It will be reviewed annually, and adjustments will be made to ensure safety.

SCALE participates in the annual Great California Shakeout emergency preparedness and earthquake drill. Our staff members are trained in emergency procedures and are reviewed at the beginning of each school year. Staff members can provide directions and keep others safe in the case of an emergency. In addition, all SCALE staff members will be certified in CPR and first aid training every two years. Given that SCALE is a virtual school, staff training is a key component to keeping all parties who are located at our offices safe in the event of an emergency at our facility and its surrounding neighborhood. Routine fire drills are conducted. Emergency exit signs are located throughout the building.

Hazardous Materials & Toxic Substance Response

In the event of a hazardous material release within a one-quarter mile radius of the school, SCALE Leadership Academy East will:

- **Coordinate with local authorities** for safety directives.
- **Implement shelter-in-place or evacuation procedures** as required.
- **Communicate safety procedures to staff, students, and families.**

Tactical Response Procedures for Criminal Incidents

SCALE Leadership Academy East follows the **Standard Response Protocol (SRP)** for responding to active threats. In case of an active shooter or other violent threa**t**, the school will:

- **Initiate a lockdown procedure.**
- **Notify law enforcement immediately.**
- **Implement emergency evacuation plans if necessary.**
- **Ensure staff receive annual training in active shooter response procedures.**

Use of School Facilities as an Emergency Shelter

In the event of a major emergency, SCALE Leadership Academy East will coordinate with the American Red Cross and local emergency agencies to allow the use of school facilities as an emergency shelter, if needed.

The school site administrator will work closely with emergency personnel to ensure that safe sheltering procedures are followed. Staff may be required to assist in setting up emergency stations, ensuring the safety of students and families, and maintaining school operations as necessary.

Coordination with local agencies will be ongoing, and the school will follow all local, state, and federal emergency guidelines to ensure effective sheltering operations.

Safety Disaster Plan

SCALE Leadership Academy East has developed a map layout for the main office to display exit doors in an emergency. All procedures and information on what to do in different types of emergencies are in this plan and placed in a binder located at a specific place that all have knowledge of and have been trained to use for support. This plan is also included in the Safety Plan Handbook.

Disciplinary Procedure/Suspension & Expulsion Policy

Virtual Classroom Behavior

For a virtual classroom session to be educationally effective for students, all students must abide by the following standard set of rules:

- Students' written and oral communications must be free of vulgar, belittling, threatening, or offensive language.
- Students must abide by rules, policies, and procedures established by the course teacher.

Students who violate the virtual classroom rules of conduct:

- 1st Warning: Instructor will warn student to correct their behavior.

- 2nd Warning: A written notice will be sent to the parents/guardians, and the student will receive read-only privileges in the virtual classroom for the rest of the learning track or until the teacher deems it appropriate to restore privileges to the student.
- 3rd Warning: A written notice will be sent to the parents/guardians that the student will be prohibited from communicating with classmates indefinitely, and the notice will be placed in the student's file.

SCALE will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully/cyberbully another student through words or actions. Such behavior includes: verbal assaults, such as teasing or name-calling, social isolation and/or manipulation. ***Students who are found non-compliant of the anti-bullying policy will face the following disciplinary actions:***

- **1st Report:** It will be communicated to the parent.*
- **2nd Report:** A peer conference and mandatory parent meeting will be held, two days out of school suspension with a mandatory parent meeting. **(Two out of school suspensions will result in a Board hearing.**
- ***Suspension may occur for the 1st report depending on the severity of the situation.[1]**

In the case a student is not following SCALE policies, implementation of the following steps will occur:

- A warning will be given and remind the student of school policy
- Complete a Behavior Referral in School Pathways/IGradePlus (online parent communication tool). This email notification will be distributed on the same day.
- A phone call to the parent will happen next in this line of communication.
- Schedule meeting with parents, Instructional Lead and Academic Counselor to discuss the appropriate actions warranted based on the severity of the student's behavior. Potential student suspension or expulsion will be considered.
- Provide appropriate documentation needed to the Home Office.

Any deviation from this policy must first be approved by the Director of Academics and/or the Executive Director.

SCALE is an atypical school and an alternative school of choice. As per state Education Code, participation in a charter school is 100% voluntary. Students whose conduct is not conducive to successful participation in SCALE study program are subject to referral back to their school of residence. This information is provided to prospective students and to the school community in the Student/Parent Handbook. *Suspension is when a student is temporarily barred access from school facilities, virtual or physical curriculum, and/or but not limited to teacher access for a predetermined period of time. Suspension does not require parental consent. Parents can contest a suspension using our Complaint Procedure.*

Discrimination, Harassment, Bullying & Internet Safety

Discrimination

SCALE Leadership Academy East Charter School is nonsectarian in its programs, admissions policies, employment practices, and all other operations. SCALE shall not charge tuition and shall not discriminate based on race, ethnicity, national origin, gender, or disability.

Harassment

SCALE Leadership Academy East strongly prohibits harassment, disrespectful or unprofessional conduct by any party associated with the school. This includes, but is not limited to, the following: sexual harassment, bullying, and any other forms of verbal, visual, physical, or retaliatory harassment. SCALE will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving (if at our office location physically); verbal assaults, such as teasing or name-calling; social isolation and/or manipulation. SCALE Leadership Academy East will not tolerate incidents of harassment. In addition, bullying and/or cyberbullying are strictly prohibited. This may include behaviors such as using cell phones or the internet to target students by calling them sexually charged epithets; spreading sexual rumors; rating students on sexual activity or performance; disseminating compromising photographs or videos of a student; or circulating, showing, or creating emails or websites of a sexual nature. This kind of conduct may be prohibited harassment if it is severe, persistent, or pervasive.

Individuals may choose to file a complaint with the U.S. Department of Education's Office of Civil Rights (OCR) if the school fails to investigate and resolve their complaint. Generally, you must file a complaint with the OCR within 180 days of an act of discrimination or harassment.

Bullying/ Cyberbullying

SCALE Leadership Academy East believes all students have a right to a safe and productive school environment. SCALE staff and the learning center partners must promote mutual respect, tolerance, and acceptance.

Bullying is characterized by aggression used by an aggressor with real or perceived power greater than the targeted victim, and the aggression is repeated over time. Bullying is any gesture expressed through written or verbal language or physical form that degrades, threatens, or harms a person and/or that person's property.

Internet Safety

All students must abide by the Technology Acceptable Use Policy regarding using school-issued technology and the network. For students to be issued usernames and passwords to access the curriculum and properly communicate, students and parents must agree and give consent for usage. Training of staff and students about "Netiquette" at the beginning of the academic year. Supervising all students by staff members at SCALE using this resource is conducted daily.

Field Trip Safety

SCALE students are non-classroom-based learners who conduct learning in various locations. This also pertains to additional enrichment opportunities for students to experience learning in multiple settings. This also builds community among students and staff, as well as going on a social venture. Virtual field trips are also arranged. Students will use technology to gain experience from places and topics worldwide. Our safety protocol for these excursions is as follows:

- Researching student-friendly locations thoroughly
- Arranging a central location to meet and prepare for travel together
- Make provisions for food and drinks for students throughout the trip
- Student identification and affiliation to our organization
- A roster of all who are attending, taking a head count at the beginning and end of starting and stopping points
- Chaperones who will have set students to be accountable for
- Written parent consent for each student including the best form of contact in case of an emergency

Crisis Management

Our team is composed of faculty and staff whose role is to identify and intervene in situations involving students who may exhibit behaviors of concern. Anyone who identifies potentially disruptive or disturbing student behavior is asked to contact our lead teachers and administrators. Currently academic counselors also provide outreach and contact principals and administrators as an incident arises marking concern for the well being of a student.

SCALE has contracted with ELUMA who provide crisis counselors to help assist students through various situations that occur causing stress. Student well being is a high priority to our organization and services need to be available for student outreach both virtually and at our office locations.

Mental Health & Crisis Support Services

SCALE Leadership Academy East has contracted designated staff trained in student mental

health support. Our school counselors and crisis response team provide:

- **Emotional and behavioral interventions.**
- **Counseling support during crises.**
- **Referrals to external mental health services when necessary.**

Threat Reporting & Law Enforcement Notification

Any school official who observes or receives a report of a threat must immediately notify law enforcement. Reports should include all relevant documentation and evidence.

Collaboration with Law Enforcement for Threat Investigations

SCALE Leadership Academy East will fully cooperate with law enforcement during any threat assessment investigation by providing:

- **Records and relevant student information.**
- **Security footage (if applicable).**
- **Behavioral assessments conducted by school personnel.**

Notification of Teachers Regarding Dangerous Pupils

In accordance with **California Education Code 49079**, SCALE Leadership Academy East will notify teachers of any student who has engaged in behavior that may pose a danger to others. This notification will be confidential and will be communicated through the following means:

- Direct administrator communication via email or in-person for urgent cases.
- Documentation in student records, accessible only to relevant staff.
- Collaboration with school safety personnel to ensure proper interventions.

Teachers must not disclose this information to unauthorized individuals but may use it to implement appropriate classroom management and safety measures. The school administration will provide guidance and support to ensure a safe learning environment for all students.

Firearm Safety & Secure Storage Notice

In compliance with **AB 452 and SB 906**, parents will be notified annually about the **safe storage of firearms** to prevent **unauthorized access by minors**.

Dresscode

In accordance with Education Code Section 85291.5, the administration at SCALE Leadership Academy East has adopted the following Dress Code Policy. Virtual students must be dressed and groomed in an appropriate manner that will not interfere

with or distract from the educational environment. Students who drop into the home office location must follow these guidelines.

INAPPROPRIATE CLOTHING is any clothing which exposes undergarments and/or posteriors (bare midriff, abdomen, chest, back, buttocks, etc.) is not allowed. This includes, but is not limited to: ● Clothing that exposes excessive cleavage, midriff, or buttocks are prohibited ● Sleeveless undershirts/muscles shirts worn as an outside garment

- Jeans with frayed holes that expose the posterior or so many holes that an excessive amount of skin is showing
- Pajamas/pajama pants
- Clothing that reveals underwear/undergarments
- Any clothing deemed by the administration to be inappropriate or offensive ● Clothing that portrays suggestive, derogatory, insulting pictures or writing, or in any way ● Any article of clothing that refers to any type of alcohol, drug, or act that is illegal or hazardous to one's health
- Oversized pants; undergarments must not be on display

INAPPROPRIATE HATS

- Only SCALE Leadership Academy East approved hats
  - Approved hats must be worn straight on the head
  - Sun-protective hats may be worn
- The official school hat must be worn as designed and may not be altered in any way ● Beanies may not have any pictures or logos
- Wave caps, doo rags, and bandanas are PROHIBITED

Dress Code Violation Consequences

All students are expected to comply with the Dress Code. Failure to comply will result in disciplinary action up to and including suspension. Students who violate the Dress Code will be asked to leave the school-site.

[1]Physical education is the only exception to the School Dress Code in which students must wear appropriate attire to match the physical activity or sport.

COVID-19 Protocols

All employees who report Cold/Flu-like symptoms will maintain contact with admin about health. They will work remotely when showing signs of any illness and get clearance from the doctor to return or test results to help us maintain state protocols for working with others.

We have on-site COVID antigen kits, face masks, gloves, Lysol spray, and antibacterial sanitizer readily available for staff. A designated Staff member regularly communication

updates from CDC regarding COVID-19 changes.

Verification that the Plan has Been Communicated to the Public Community
A copy of the Safety Handbook is given to all families and students during orientation. Policies are also accessible through the school website for the public community. Parents and students are welcome to attend safety committee meetings.

Community Engagement in Safety Planning
Before adopting the **Comprehensive School Safety Plan**, the **Safety Planning Committee** presents it at a **public meeting** to gather input from:

- **Parents**
- **Staff & students**
- **Community members**

Safety Committee
The safety committee was established this 2018-2019 academic school year, and it consists of multiple staff members. Meetings are conducted monthly. Revisions and updates are made annually. This annual report is for the 24-25 school year. It includes safety precautions and training information. The information in this report is reported from data analysis, the SCALE handbook, as well as emergency preparedness information.

Compliance & Reporting
The SCALE Leadership Academy East **Comprehensive School Safety Plan** is **reviewed annually** and **submitted to the County Office of Education** by **March 1** each year. The **Principal** is responsible for ensuring compliance.

If SCALE Leadership Academy East **does not meet compliance** with CSSP requirements, a report will be submitted to the **California Department of Education (CDE) School Health and Safety Office** by **October 15** via email at **SHSO@cde.ca.gov**.

Bloodborne Pathogens Exposure Control Plan

POLICY

The SCALE Leadership Academy- East is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this goal, the following Exposure Control Plan complies with Cal/OSHA's Bloodborne Pathogens Standard (8 CCR §5193) and OSHA 29 CFR 1910.1030. This plan operates in conjunction with the school's Injury and Illness Prevention Program (IIPP) to ensure a safe work environment.

The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees. This ECP includes:

■ Determination of employee exposure
■ Implementation of various methods of exposure control, including: Universal precautions Engineering and work practice controls Personal protective equipment Housekeeping
■ Hepatitis B vaccination
■ Post-exposure evaluation and follow-up
■ Communication of hazards to employees and training
■ Recordkeeping
■ Procedures for evaluating circumstances surrounding exposure incidents Implementation methods for these elements of the standard are discussed in the subsequent pages of this ECP.

PROGRAM ADMINISTRATION

■ Human Resources Department is (are) responsible for implementation of the ECP. Human Resources will maintain, review, and update the ECP at least annually, and whenever necessary to include new or modified tasks and procedures. Contact location/phone number: .

■ Those employees who are determined to have occupational exposure to blood or other potentially infectious materials (OPIM) must comply with the procedures and work practices outlined in this ECP.

■ Human Resources will provide and maintain all necessary personal protective equipment (PPE), engineering controls (e.g., sharps containers), labels, and red bags as required by the standard. (Human Resources department will ensure that adequate supplies of the aforementioned equipment are available in the appropriate sizes. Contact location/phone number: (888) 315-4660.

■ Human Resources department will be responsible for ensuring that all medical actions required by the standard are performed and that appropriate employee health and OSHA records are maintained. Contact location/phone number: .

■ Human Resources department will be responsible for training, documentation of training, and making the written ECP available to employees, OSHA, and NIOSH representatives. Contact location/phone number: (888) 315-4660.

EMPLOYEE EXPOSURE DETERMINATION

The following is a list of all job classifications at our establishment in which all employees have occupational exposure:

Job Title Department/Location

Housekeepers Contract (Offices)
Operations Mgmt Office

The following is a list of job classifications in which some employees at our establishment have occupational exposure. Included is a list of tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure may occur for these individuals:
Job Title Department/Location Task/Procedure

Housekeeping Contract employees Handling/use of cleaning supplies and/or disposable waste.
Operations Management handling ordering of such supplies and keeping track of SDS forms.

METHODS OF IMPLEMENTATION AND CONTROL

This section requires employers to implement programs to prevent workplace injury and illness (including bloodborne exposures). Universal Precautions All employees will utilize universal precautions. Exposure Control Plan Employees covered by the bloodborne pathogens standard receive an explanation of this ECP during their initial training session. It will also be reviewed in their annual refresher training. Training will include employee rights under Cal/OSHA, including the right to report unsafe conditions without retaliation. All employees can review this plan at any time during their work shifts by contacting Human Resources department. If requested, we will provide an employee with a copy of the ECP free of charge and within 15 days of the request.

Human Resources department is responsible for reviewing and updating the ECP annually or more frequently if necessary to reflect any new or modified tasks and procedures that affect occupational exposure and to reflect new or revised employee positions with occupational exposure.

Engineering Controls and Work Practices Engineering controls and work practice controls will be used to prevent or minimize exposure to bloodborne pathogens.

This facility identifies the need for changes in engineering controls and work practices through: Review of OSHA records, employee interviews, committee activities.
Both front-line workers and management officials are involved in this process in the following manner: Are trained in handling of Bloodborne Pathogens and Hazardous Materials at orientation and yearly thereafter. The Human Resources department is responsible for ensuring that these recommendations are implemented. Personal Protective Equipment (PPE) PPE is provided to our employees at no cost to them.

Training in the use of the appropriate PPE for specific tasks or procedures is provided by the Human Resources department). The types of PPE available to employees are as follows: Bloodborne Pathogens Emergency Control Kits which include:

Gloves
Disposal bags
Etc.

PPE is located at:

1880 Compton Avenue Suite 101, Corona CA. 92881

and may be obtained through Human Resources or Operations Management.. All employees using PPE must observe the following precautions:

■ Wash hands immediately or as soon as feasible after removing gloves or other PPE.
■ Remove PPE after it becomes contaminated and before leaving the work area.
■ Used PPE may be disposed of in (List appropriate containers for storage, laundering, decontamination, or disposal.)
■ Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or OPIM, and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured or contaminated, or if their ability to function as a barrier is compromised.
■ Utility gloves may be decontaminated for reuse if their integrity is not compromised; discard utility gloves if they show signs of cracking, peeling, tearing, puncturing, or deterioration.
■ Never wash or decontaminate disposable gloves for reuse.
■ Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.
■ Remove immediately or as soon as feasible any garment contaminated by blood or OPIM, in such a way as to avoid contact with the outer surface.

The procedure for handling used PPE is as follows: (may refer to specific procedure by title or number and last date of review; include how and where to decontaminate face shields, eye protection, resuscitation equipment)

_____
_____

Labels The following labeling methods are used in this facility: Equipment to be Labeled Label Type (size, color) (red bag, biohazard label)

_____
_
_____
_

Operations Management is responsible for ensuring that warning labels are affixed or red bags

are used as required if regulated waste or contaminated equipment is brought into the facility. Employees are to notify Operations Management/or Human Resources if they discover regulated waste containers without proper labels.

HEPATITIS B VACCINATION

Human Resources will provide training to employees on hepatitis B vaccinations, addressing safety, benefits, efficacy, methods of administration, and availability. The hepatitis B vaccination series is available at no cost after initial employee training and within 10 days of initial assignment to all employees identified in the exposure determination section of this plan.
Vaccination is encouraged unless:

1) documentation exists that the employee has previously received the series; 2) antibody testing reveals that the employee is immune; or
3) medical evaluation shows that vaccination is contraindicated.
However, if an employee declines the vaccination, the employee must sign a declination form. Employees who decline may request and obtain the vaccination at a later date at no cost.

Documentation of refusal of the vaccination is kept at the Human Resources department.

Vaccination will be provided by Healthpointe Medical Center at 1171 Railroad St., Corona, CA. 92882. Following the medical evaluation, a copy of the health care professional's written opinion will be obtained and provided to the employee within 15 days of the completion of the evaluation. It will be limited to whether the employee requires the hepatitis vaccine and whether the vaccine was administered.

POST-EXPOSURE EVALUATION AND FOLLOW-UP

Should an exposure incident occur, contact Angie Casares, at the following number (888) 315-4660. An immediately available confidential medical evaluation and follow-up will be conducted by Healthpointe Medical Center at 1171 Railroad St., Corona, CA. 92882. Following initial first aid (clean the wound, flush eyes or other mucous membrane, etc.), the following activities will be performed:

- Document the routes of exposure and how the exposure occurred.
- Identify and document the source individual (unless the employer can establish that identification is infeasible or prohibited by state or local law).
- Obtain consent and make arrangements to have the source individual tested as soon as possible to determine HIV, HCV, and HBV infectivity; document that the source individual's test results were conveyed to the employee's health care provider.
- If the source individual is already known to be HIV, HCV and/or HBV positive, new testing need not be performed.
- Assure that the exposed employee is provided with the source individual's test results and with information about applicable disclosure laws and regulations concerning the identity and infectious status of the source individual (e.g., laws protecting confidentiality).
- After obtaining consent, collect exposed employee's blood as soon as feasible after exposure incident, and test blood for HBV and HIV serological status

■ If the employee does not give consent for HIV serological testing during collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days; if the exposed employee elects to have the baseline sample tested during this waiting period, perform testing as soon as feasible.

ADMINISTRATION OF POST-EXPOSURE EVALUATION AND FOLLOW-UP

The Human Resources department ensures that health care professional(s) responsible for employee's hepatitis B vaccination and post-exposure evaluation and follow-up are given a copy of OSHA's bloodborne pathogens standard. The Human Resources department ensures that the health care professional evaluating an employee after an exposure incident receives the following:

■ a description of the employee's job duties relevant to the exposure incident
■ route(s) of exposure
■ circumstances of exposure
■ if possible, results of the source individual's blood test
■ relevant employee medical records, including vaccination status the Human Resources department provides the employee with a copy of the evaluating health care professional's written opinion within 15 days after completion of the evaluation.

The post-exposure procedures comply with **California Health & Safety Code §120980**, which protects confidentiality of HIV testing and results.

PROCEDURES FOR EVALUATING THE CIRCUMSTANCES SURROUNDING AN EXPOSURE INCIDENT

The Human Resources department will review the circumstances of all exposure incidents to determine:

■ engineering controls in use at the time
■ work practices followed
■ a description of the device being used (including type and brand)
■ protective equipment or clothing that was used at the time of the exposure incident (gloves, eye shields, etc.)
■ location of the incident (O.R., E.R., patient room, etc.)
■ procedure being performed when the incident occurred
■ employee's training

The Human Resources department will record all percutaneous injuries from contaminated sharps in a Sharps Injury Log.

If revisions to this ECP are necessary the Human Resources department will ensure that appropriate changes are made. (Changes may include an evaluation of safer devices, adding employees to the exposure determination list, etc.)

EMPLOYEE TRAINING

All employees who have occupational exposure to bloodborne pathogens receive initial and annual training conducted by the Human Resources department.

All employees who have occupational exposure to bloodborne pathogens receive training on the epidemiology, symptoms, and transmission of bloodborne pathogen diseases. In addition, the training program covers, at a minimum, the following elements:

■ a copy and explanation of the OSHA bloodborne pathogen standard
■ an explanation of our ECP and how to obtain a copy
■ an explanation of methods to recognize tasks and other activities that may involve exposure to blood and OPIM, including what constitutes an exposure incident
■ an explanation of the use and limitations of engineering controls, work practices, and PPE
■ an explanation of the types, uses, location, removal, handling, decontamination, and disposal of PPE
■ an explanation of the basis for PPE selection
■ information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, the benefits of being vaccinated, and that the vaccine will be offered free of charge
■ information on the appropriate actions to take and persons to contact in an emergency involving blood or OPIM
■ an explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available
■ information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident
■ an explanation of the signs and labels and/or color coding required by the standard and used at this facility
■ an opportunity for interactive questions and answers with the person conducting the training session. Training materials for this facility are available at 1880 Compton Avenue, Suite 101, Corona CA. 92881.

RECORDKEEPING

Training Records Training records are completed for each employee upon completion of training. These documents will be kept for at least three years at 1880 Compton Avenue, Suite 101, Corona CA. 92881.
The training records include:
■ the dates of the training sessions
■ the contents or a summary of the training sessions
■ the names and qualifications of persons conducting the training
■ the names and job titles of all persons attending the training sessions

Employee training records are provided upon request to the employee or the employee's

authorized representative within 15 working days. Such requests should be addressed to Human Resources department. Medical Records Medical records are maintained for each employee with occupational exposure in accordance with 29 CFR 1910.1020, "Access to Employee Exposure and Medical Records." The Human Resources department is responsible for maintenance of the required medical records. These confidential records are kept in 1880 Compton Avenue, Suite 101, Corona CA. 92881. for at least the duration of employment plus 30 years. Employee medical records are provided upon request of the employee or to anyone having written consent of the employee within 15 working days. Such requests should be sent to the Human Resources department at 1880 Compton Avenue, Suite 101, Corona CA. 92881.

OSHA Recordkeeping An exposure incident is evaluated to determine if the case meets OSHA's Recordkeeping Requirements (29 CFR 1904). This determination and the recording activities are done by the Human Resources department.

Sharps Injury Log

In addition to the 1904 Recordkeeping Requirements, all percutaneous injuries from contaminated sharps are also recorded in a Sharps Injury Log. All incidences must include at least:

- date of the injury
- type and brand of the device involved (syringe, suture needle)
- department or work area where the incident occurred
- explanation of how the incident occurred.

This log is reviewed as part of the annual program evaluation and maintained for at least five years following the end of the calendar year covered. If a copy is requested by anyone, it must have any personal identifiers removed from the report.

HEPATITIS B VACCINE DECLINATION (MANDATORY)

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection.

I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time.

I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Signed: (Employee Name)_____ Date:_____

Hazard Communication Program Company Policy

To ensure that information about the dangers of all hazardous chemicals used by Scale Leadership Academy East is known by all affected employees, the following hazardous information program has been established.

Under this program, you will be informed of the contents of the OSHA Hazard Communications standard, the hazardous properties of chemicals with which you work, safe handling procedures and measures to take to protect yourself from these chemicals. This program applies to all work operations in our company where you may be exposed to hazardous chemicals under normal working conditions or during an emergency situation. All work units of this company will participate in the Hazard Communication Program.

Copies of the Hazard Communication Program are available at 1880 Compton Avenue, Suite 101, Corona CA. 92881 for review by any interested employee.

The Human Resources and/or Operations Management is the program coordinator, with overall responsibility for the program, including reviewing and updating this plan as necessary.

Container Labeling

Operations Management will verify that all containers received for use will be clearly labeled as to the contents, note the appropriate hazard warning, and list the manufacturer's name and address.

The Operations Management department in each section will ensure that all secondary containers are labeled with either an extra copy of the original manufacturer's label or with labels marked with the identity and the appropriate hazard warning.
On the following individual stationary process containers, we are using (description of labeling system used) rather than a label to convey the required information:

List Containers here
We are using an in-house labeling system that relies on (describe any in-house system which uses numbers or graphics to convey hazard information).
The (name of responsible person and/or position) will review the company labeling procedures every (provide a time period) and will update labels as required.

Safety Data Sheets (SDS)

The (name of responsible person and/or position) is responsible for establishing and monitoring the company SDS program. He/she will ensure that procedures are developed to obtain the necessary SDS and will review incoming SDS for new or significant health and safety information. He/she will see that any new information is communicated to affected employees. The procedure below will be followed when an SDS is not received at the time of initial

shipment:

(Describe procedure to be followed here)
Copies of SDS for all hazardous chemicals to which employees are exposed or are potentially exposed will be kept in 1880 Compton Avenue, Suite 101, Corona CA. 92881.
SDS will be readily available to all employees during each work shift. If an SDS is not available, contact Cristian Vargas, Facilities Management.
SDS will be readily available to employees in each work area using the following format: Written Paper Copies stored in binders at stated location: 1880 Compton Avenue, Suite 101 Corona CA. 92881.
When revised SDS are received, the following procedures will be followed to replace old SDS:
SDs forms will be replaced/updated in binders

Employee Training and Information

The Human Resources department is responsible for the Hazard Communication Program and will ensure that all program elements are carried out. Everyone who works with or is potentially exposed to hazardous chemicals will receive initial training on the hazard communication standard and this plan before starting work. Each new employee will attend a health and safety orientation that includes the following information and training:

■ An overview of the OSHA hazard communication standard
■ The hazardous chemicals present at his/her work area
■ The physical and health risks of the hazardous chemicals
■ Symptoms of overexposure
■ How to determine the presence or release of hazardous chemicals in the work area
■ How to reduce or prevent exposure to hazardous chemicals through use of control procedures, work practices and personal protective equipment
■ Steps the company has taken to reduce or prevent exposure to hazardous chemicals ■ Procedures to follow if employees are overexposed to hazardous chemicals ■ How to read labels and SDS to obtain hazard information
■ Location of the SDS file and written Hazard Communication program

Prior to introducing a new chemical hazard into any section of this company, each employee in that section will be given information and training as outlined above for the new chemical hazard. The training format will be as follows:

Classroom training

Hazardous Non-routine Tasks
Periodically, employees are required to perform non-routine tasks that are hazardous. Examples of non-routine tasks are: confined space entry, tank cleaning, and painting reactor vessels. 18 Prior to starting work on such projects, each affected employee will be given information by the Human Resources department about the hazardous chemicals he or she may encounter during such activity. This information will include specific chemical hazards, protective and safety

measures the employee should use, and steps the company is taking to reduce the hazards, including ventilation, respirators, the presence of another employee (buddy systems), and emergency procedures.
Examples of non-routine tasks performed by employees of this company
are: Task Hazardous Chemical
Climbing Ladders N/A
Moving Furniture N/A
Moving Warehouse Items N/A

Informing Other Employers/Contractors

It is the responsibility of Operations Management to provide other employers and contractors with information about hazardous chemicals that their employees may be exposed to on a job site and suggested precautions for employees.
It is the responsibility of Operations Management to obtain information about hazardous chemicals used by other employers to which employees of this company may be exposed.
Other employers and contractors will be provided with SDS for hazardous chemicals generated by this company's operations in the following manner:
Policy: Other employers/contractors will be supplied with Paper copies of all SDS forms that may pertain to their specific contract/Job.

In addition to providing a copy of an SDS to other employers, other employers will be informed of necessary precautionary measures to protect employees exposed to operations performed by this company.

Also, other employers will be informed of the hazard labels used by the company. If symbolic or numerical labeling systems are used, the other employees will be provided with information to understand the labels used for hazardous chemicals for which their employees may have exposure.

List of Hazardous Chemicals
A list of all known hazardous chemicals used by our employees is attached to this plan. This list includes the name of the chemical, the manufacturer, the work area in which the chemical is used, dates of use, and quantity used.

Further information on each chemical may be obtained from the SDS, located at 1880 Compton Avenue, Suite 101 Corona CA. 92881. When new chemicals are received, this list is updated (including date the chemicals were introduced) within 30 days.

To ensure any new chemical is added in a timely manner, the following procedures shall be followed:

Update SDS Forms in Binders
The hazardous chemical inventory is compiled and maintained by Operations Management Personnel.

Model Youth Suicide Prevention Policy

The Governing Board of SCALE Leadership Academy-East recognizes that suicide is a leading cause of death among youth and that an even greater amount of California's high school students report having considered and attempted suicide. During 2019, 15 percent of California seventh graders and 16 percent of ninth and eleventh graders reported they seriously considered attempting suicide. (California Healthy Kids Survey 2019). The Governing Board is encouraged to review California School Climate, Health, and Learning Surveys (CalSCHLS) data specific to their students. See the CalSCHLS website at https://calschls.org/.

Suicide prevention requires vigilant attention from school communities (all school staff, students, parents) and public members. As a result, school communities have an ethical and legal responsibility to provide appropriate and timely response to suicidal ideation, attempts, and deaths. School leaders and staff must ensure the students virtual learning is safe and provides a nurturing environments that mitigate suicidal ideation and behaviors in students and staff and that appropriate procedures, protocols, and supports are well promulgated and easily accessible to all.

Recognizing that it is the responsibility of the LEA and schools to protect the health, safety, and welfare of its students and staff, this policy aims to safeguard against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicidal behavior, attempts, and loss. It is a known fact that emotional wellness is central to all functioning, therefore, it is recommended this policy be paired with other policies that support the emotional and behavioral well-being of students and staff.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that positive and nurturing school climates coupled with suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those who may be suicidal, and help decrease such behaviors. Empirical evidence refutes a common misconception that talking about suicide can increase risk or "place the idea in someone's mind." Therefore, it is critical to address all behaviors directly and in a timely manner. Of significant importance is the education of students to recognize their own mental health, equip them with information and knowledge to solicit help, and learn to recognize symptoms within themselves and their peers.

Understanding the impact school climate has on suicidality is critically important as positive school climates have been linked to lower levels of violence, bullying victimization, and greater perceived safety. School climate is of particular importance since it affects the risk of suicidality among youth. Existing studies reveal adolescents who report perceptions of a more positive school climate are less likely to report suicidality (Cornell & Huang, 2016; La Salle et al., 2017; Marraccini & Brier, 2017). This is most likely due to positive peer and teacher relationships that are promoted in schools with positive school climates along with high levels of safety and social support. SCALE Leadership Academy-East district and school leaders underscore the importance of all staff and students working together to create safe, respectful, nurturing, and welcoming environments in which students feel comfortable seeking help for themselves or their peers. Leaders provide opportunities for continuous improvement and monitoring of school climate.

In an attempt to reduce suicidal behavior and its impact on students and families, SCALE Leadership Academy-East has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. SCALE Leadership Academy-East provides students with age-appropriate instruction and information on mental health, coping strategies, and help-seeking behaviors. This instruction is delivered through the SEL program, digital lessons, wellness activities, and school communications to ensure students know how to recognize signs of distress and where to seek help. These strategies include professional development for all school personnel (certificated and classified) in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool), and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

Recognizing that early prevention and intervention can drastically reduce the risk of suicide, SCALE Leadership Academy-East has developed and implemented preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

SCALE Leadership Academy-East consults with school-employed professionals (e.g., counselors, psychologists, social workers, nurses), administrators, teachers, parents/guardians/caregivers, students, local health agencies, mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the school's strategies for suicide prevention and intervention. The school regularly convenes these stakeholders—at a minimum every five years—to review and update the Suicide Prevention Policy in accordance with Education Code Section 215.

As part of this collaboration, SCALE Leadership Academy-East works closely with local government agencies, community-based organizations, and county mental health partners to align with broader city and county suicide prevention strategic plans. This coordination ensures that the school's policy reflects current research, best practices, and community resources that support student mental health and well-being.

In alignment with California Department of Education (CDE) guidance, SCALE Leadership Academy-East provides explicit, age-appropriate instruction on mental health awareness, coping strategies, help-seeking behaviors, and how to recognize and report concerns about oneself or others. This content is primarily delivered through Google Classroom, where students receive digital lessons, videos, and resources designed to promote emotional safety and wellness.

For younger students (TK–2), materials focus on recognizing emotions, identifying trusted adults, and understanding that it is okay to ask for help. For older students (3–12), content expands to include managing stress, developing coping strategies, identifying warning signs of suicide, and promoting help-seeking behaviors among peers.

Sample content areas include:

- Recognizing feelings such as sadness, fear, or worry.
- Learning how and when to ask for help.
- Understanding that emotional distress is temporary and help is available.
- Knowing who to contact at school or in the community for support.

Teachers and staff receive guidance on reinforcing these messages through classroom interactions and are trained in referral procedures to follow if a student expresses concern for themselves or someone else.

District Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, SCALE Leadership Academy-East created an in-house suicide prevention crisis team consisting of administrators, mental health professionals, and relevant staff. It is encouraged for each school to identify one staff member to serve as the liaison to the district's suicide prevention crisis team.

The functions of this crisis team are to review mental health related school policies and procedures; provide annual updates on school and district data and trends; review and revise school prevention policies; review and select general and specialized mental health and suicide prevention training; review and oversee staff trainings; and general compliance with *EC* Section 215.

This crisis team also collaborates with community mental health organizations, identifies resources and agencies that provide evidence-based or evidence-informed treatment, helps inform and build skills among law enforcement and other relevant partners, and collaborates to build community response.

Additional information and guidance developed by the National Association of School Psychologists can be found on the Preventing Suicide: Guidelines for Administrators and Crisis Teams web page at https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-suicide-guidelines-for-administrators-and-crisis-teams.

Employee Qualifications and Scope of Services

SCALE Leadership Academy-East has ensured LEA and school employees adhere to *EC* Section 215 which mandates district and school employees and their partners to act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk, and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Prevention

Messaging about Suicide Prevention

The manner in which we develop messages about suicide and suicide prevention can impact thoughts and behaviors related to suicide. Research has shown that talking about suicide prevention does not increase risk of suicide as long as those messages are aligned with the National Action Alliance for Suicide Prevention's Framework for Successful Messaging for suicide prevention. The National Action Alliance for Suicide Prevention's Framework for Successful Messaging website can be seen here: https://suicidepreventionmessaging.org/. In fact, positive messages about suicide prevention may have protective effects such as increased help-seeking. However, unsafe messages on the topic of suicide may influence a vulnerable person towards suicidal behavior such as those that oversimplify the causes of suicide or attribute suicide to identification with a population or group.

The Governing Board of SCALE Leadership Academy-East, along with its partners, have thoroughly and regularly reviewed all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.

This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

Examples of people-first language, include:

- People with (…mental illness, personality disorder, depression, etc.)
- Person who has died by suicide
- Person thinking about suicide
- People who have experienced a suicide attempt

Tips for Safe and Effective Messaging on Suicide Prevention:

- Always provide suicide prevention resources in parent/student handbooks, district or school-issued identification cards for staff and students, on district and school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff. The following are suggested resources to include:
    - National Suicide Prevention Lifeline: 988
    - Crisis Text Line: Text “help” to 741-741
    - Teen Line: Text “TEEN” to 839863
    - Trevor Project 1-866-488-7386 or text “START” to 678678
    - Trans Lifeline 1-877-565-8860

Additional crisis line numbers can be found on the CDE’s Help for Students in Crisis web page at: https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp.

- Include information on warning signs as well as risk and protective factors.
- Avoid discussing details about methods of suicide.
- Explain complexity of suicide and avoid oversimplifying (i.e., identifying singular cause of suicide).
- Focus on prevention and protective factors.
- Avoid sensational language (e.g., using terms as epidemic, skyrocketing, etc.) and graphic images.

Suicide Awareness and Prevention Training for School Staff

SCALE Leadership Academy-East, in partnership with its community and mental health partners, provides comprehensive and ongoing training to all staff on suicide prevention, intervention, and postvention. This includes certificated and classified employees, substitutes, interns, volunteers, and other adults working with students.

The school has carefully reviewed and selected training programs that are evidence-based or evidence-informed and aligned with best practices in suicide prevention. Trainings are delivered through the school’s professional learning platform and through virtual professional development sessions facilitated by licensed clinicians with advanced expertise in suicide prevention. Staff may also participate in collaborative training opportunities with county or community mental health agencies.

All staff participate in annual professional development focused on mental health awareness and suicide prevention. Core training components include:

- Identifying suicide risk and protective factors, as well as early warning signs.
- Recognizing observable indicators of emotional distress, including mood, behavior, attendance, or academic performance changes.
- Appropriate ways to approach, interact, and respond to a youth in crisis, including how to ask directly about suicidal thoughts.
- Procedures for immediate response and referral to the Suicide Prevention Liaison or administrator.
- District-approved protocols within a Multi-Tiered System of Support (MTSS) for prevention, intervention, and postvention.
- Understanding the impact of trauma and stress, reducing stigma around mental illness, and promoting early intervention.

- Providing a “warm handoff” when transferring a student in distress to another staff member or counselor to ensure ongoing supervision and support.

- Supporting students and staff following a suicide attempt or death, including postvention protocols.

Training also addresses populations that may be at elevated risk for suicide, including but not limited to:

- Youth impacted by suicide or with a history of suicidal thoughts or behaviors.

- Youth with disabilities, mental health challenges, or substance use disorders.

- Youth experiencing homelessness or in out-of-home placements such as foster care.

- Youth identifying as LGBTQ+.

At minimum, all new employees complete general suicide prevention training at the start of their employment, with previously employed staff participating in annual refresher training. All staff receive annual training to recognize signs of emotional distress and understand referral procedures aligned with the school’s suicide prevention and crisis response protocols. Professional development is reviewed and updated each year based on staff feedback, emerging research, and state guidance to ensure continuous improvement.

This training directly connects to curriculum integration, supporting teachers in embedding mental health awareness, coping strategies, and emotional regulation discussions within classroom discussions, SEL activities, and Google Classroom-based wellness resources. Ongoing professional learning opportunities ensure that staff feel confident identifying and supporting students in emotional distress and connecting them to appropriate school or community-based mental health resources.

Efforts are made to align all suicide prevention training with county initiatives and the “Striving for Zero: California’s Strategic Plan for Suicide Prevention 2020–2025.”

Specialized Professional Development for LEA-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by the SCALE Leadership Academy-East. Training for these LEA staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted LEA-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, LEA-approved tool such as the Columbia—Suicide Severity Rating Scale (C-SSRS) (can be accessed here: https://cssrs.columbia.edu/the-columbia-scale-c-ssrs/cssrs-for-communities-and-healthcare/#filter=.healthcare.english); Patient Health Questionnaire 9 (PHQ-9) Depression Scale (can be accessed here: https://www.phqscreeners.com/select-screener); BSS Beck Scale for Suicide Ideation (can be accessed here: https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Beck-Scale-for-Suicide-Ideation/p/100000157.html); National Institute of Mental Health (NIMH)’s Ask Suicide-Screening Questions (ASQ) Toolkit (can be accessed here: https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials); and the Adolescent Suicide Assessment Protocol – 20 (this PDF can be accessed here:

https://preventsuicidewv.com/wp-content/uploads/2021/04/ADOLESCENT-SUICIDE-ASSESSMENT-PROTOCOL.pdf).

- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

While much of the nation was already engaging in or exploring telehealth, COVID-19 propelled mental health service providers to pivot from in-person to virtual appointments. The pandemic has allowed us to see mental health from a different perspective and has elevated the need to connect with students using various platforms. As we consider recent natural disasters that have led to school closures, LEAs should develop telehealth protocols and establish telehealth services in an effort to maintain connection with students while schools are closed.

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

SCALE Leadership Academy-East has implemented a protocol for connecting school staff with students during school closures. In the event of a school closure, SCALE Leadership Academy-East has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to LEA protocols.

SCALE Leadership Academy-East has determined a process and protocols for LEA-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Participation and Education

SCALE Leadership Academy-East is committed to engaging families as active partners in suicide prevention and student wellness. In an effort to include parents/guardians/caregivers in all suicide prevention efforts, SCALE Leadership Academy-East shall share this suicide prevention policy and procedures widely. The school regularly communicates prevention efforts and available resources through newsletters, the school website, and family information sessions. Families are encouraged to engage in home-based supports, such as completing feelings charts, worksheets, or brief parent-student exercises that reinforce emotional awareness and coping strategies.

Families receive information about how to recognize emotional distress, talk with their children about mental health, and access community-based resources. When appropriate, the school provides take-home materials such as feelings charts, coping strategy guides, and mental health resource lists to support conversations at home.

Parents and caregivers are encouraged to reach out to school counselors or administrators if they have concerns about their child's emotional well-being. Additionally, the school partners with mental health organizations to offer parent workshops that promote family connection and emotional safety.

Parents/guardians/caregivers are provided crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral. SCALE Leadership Academy-East offers virtual parent workshops on topics such as

emotional wellness, stress management, and recognizing warning signs, as well as 'Parent Tip Sheets' and guides to support students during stressful times, including testing, transitions, and holidays.

- All parents/guardians/caregivers have access to suicide prevention material that addresses the following:
    - Suicide warning signs, risk factors, and protective factors
    - How to approach and talk with their children about thoughts of suicide
    - How to respond appropriately to the youth who has suicidal thoughts

Appropriate responses should include the requirement of constant supervision of any child/youth considered to be suicidal and referral for an immediate SRA.

Communication with Parents, Caregivers, and Families:

Parents, guardians, caregivers, and families play a vital role in the prevention of youth suicide.

The SCALE Leadership Academy-East provide virtual caregiver information opportunities for parents, families, and caregivers to help them learn how to recognize and identify suicide risk, protective factors, as well as the LEA's referral processes and how they or their children can reach out for help, etc.

All parents are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and also school and community-based supports. If parents, families, and/or caregivers identify or suspect a suicide risk, they are strongly encouraged to communicate with appropriate school staff (counselor, administration, nurse, school-employed mental health professional, etc.) for assistance. The LEA-based mental health professionals are equipped to help identify and support a student at risk of suicide and are trained to ensure the safety of all students. This may include collaborating with parents, families, and/or caregivers to develop a course of action and/or safety plan. Parents, caregivers, and families are reminded that mental health and academic records are kept separately to ensure confidentiality and to help protect the privacy of education records.

FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a)(10) and 99.36. LEAs are required to adhere to the Family Educational Rights and Privacy Act (FERPA). FERPA applies to all LEAs and schools that receive funds under applicable programs administered by the U.S. Department of Education. Any LEA or school that is subject to FERPA may not disclose students' education records, including mental health records, or any personally identifying information derived from such records, without the written consent of a parent/guardian or the student, who is eighteen years of age or older. See the US Department of Education's FERPA web page here: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Student Participation and Education

SCALE Leadership Academy-East has and will continue to carefully review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

SCALE Leadership Academy-East provides middle and high school students with developmentally appropriate, student-centered information on mental health and suicide prevention. Instruction and awareness are delivered through a variety of channels, including online curriculum, school communications, newsletters, virtual workshops, and other school activities, ensuring students have access to multiple points of information and support. The instruction is developmentally appropriate, student-centered, and includes:

- Recognizing behaviors (signs and symptoms) of mental health challenges and emotional distress.
- Recognizing life issues (risk factors) associated with suicide and mental health issues in oneself and others.

- Learning coping strategies for dealing with stress and trauma.
- Learning about protective factors.
- Learning help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- Guidance regarding the district's suicide prevention, intervention, and referral procedures.

SCALE Leadership Academy-East has shared LEA-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. LEA-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

The SCALE Leadership Academy-East supports the creation and implementation of programs and/or activities that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs [NCHS], and hotline numbers on student identification cards).

Intervention, Screening/Assessment, Referral

Intervention and Referral for Suicide Screening or Risk Assessment

SCALE Leadership Academy-East ensures the LEA suicide prevention crisis team members receive advanced training in suicide prevention, intervention and postvention.

Crisis Team Formation

A crisis team will be assembled each time a student is referred to the Suicide Prevention Liaison for concerns related to suicide risk. The composition of the team will vary depending on the individual student and situation. For each referral, the crisis team will include only the immediate student support team, which may consist of the staff member who made the referral, the student's teacher of record, an administrator, the Suicide Prevention Liaison, and a mental health representative if appropriate. This approach ensures that the team is focused, responsive, and familiar with the student's specific needs and circumstances. Once the immediate crisis has been addressed, the team will debrief to coordinate next steps and determine any ongoing supports required for the student.

Staff

Two SCALE Leadership Academy-East staff members who have received advanced trainings in suicide intervention shall be designated as the primary and secondary suicide prevention liaisions. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they are required to promptly notify the primary and/or secondary designated suicide prevention liasion. If the primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liasion. The liaison is responsible for immediately establishing contact with the student. The suicide prevention liasion shall immediately notify the school principal or vice principal, who shall then notify the students parent/guardian as soon as possible. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liasion shall also refer the student mental health resources at SCALE Leadership Academy-East or in the community.

Identification / Screening

Any staff member who becomes aware of a student's suicidal thoughts, intentions, or risk factors must immediately report their concerns to the school's primary or secondary suicide prevention liaison through a formal referral process. The liaison will then notify school administration and the counselor to ensure prompt assessment and support for the student.

1. The Suicide Prevention Liaison(s) have developed and disseminated protocols for screening, assessing, and referring students who may be experiencing suicidal thoughts and/or behavior. The following is included in the protocol:
    - Students experiencing suicidal ideation shall not be left unsupervised, even in a virtual setting. If a student exhibits ideation or suicidal behaviors during an online class or virtual interaction, staff should immediately contact the primary or secondary suicide prevention liaison. Students should never be left alone or dismissed without direct supervision and support from trained staff.
    - Collaboration and communication between the teacher/staff member and the suicide prevention crisis team are critical throughout the supervision, referral, and assessment processes, including virtual check-ins and follow-up.
    - A referral process is prominently disseminated to all staff members (classified, certificated, volunteers, interns, etc.) so everyone knows how to respond to a crisis in a virtual environment, refer students for further screening or assessment, understand safety considerations during online supervision, and access school and community-based mental health resources.
    - The referral process also includes steps to coordinate, consult, and refer a student to the local county mental health plan (MHP) when necessary, even if the student is participating remotely.
    - The Suicide Prevention Liaision(s) have established crisis intervention procedures to ensure student safety and appropriate communication in the event of a suicide attempt or death by a student.
    - The crisis team is required to notify, if appropriate and in the student's best interest, the student's parents/guardians/caregivers as soon as possible, and refer the student to school or community mental health resources. Decisions regarding parental notification should follow a formal initial assessment to ensure the student's safety is not compromised.
    - The names, titles, and contact information of all suicide prevention crisis team members have been distributed to staff, parents/guardians/caregivers, and students, included in parent/student handbooks, and are prominently available on the school and LEA websites.

        School Principal
        School Assistant Principal
        Academic Counselor(s)
        Primary Liaison
        Secondary Liaison
2. Document the incident in writing as soon as feasible.
3. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Parents, Guardians, Caregivers, and Families

A referral process should be prominently disseminated to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

School staff autoreplies during vacations or absences should include links to resources and phone/text numbers so parents and students have information readily available.

Students

A referral process should be prominently disseminated to all students, so they know how to access support through school, community-based, and crisis services.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt. Students will also have access to crisis intervention procedures, including resources such as mental health counseling and other support services.

Parental Notification and Involvement

SCALE Leadership Academy-East will establish a comprehensive process to ensure that parents, guardians, caregivers, or families are promptly notified whenever a student has been screened or assessed for suicide risk, regardless of the outcome (from no present risk to high risk). This process will also include clear procedures to ensure ongoing care and support for any student identified as having suicidal ideation. The following steps shall be followed to maintain continuity of care:

- After a referral is made for a student, the school liaison shall verify with the parent/guardian/caregiver/family that follow-up treatment has been accessed. Parents/guardians/caregivers/families will be required to provide documentation of care to the school.
- If parents/guardians/caregivers/families refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the primary/secondary liasion (or other appropriate school or LEA staff member) will meet with the parents/guardians/caregivers/families to identify barriers to treatment (e.g., cultural stigma, financial issues), and work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school or LEA staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

    - Los Angeles County: **within California:** (800) 540-4000 **Outside California:** (213) 639-4500 **TDD (Hearing Impaired):** (800) 272-6699 Riverside County: (800) 442-4918, (877) 922-4453
    - San Diego County: (858) 560-2191
    - San Bernardino County: (909) 384- 9233, (800) 827-8724
    - Statewide toll-free number: 1-800-344-6000

Imminent Danger

If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions, etc.) staff members are required to call 911. The call shall ***NOT*** be made in the presence of the student and the student shall not be left unsupervised; this includes staying in the video chat or on the phone until help arrives.

Action Plan for In-School Virtual Suicide Attempts

If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around them is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
- Contact the administrator or suicide prevention liaison.
- Immediaately dial 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable.
- Parents/guardians/caregivers/families should be contacted as soon as possible, if deemed safe.
- Stay with the student online or remain on the phone with them.
- Listen and prompt the student to talk.
- Review options and resources of people who can help.

- Provide comfort to the student.
- Promise privacy and help, and be respectful, but do not promise confidentiality.
- A staff member is clear to end the call/video chat when the parent/ guardian/caregiver or 911 emergency member arrives

During School Sponsored Activites Suicide Attempts

If a suicide attempt is made during school sponsored activities, it is important to remember that the health and safety of the student and those around them is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.
- Staff shall NOT physically restrain or block an exit.
- Provide medical first aid/medical treatment if a suicide attempt has occured and until a medical professional is available.
- Securing law enforcement and/or her emergency assistnace if a suicidal act is being actively threatened.
- Do not send the student away or leave them alone, even if they need to go to the restroom.
- Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
- Listen and prompt the student to talk.
- Be comfortable with moments of silence as you and the student will need time to process the situation.
- Provide comfort to the student.
- Promise privacy and help, and be respectful, but do not promise confidentiality.
- Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.
- Contact the administrator or suicide prevention liaison.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of school or LEA property, the following steps should be implemented (it is critical for the LEA to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student):

- Contact the parents/guardians/caregivers/families and offer support to the family.
- Discuss with the family how they would like SCALE Leadership Academy-East to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers/families to share information and ensure the facts regarding the crisis are correct.
- Provide care and determine appropriate support to affected students.
- Offer to the student and parents/guardians/caregivers/families steps for re-integration to school. With the following steps being implemented upon re-entry:
    - Obtain a written release of information signed by parents/guardians/caregivers and providers.
    - Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation.
    - Inform the student's teacher(s) about possible days of absences
    - Allow accommodations for the student to make up work (be understanding that missed assignments may add stress to student.)
    - Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood
    - Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Supporting Students after a Mental Health Crisis

Students shall be encouraged through the education program and in SCALE Leadership Academy-East activities to notify a teacher, school administrator, counselor, suicide prevention liaision or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

SCALE Leadership Academy-East has determined the following steps be implemented after the crisis:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority.
- Listen actively and non-judgmentally to the student. Let the student express their feelings.
- Acknowledge the feelings and do not argue with the student.
- Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
- Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
- Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Responding After a Suicide Death (Postvention)

***It is important to remember that staff members are likely grieving as well and consider the capacity of staff members to engage in sensitive discourse with students. When possible, provide additional support to staff to lead conversations in response to suicide deaths*.**

A death by suicide of a student or staff member can have devastating consequences on the school community. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. SCALE Leadership Academy-East shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives.

The suicide prevention liaison shall:

1. Coordinate with the school principal to conduct an initial meeting with the suicide prevention team to:
    a. Identify a staff member to confirm death and cause
    b. Identify a staff member to contact deceased's family (within 24 hours)
    c. Enact the Suicide Postvention response.
    d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification)
    e. Emotional support and resources available to staff.
    f. Notification to students about suicide death and the availability of support services.

Best practices suggest to respond to deaths by suicide similar to any death, regardless of the cause, but with special considerations to reduce risk of contagion. For example, it is recommended to avoid permanent memorials for any death but especially in response to suicide due to potential glamorization of the individual.

It is important to incorporate procedures with specific actions ahead of time to respond to suicide incidents.

    - Share limited information and ensure that is relevant and for which you have permission to disclose. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
- Remind and direct staff to respond to needs of students regarding the following:
    - Review signs of emotional distress and suicide ideation.
    - Review of protocols for referring students for support/assessment.
    - Develop and provide support to staff in responding to student reactions.
    - Share SCALE Leadership Academy-East's community-based resources available to students.
- Identify students significantly affected by suicide death and other students that may be considering imitative behavior.
    - Staff shall immediately refer students who they suspect are considering imitative behavior to the SCALE Leadership Academy-East suicide liasion.
- Identify students affected by suicide death but not at risk of imitative behavior.

        - Staff shall immediately refer students who are affected by the suicide to SCALE Leadership Academy-East suicide liasion.
- Notification to larger school community about suicide death and the availability of support services.
- Consider, as appropriate, working with the family regarding funeral arrangements for the family and school community.
    - If possible, suggest the funeral occur outside of school hours.
    - Encourage parents/guardians of students to attend funeral/memorial with their children.
    - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
- Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.
    - Support siblings, close friends, teachers, and/or students of the deceased.
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and suicidal.

SCALE Leadership Academy-East believes the practices outlined in this policy will assist in reducing the suicidal ideation and attempts of our school community members. As a partner in the community, we always welcome feedback and input on our policies and encourage you to share them as appropriate.

Appendix A: Resources

Supporting Students During a Local, Regional, or National Crisis:

- Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. For more information, see the PFA-S web page at https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide.

General Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. To access the toolkit, please visit http://www.heardalliance.org/help-toolkit/.
- Substance Abuse and Mental Health Services Administration's (SAMHSA) Preventing Suicide: A Toolkit for High Schools; to access the toolkit, please visit the product's web page at: https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.
- Trevor Project Model Suicide Prevention Policy; for more information, please visit The Trevor Project's Public Education web page at: https://www.thetrevorproject.org/public-education/.
- Signs of Suicide Depression Screening Program (SOS); for more information, please visit the SOS web page at https://www.mindwise.org/sos-signs-of-suicide/.

Safe and Effective Messaging for Suicide Prevention:

- For information on public messaging on suicide prevention, see the *Framework for Successful Messaging* web page from the National Action Alliance for Suicide Prevention website: http://suicidepreventionmessaging.org/.

- Preventing Suicide: A Resource for Media Professionals is a resource booklet addressed to media professionals who play a role particularly relevant to the prevention of suicide. The booklet was written by the World Health Organization and the International Association for Suicide Prevention. See the resource guide at https://apps.who.int/iris/bitstream/handle/10665/258814/WHO-MSD-MER-17.5-eng.pdf;jsessionid=6FC6A56E272B0A4A3C2C38379488F1D8?sequence=1.
- For information on engaging the media regarding suicide prevention visit www.reportingonsuicide.org.
- SAVE (Suicide Awareness Voices of Education); see SAVE's Responsible Media Reporting web page at https://save.org/about-suicide/preventing-suicide/reporting-on-suicide/.
- For more information regarding blogging on suicide, please visit https://www.bloggingonsuicide.org/.
- Entertainment Industries Council; for more information, you can access the Social Media Guidelines for Mental Health Promotion and Suicide Prevention PDF here: https://www.eiconline.org/_files/ugd/aec3fc_9b403ff020b24489aa7f8a90d058ea07.pdf.

Staff Trainings:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an eight-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid's YMHFA web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/.
- Free YMHFA Training is available on the CDE Mental Health web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp.
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR website at http://qprinstitute.com.
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks' safeTALK web page at https://legacy.livingworks.net/programs/safetalk/.
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito's All Solutions for PK-12 web page at https://kognito.com/pk-12/all-solutions/.

Specialized Training, Assessment:

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks' ASIST web page at https://legacy.livingworks.net/programs/asist/.
- School-based Suicide Risk Screening: This 2.5-hour training is available for free and provides guidance on effective screening for suicide risk and suggestions to increase safety for students utilizing evidence-based tools such as safety planning as well as steps for re-entry. To register or for more information regarding training on suicide risk screening in schools, visit the Mental Health Services Oversight & Accountability Commission website at: https://mhsoac.ca.gov/initiatives/suicide-prevention/school-suicide-risk-screening/. Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center's AMSR web page at http://www.sprc.org/training-events/amsr.
- For the SAMHSA's Suicide Safe application for suicide assessment, visit the application's product web page at: https://store.samhsa.gov/product/suicide-safe.

Parent Resources:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be suicidal. It is available from Suicide Awareness Voices of Education (SAVE) website here: https://www.save.org/product/parents-as-partners/.
- What I Wish My Parents Knew: This toolkit provides step-by-step instructions on how to implement activities to engage parents/guardians on topics related to mental health; access this toolkit here: https://www.directingchangeca.org/wp-content/uploads/What-I-Wish-My-Parents-Knew-Toolkit.pdf.
- Know the Signs website: This website provides information on recognizing suicide risk, how to have a conversation about suicide and resources to support loved ones. See the Know the Signs website at https://www.suicideispreventable.org/.
    - To embed the website on your district page, use this code or contact info@suicideispreventable.org:
        - <iframe style="border: 0;"src="http://www.suicideispreventable.org/"frameborder="0" scrolling="no"width="1100" height="750"></iframe>
    - Take Action for Mental Health: Take Action for Mental Health is the campaign for California's ongoing mental health movement. It builds upon established approaches and provides resources to support Californians' mental health needs. You can find more information on the Take Action for Mental Health website at: https://takeaction4mh.com/.
- Depression: What is Depression? For more information, please visit the NIMH's Depression web page at: https://www.nimh.nih.gov/health/publications/depression.
- 12 Things Parents Can Do to Prevent Suicide; guide and video can be accessed here: https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/ten-things-parents-can-do-to-prevent-suicide.aspx.
- Teens and Suicide: What Parents Should Know; for more information, visit: https://afsp.org/teens-and-suicide-what-parents-should-know/.

Student Training Resources:

- LivingWorks Start; see the LivingWorks Start web page at https://www.livingworks.net/start.
- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. You can find more information on the American Foundation for Suicide Prevention's More Than Sad web page at https://afsp.org/our-work/education/more-than-sad/.
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital's BFFD program web page at https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships-program/tap-online-trainings/break-free-depression-program.
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc.'s CAST program web page at http://www.reconnectingyouth.com/programs/cast/.
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See SAVE's SMART Schools web page at https://www.save.org/what-we-do/education/smart-schools-program-2/.
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See SAVE's LEADS web page at https://www.save.org/what-we-do/education/leads-for-youth-program/.

- The Youth Aware of Mental health (YAM) program is a program developed for teenagers aged 14–16 that uses interactive dialogue and role-playing to teach adolescents about the risk and protective factors associated with suicide (including knowledge about depression and anxiety) and enhances their problem-solving skills for dealing with adverse life events, stress, school, and other problems. For more information, visit the YAM website at https://www.y-a-m.org/.
- CDC's Suicide Prevention Resource for Action; please visit: https://www.cdc.gov/suicide/resources/prevention.html.

Re-entry After an Attempt or Leave of Absence for Mental Health:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Virtual Hope Box; the product web page can be accessed here: https://apps.apple.com/us/app/virtual-hope-box/id825099621.
- A Friend Asks from Jason Foundation; the product web page can be accessed here: https://jasonfoundation.com/get-involved/student/a-friend-asks-app/.

Postvention:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. This guide can be accessed here: http://www.sprc.org/comprehensive-approach/postvention.
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide; this guide can be accessed here: http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss.
- Kognito Resilient Together Coping with Loss at School is an interactive role-play simulation to prepare schools for responding to a death in the school community. Teachers and administrators learn key elements of a crisis response plan, including postvention, and best practices for communicating with students and colleagues impacted by a loss in the school. See the Kognito's Coping with Loss at School web page at https://kognito.com/solution/resilient-together-coping-with-loss-at-school/.
- PREPaRE 3rd edition Training helps train the crisis staff who respond to the students and staff in the immediate follow up and over time. It also provides forms for use and documentation. Also, considerations of compassion fatigue with staff providing such services. See the PREPaRE training web page at https://www.nasponline.org/professional-development/prepare-training-curriculum.
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol web page at https://www.mhrbwcc.org/prevention-and-resources/.
- Information on school climate and school safety is available on the CDE Safe Schools Planning web page at https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp.
- Collaborative for Academic, Social, and Emotional Learning (CASEL); see the CASEL program guide web page at https://casel.org/guide/programs/.

Note: **This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.15:**

a. Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
b. The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

1. The guidelines are necessary.
2. The department has the authority to issue the guidelines.
3. The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

California Department of Education, Posted 2/1/2023

SCALE Leadership Academy East Instructional S1
Final Evaluation Form

Employee Name:	
Position:	
Date of Hire:	
Evaluating Supervisor:	

TEACHER / MENTOR TEACHER / PARAPROFESSIONAL PERFORMANCE STANDARD RATINGS

4 = Outstanding: Demonstrates exceptional performance that consistently surpasses expectations. Sets a high standard and serves as a model for others.
3 = Proficient: Delivers solid and reliable results, regularly exceeding expectations. Displays competence and consistency in performance.
2 = Developing: Meets expectations and fulfills job requirements. Performance is satisfactory but offers opportunities for improvement and growth.
1 = Needs Improvement: Performance does not meet expectations. Immediate and significant effort is required to address areas of concern.

- ***Unsatisfactory ratings must include a Reflective Statement in the Comments Section. Do not write in the shaded area.***

FACTORS	SUPERVISOR EVALUATION	SELF EVALUATION	COMMENTS (Use additional pages if needed)
STANDARD 1: Engaging and Supporting All Students in Learning			
The teacher: **A**. Completes and prepares lesson plans for synchronous meetings during every learning period 1-5.			
B. Monitors student engagement on platforms like Acellus, Exact Path, Freckle, and MyOn to ensure all students are supported and engaged.			

C. Connects students' prior knowledge, life experience, and interests with learning goals.			
D. Uses a variety of instructional strategies and resources to respond to students' diverse needs.			
E. Facilitates learning experiences that promote autonomy, interaction, and choice.			
F. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.			
G. Promotes self-directed, reflective learning for all students.			
STANDARD 2: Creating and Maintaining Effective Environments for Student Learning			
The teacher: **A**. Sends daily individualized communication to students and/or guardians using tools such as email or REMIND.			.
B. Places weekly phone calls to students or guardians of students falling behind to provide timely support and encouragement.			
C. Creates a virtual environment that engages all students, integrating technology effectively.			
D. Establishes a classroom climate that promotes fairness and respect.			
E. Promotes social development and group responsibility through structured forums or discussions.			
F. Uses instructional time effectively, as evidenced			

in classroom format, consistent grading, contact, communication, and progress monitoring.			
G. Establish and maintain behavioral standards in the classroom.			
H. Implements classroom procedures and routines that support student learning.			
STANDARD 3: Understanding and Organizing Subject Matter for Student Learning			
The teacher: **A.** Demonstrates an understanding of all assigned student courses for the semester.			
B. Consistently uploads weekly synchronization videos to Google Classroom to make subject matter accessible to students.			
C. Demonstrates knowledge of subject matter content and student development.			
D. Organizes curriculum to support student understanding of subject matter.			
E. Develops student understanding through instructional strategies that are appropriate to the subject matter, and following Common Core Standards.			
F. Uses materials, resources, and technologies to make subject matter accessible to students, and maintains regular ongoing meetings or conversations with students each learning period via phone or online.			
STANDARD 4: Planning Instruction and Designing Learning Experiences for All Students			

The teacher: **A.** Posts at least two assignments per week in Google Classroom and directs students to complete them on a weekly basis.			
B. Identifies low-engaged students by midweek (e.g., Wednesday) to proactively address engagement and adapt instruction accordingly.			
C. Establishes and articulates goals for student learning with clear objectives, expectations, and regular communication.			
D. Develops and sequences instructional activities and materials for student learning, incorporating hands-on, technological computer-based instruction techniques.			
E. Designs short-term and long-term plans to foster student learning.			
F. Modifies instructional plans to adjust for student needs according to ongoing, multiple assessment tools used in each classroom.			
STANDARD 5: Assessing Student Learning			
The teacher: **A.** Consistently submits low-engagement reports by the required deadline, such as Monday at noon.			
B. Contacts the families of low-engaged students before submitting low-engagement reports to gather insights and provide support.			
C.Establishes and communicates clear learning goals and objectives to students.			
D. Uses multiple assessments to evaluate and			

adapt instruction.			
E. Involves students in assessing their own progress.			
F. Uses assessment data to guide instruction.			
G. Communicates with families about student progress outside of parent-teacher conferences.			
STANDARD 6: Developing as a Professional Educator			
The teacher: **A.** Reflects on performance metrics and identifies areas for improvement when engagement or task completion rates are below expectations.			
B. Seeks support or guidance from supervisors when challenges arise, demonstrating a commitment to professional growth and collaboration.			
C. Reflects on teaching practices and implements strategies learned in professional development.			
D. Works with families to improve professional practice, through regular emails, phone calls, or progress reports each quarter with parents/guardians.			
E. Works with colleagues to improve professional practice, shown through regular Professional Learning Community, staff development, and taking leadership opportunities when possible.			
F. Maintains TOR spreadsheet including up-to-date			

grades in each class, progress reports, benchmarks, and early alerts for students at risk.			
G. Follows and complies with all FERPA responsibilities regarding all students and families.			
STANDARD 7: Effective School -Wide Learning Results (ESLR's)			
The teacher: **A.** works with students to develop as **effective Communicators** by enhancing their communication skills through regular ongoing interaction via tools such as webinars, check-ins, and discussion forums, meeting weekly in online or hybrid settings.			
B. Incorporates higher-order thinking strategies, such as Maslow's Hierarchy, into curriculum activities to develop **critical thinking** skills.			
C. Provides opportunities for students to engage in project-based, community-based, or research-based assignments that encourage **social and personal responsibility.**			
D. Supports students in becoming **productive individuals** by fostering consistent assignment completion and regular interactions in the classroom.			

*Analysis of student performance assessments takes into account mitigating factors such as student attendance, entry-level achievement, special program membership and other measurable variables that influence student achievement.

1. Teachers who receive a majority of unsatisfactory ratings in the components of a Standard shall be rated as unsatisfactory in that Standard.
2. In order to receive an overall unsatisfactory evaluation, a teacher must receive a minimum of two unsatisfactory ratings in the seven (7) Performance Standards, at least one (1) of which must be in Standard numbers 1-5.

Commendations:
Evaluator’s Summary Comments:

I have received and read a copy of the foregoing performance evaluation report and have had an opportunity to discuss it with my evaluating supervisor. My signature does not constitute an endorsement of this document.

Employee Signature:	Date:
Supervisor Signature:	Date:

SCALE Leadership Academy East Instructional S2 Evaluation Form

Employee Name:	
Position:	
Date of Hire:	
Evaluating Supervisor:	

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E. Works with colleagues to improve professional practice, shown through regular Professional Learning Community, staff development, and taking leadership			

opportunities when possible.			
F. Maintains TOR spreadsheet including up-to-date grades in each class, progress reports, benchmarks, and early alerts for students at risk.			
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The teacher: **A.** works with students to develop as **effective Communicators** by enhancing their communication skills through regular ongoing interaction via tools such as webinars, check-ins, and discussion forums, meeting weekly in online or hybrid settings.			
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C. Provides opportunities for students to engage in project-based, community-based, or research-based assignments that encourage **social and personal responsibility.**			
D. Supports students in becoming **productive individuals** by fostering consistent assignment completion and regular interactions in the classroom.			
Employee Dispositions Evaluation Section *NCATE defines dispositions as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support and promote community collaboration, student learning, and professional and organizational development.*			
STANDARD 8: Ethical educators are able to understand and articulate the integration of social			

justice in their professional communities.			
A.Personal integrity			
B. Collaborative, cooperative, and respectful behavior to colleagues, supervisors, and subordinates.			
C. Fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner			
D. Sensitivity to cultural and individual differences			
E. Personal and professional interactions internally			
STANDARD 9: Responsive educators practice reflective critical thinking in their engagements with diverse communities of learners.			
A.Responsiveness to the expectations and standards of the professional community.			
B. Responsiveness to the conditions that promote learning, health, and personal safety in the K-12 school and community			
C. Effective communication within the educational community			
D. Commitment to fair academic practices that ensure all students can learn			
E. Responsiveness to the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning			
F. Effective time management			

G. Appearance and dress appropriate for one's professional setting			
STANDARD 10: Informed and collaborative scholarly educators are dedicated to professional growth and lifelong learning			
A.Commitment to applying the best research-based ideas to improve clinical practice			
B. An understanding of current and emerging trends in their fields of practice			
C. Knowledge of standards and expectations of their discipline through relevant activities and projects in the program			
D. Ability to apply and communicate current research effectively in course work			
E. The ability to synthesize and apply course content, projects, clinical practice, and professional work.			

*Analysis of student performance assessments takes into account mitigating factors such as student attendance, entry-level achievement, special program membership and other measurable variables that influence student achievement.

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Supervisor Signature:	Date:

Commendations:
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TAB 2

District Denial

TAB 2

2.1 Letter from April Smith, Superintendent of PVUSD, submitted to SLA on March 5, 2026

PALO VERDE
Unified School District

"Improving Learning... Together"

825 N. Lovekin Blvd., Blythe California 92225
Telephone (760) 922-4164
Fax (760) 922-5942

Board of Education

Ryan Copple
Alice Dean
Martha Gutierrez
Jamey Mullion
Stephanie Romero

April Smith
Superintendent

March 5, 2026

SCALE Leadership Academy Governing Board
c/o Chris Shockley, Executive Director
SCALE Leadership Academy–East
1880 Compton Avenue
Corona CA 92881

Re: SCALE Leadership Academy–East Renewal Charter Petition

Dear Mr. Shockley:

The Palo Verde Unified School District ("District") is in receipt of the SCALE Leadership Academy–East renewal charter petition ("SCALE") that you submitted on January 20, 2026. As we discussed during our conversation of March 4, 2026, SCALE was initially approved in January 2018 for a five-year term that was to end on June 2023. It was extended by operation of law to June 2026. For several years, SCALE has operated a resource center, meeting space, and satellite facility, including administrative space, located outside the District's boundaries in Corona Unified School District ("CUSD") at 1880 Compton Avenue, Corona, California ("CUSD Site"). The CUSD Site is the sole site used and operated by SCALE; SCALE has no sites within the District's boundaries. Previously, SCALE operated a meeting site and satellite location at 14816 Central Ave, Chino, CA, but that site was shut down several years after the move to the CUSD site.

Education Code Section 47605(a)(1) specifies, "A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district." In the absence of a specific exception to the contrary, all charter school sites of whatever nature (including administrative sites that do not provide direct services to students) must be located within the boundaries of the authorizing school district. (See *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262. In *Anderson*, the Court of Appeal confirmed that charter schools may not locate sites outside of their authorizer's boundaries unless an exception applies, and the Charter Schools Act provides no exception for independent study resource centers to locate within the authorizer's county, but outside the authorizing district's boundaries.

The District Staff often visited the CUSD Site during the charter term. Based on our review of the site and information provided by SCALE staff to the District, while the CUSD Site is used as SCALE's administrative office, much of the space is also used for educational purposes. For example, we are aware that SCALE provides services to students with special needs and teachers provide direct instruction at the CUSD Site.

At the time that SCALE was initially approved by the District Board, the Education Code permitted the location of a resource center, meeting space, or satellite center outside the boundaries of the district that authorized the charter school. As we discussed, in 2020, the passage of AB 1505 and 1507 expressly revised provisions of the Education Code to prohibit the operation at and after the time of charter renewal of a resource center, meeting space, or other satellite facility outside the boundaries of the district that approved the charter school without the charter school first receiving approval from the school district where the site is operating.

More specifically, Education Code Section 47605(a)(5)(A) provides in pertinent part (emphasis added):

> A charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, may continue to operate that site until the school submits a request for the renewal of its charter petition. To continue operating the site, the charter school shall do either of the following: (i) First, **before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating.** (ii) Submit a request for the renewal of the charter petition pursuant to Section 47607 to the school district in which the charter school is located.

Additionally, Education Code 47605.1(c)(5)(A) provides (emphasis added):

> A charter school that was operating a resource center, meeting space, or other satellite facility outside the jurisdiction of the school district where the charter school is physically located before January 1, 2020, may continue to operate the resource center, meeting space, or other satellite facility until the charter school submits a request for the renewal of its charter petition. To continue operating the resource center, meeting space, or other satellite facility, the charter school, **before the request to the charter school's chartering authority for the renewal of the charter petition, shall first obtain approval in writing from the school district where the resource center, meeting space, or other satellite facility is operating.**

At the time of submitting its renewal request, SCALE did not provide a letter or other evidence from CUSD approving SCALE's continued operation at the CUSD Site. As such, pursuant to the express provisions of the Education Code referenced and quoted above, the District is prohibited from considering the renewal of SCALE's Charter and will take no further action on SCALE's renewal petition.

During our March 4th conversation, you denied that the CUSD Site is used by students at any time, instead asserting that all educational services, including the provision of the full continuum of placements and services for students with special needs, are provided entirely online. You further indicated that SCALE's attorney disagrees with the District's position, claiming that because SCALE purportedly does not serve students at the CUSD Site, it is not subject to the above-quoted limitations and requirements. We respectfully disagree with your assertions on this point. There is no authority in the Charter Schools Act for a charter school that is authorized or renewed by the District to operate ***any*** sites outside of the District – whether or not provide direct services to students – except as noted above. As such, the District's position has not changed, and the District is not authorized to and will not process this request for charter renewal further.

You inquired about resubmitting the renewal charter, after "fixing," the issues. Please note, so long as SCALE continues to propose to operate at the CUSD Site, regardless of what services it may provide at that site, it will need to provide evidence of written prior approval from CUSD to continue operating at the space pursuant to a charter authorized by the District in order for the District to consider SCALE's renewal. Alternatively, SCALE can submit the charter petition directly to CUSD for approval.

Very Truly Yours,

April Smith,
Superintendent

TAB 3

Signed Certification of Compliance

TAB 3

3.1 Certification of Completeness and Compliance with Applicable Law to RCBOE

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CERTIFICATION OF COMPLETENESS AND COMPLIANCE WITH APPLICABLE LAW TO THE RIVERSIDE COUNTY BOARD OF EDUCATION

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education within thirty (30) days after a denial. (Education Code § 47605(k)(1)(A)(i).)

Additionally, Title 5 of the California Code of Regulations § 11967(b)(3) and the Riverside County Office of Education's ("RCOE") Board Policy 0420.44 (the "Policy") require a charter renewal petition appeal package to include "[a] signed certification stating that petitioner(s) will comply with all applicable law."

In addition, Education Code § 47605(b) provides that "[a] petition is deemed received…for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the [county] office, along with a signed certification that the petitioner deems the petition to be complete."

The following certification is submitted in compliance with Education Code § 47605(b), 5 C.C.R. § 11967(b)(3), and RCOE policy.

CERTIFICATION

By signing below, I certify as follows:

1. That I am the lead petitioner and authorized representative of SCALE Leadership Academy – East ("SLA"), and that I am competent and qualified to certify to the facts herein;

2. That, as authorized representative of SLA, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for the purposes of 5 C.C.R. § 11967(b)(3), Education Code § 47605(b), and RCOE policy only;

4. That as charter petitioner, I deem the charter petition for SLA to be complete; and,

5. That the charter petitioner and the charter petition for SLA comply are in compliance with applicable law.

Name: Chris Shockley, Lead Petitioner

Signature: DocuSigned by: Chris Shockley 3DD21B26BDB840B...

Date: 04/01/2026

School Name: SCALE Leadership Academy - East

TAB 4

Description of Changes

TAB 4

4.1 Description of Changes Letter with Attached Copy of the Certification of Completeness and Compliance with Applicable Law to RCBOE

BUXBAUM CHAKMAK & WYNDER, PC

DAVID A. BUXBAUM*
JOHN CHAKMAK*
CHARLENE J. WYNDER
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414 YALE AVENUE
SUITE K
CLAREMONT, CA 91711
909 621-4707
WWW.LEGALCORP.COM

*Partner Emeritus

April 1, 2026

Corey Loomis, Charter Schools Director
Riverside County of Education
3939 Thirteenth Street
Riverside, California 92501

RE: Scale Leadership Academy – East Renewal Petition Appeal to the Riverside County Board of Education

Dear Dr. Loomis:

This office represents SCALE Leadership Academy – East's ("SLA" or the "Charter School"). SLA's continuing charter school renewal petition (the "Charter" or the "Petition") was submitted to Palo Verde Unified School District ("PVUSD" or the "District") on January 20, 2026. Through the letter dated March 5, 2026, from PVUSD Superintendent April Smith, the District effectively denied SLA's Petition.

The Charter School respectfully submits its charter petition to the Riverside County Board of Education ("RCBOE" or the "County Board"). We have listed below the relevant and appropriate changes to the charter petition, which are necessary to reflect approval by the County Board:

1. **Chartering Authority**

   Any text referring to the Palo Verde Unified School District, PVUSD, or the District, as the chartering authority is revised to read "Riverside County Board of Education", "Riverside County Office of Education", "RCBE", "RCOE", or the "County."

2. **Compliance with County Board Policy and Memorandum of Understanding**

   Any language inconsistent, or potentially inconsistent, with County Board Policy or the County's charter school memorandum of understanding will be discussed among the parties to agree to a cure.

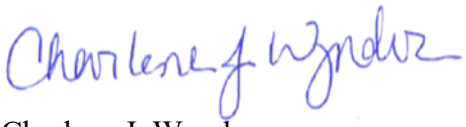
* * *

Enclosed with this letter is a Certification of Complete Charter Petition. Additionally, SLA will make every effort to submit any supplemental documentation that the County may request in a timely manner.

We look forward to working with the County Board and the Riverside County Office of Education during its consideration of this charter petition. Should you have any questions or concerns in the meantime, please do not hesitate to contact me at (909) 621-4707 or via email at cwynder@legalcorp.com.

Very truly yours,

BUXBAUM CHAKMAK & WYNDER, PC



Charlene J. Wynder
CW:hb
cwynder@legalcorp.com
Enclosure

Docusign Envelope ID: 513AE6A8-D273-495A-9AB3-942A0A0143EE

CERTIFICATION OF COMPLETENESS AND COMPLIANCE WITH APPLICABLE LAW TO THE RIVERSIDE COUNTY BOARD OF EDUCATION

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The following certification is submitted in compliance with Education Code § 47605(b), 5 C.C.R. § 11967(b)(3), and RCOE policy.

CERTIFICATION

By signing below, I certify as follows:

1. That I am the lead petitioner and authorized representative of SCALE Leadership Academy – East ("SLA"), and that I am competent and qualified to certify to the facts herein;

2. That, as authorized representative of SLA, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for the purposes of 5 C.C.R. § 11967(b)(3), Education Code § 47605(b), and RCOE policy only;

4. That as charter petitioner, I deem the charter petition for SLA to be complete; and,

5. That the charter petitioner and the charter petition for SLA comply are in compliance with applicable law.

Name: Chris Shockley, Lead Petitioner

Signature: DocuSigned by: Chris Shockley 3DD21B26BDB840B...

Date: 04/01/2026

School Name: SCALE Leadership Academy - East

TAB 4

4.2 Running Record of Changes Reflecting Riverside County Office of Education ("RCOE") as Authorizer





SCALE LEADERSHIP ACADEMY- EAST

A CHARTER RENEWAL PETITION
SUBMITTED TO THE RIVERSIDE COUNTY BOARD OF EDUCATION

Deleted: PALO VERDE UNIFIED SCHOOL DISTRICT BOARD OF DIRECTORS

SUBMITTED ON: JANUARY 20, 2026

FOR FURTHER INFORMATION, PLEASE CONTACT:
CHRIS SHOCKLEY, LEAD PETITIONER
888-316-4660
MAILTO:CHRIS.SHOCKLEY@SCALEACADEMY.ORG

SCALE Leadership Academy–East

Charter Renewal Petition Certification

I, Chris Shockley, hereby certify that the attached Charter Renewal Petition for SCALE Leadership Academy–East is true, complete, and fully approved for submission to the authorizing local educational agency.

I affirm that this petition has been reviewed and approved in accordance with all requirements under California Education Code §§ 47605, 47607, and applicable regulations.

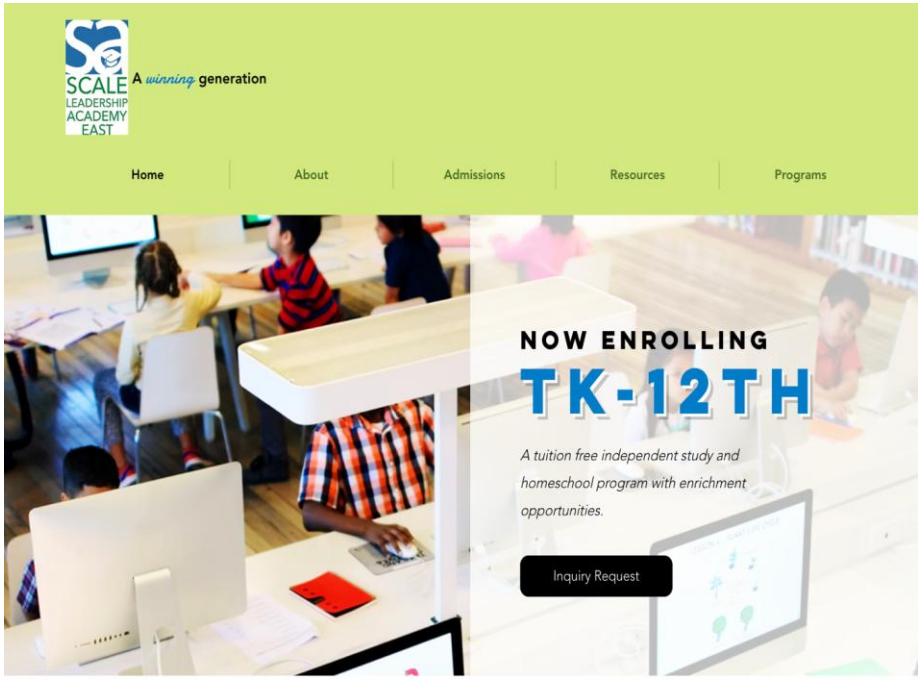
The governing board of SCALE Leadership Academy–East approved the charter renewal petition at a duly noticed public meeting on:

Board Approval Date: _____

By signing below, I affirm that the petition submitted reflects the operations, programs, and plans of SCALE Leadership Academy–East for the requested charter term.

_____

Chris Shockley
Executive Director
Date: _____



MESSAGE TO OUR PROSPECTIVE STUDENTS

SCALE Leadership Academy-East

SCALE Leadership Academy-East (SLA-East) is a free independent study, public school serving students in grades TK-12. Our academic program offers a unique cutting-edge learning model and design. The program's structure and curriculum provides an environment where students can achieve high academic results.

Our academic program is designed to develop top - scholar students who are committed to academic excellence. In our website, you will find information about our mission, vision, and course offerings. For any inquiries, please do not hesitate to contact us. Thank you again for your interest in SCALE Leadership Academy-East. We look forward to hearing from you.



Academic Calendar

The academic calendar is divided into Track A, Track B, Track C, Track D, and Track E. Each track is divided into learning periods with approximately a duration of 4 weeks.

Click Here

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ATTACHMENTS

1. Governance and Organizational Oversight

- Bylaws
- Conflict of Interest Code
- Organizational Chart

2. Legal Agreements and Partnerships

- Master Agreement
- CCAP Agreement
- SPED MOU

3. Fiscal Planning and Sustainability

- Financial Plan (26–31)

4. Instructional Program Model

- General Ind. Study Brochure
- Individual Learning Plan (ILP)
- Graduation Requirements
- A-G Course List
- Tutoring SOP

5. Assessment and Accountability System

- Assessment Protocol
- Assessment Calendar
- Local Control and Accountability Plan (LCAP)
- School Accountability Report Card (SARC)

6. Student Services, Equity, and Required Supports

- Homeless/Foster Identification Policy
- Uniform Complaint Policy
- Anti-Harassment Policy

7. Health, Safety, and Risk Management

- Safety Plan
- Bloodborne Pathogens Policy
- Suicide Prevention Policy

8. Human Resources and Staff Effectiveness

- Teacher Evaluation Tools

INTRODUCTION

SCALE is an acronym for "Schools and Communities for Advanced Learning Experiences." The SCALE mission was conceived with the purpose of establishing a learning institution that encourages students to be self-directed lifelong learners. Based on this vision, SCALE is firmly committed to establishing an institution that is deeply rooted in best practices research, sound educational practice, and that utilizes innovative approaches to learning and engagement. This is essential to achieving SCALE's mission is a commitment to an educational model based on accountability, diversity, leadership, and learning.

Fundamental to this commitment is an educational philosophy that all students have the ability to perform at high levels by associating learning with purpose, meaning, and making options available with high expectations and high levels of support. We believe that every child has the ability to achieve mastery of any task placed upon him or her but also has unique gifts and abilities that can be explored, discovered, and enhanced with the right supportive environment. With this conjectural model, it is our responsibility to provide high levels of support and seek exceptional gifts in each child. Finally, SCALE is committed to tracking data and progress that provide regular feedback for students, teachers, and families.

This renewal petition seeks to continue the operation of SCALE Leadership Academy- East, an established, independent, non-classroom-based charter school authorized by Riverside County Board of Education ("County"). Since opening on July 1, 2018, the school has served a diverse K–12, and TK–12 since 2023, student population across Riverside County and adjacent counties, providing a flexible and personalized independent study model that meets the needs of all learners through ongoing collaboration with the County.

Since the opening of SCALE Leadership Academy- East, the charter school, has successfully implemented the educational model, various program options, and that meet the needs of diverse populations as evidenced by school wide performance data and the state dashboard. In addition to these achievements, SLA has also acquired and maintained an accreditation with Cognia, NCAA, College Board A-G Approval, AP and Honors approved courses. SLA has proven its ability to provide academic options and support for traditional, credit recovery, accelerated, and advanced learners in a non-classroom based and distance learning environment.

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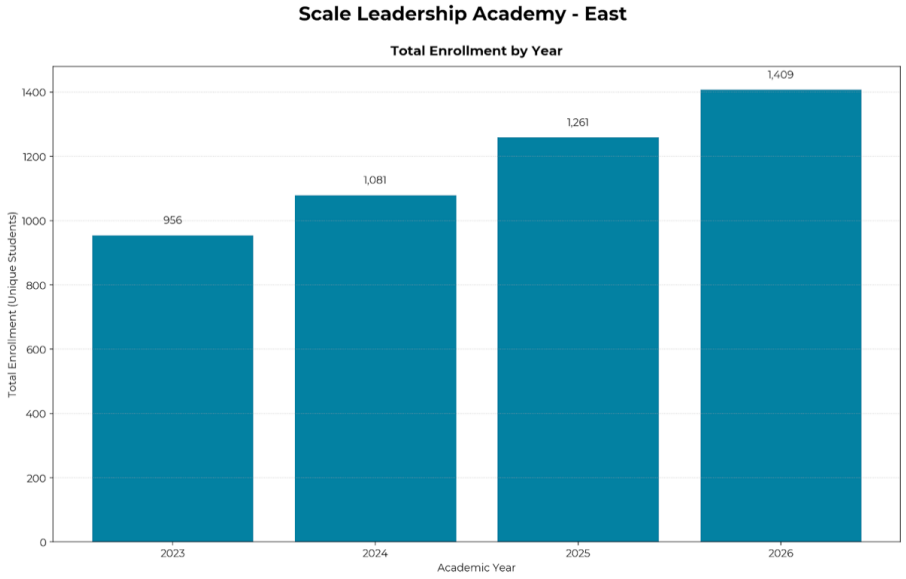
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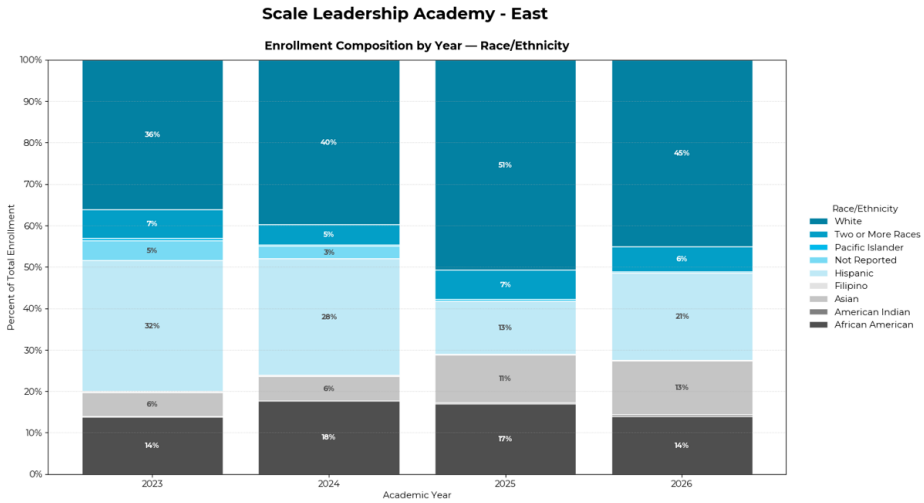
Deleted: SLA also intends to continue enrollment opportunities in the areas of credit recovery and accelerated learning during non-traditional calendar months to supplement the needs of Palo Verde Unified students. This will enable Palo Verde Unified and SLA to collaborate on a target STEAM program in alignment with the District's strategic plan to establish innovative science centers. The strategic partnership will not only enable Palo Verde Unified students to recover credits in non-traditional calendar months but will continue to support the District with its goals related to dropout recovery and the high school graduation rate. SLA has supported the district in reducing negative enrollment due to non-punitive enrollments with SLA's program during non-traditional calendar months.¶

During its tenure under its approved charter, SCALE Leadership Academy- East (SLA) has sent students to a number of UC/Cal State universities, community colleges, private colleges, and has provided pathways for students to pursue vocational goals. What is unique about SLA-East is that is continues to serve a diverse student population, including foster youth, at-risk youth, students with disabilities, homeless youth, and students seeking credit recovery opportunities. In addition, SLA serves a growing number of homeschool families who value the flexibility and personalized support offered through our independent study and virtual learning environment. SLA remains committed to providing high-quality, individualized education to meet the needs of these populations—foster youth, at-risk youth, students with disabilities, homeless youth, credit recovery students, and homeschool families. We anticipate continued success in serving students within our partnering communities and appreciate the ongoing support of the County in meeting the growing demand for independent study, credit recovery, and Career Technical Education pathways.

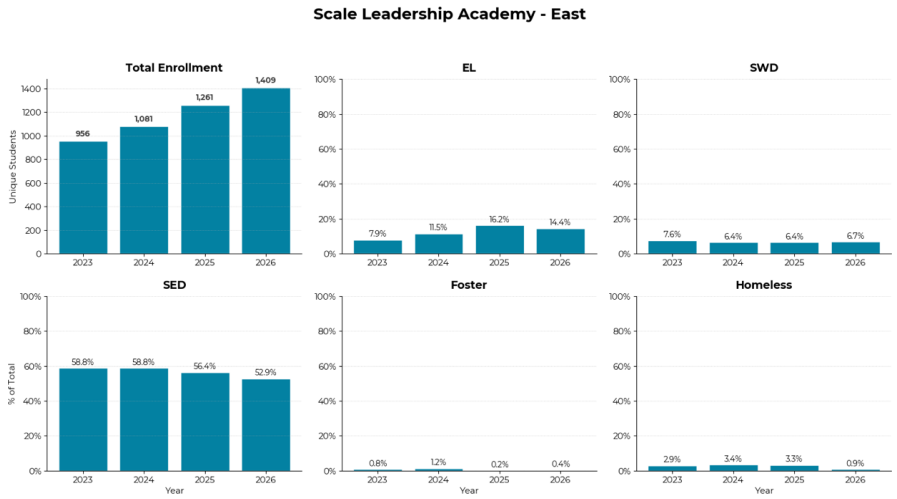
Deleted: Palo Verde Unified School District



SCALE Leadership Academy East has experienced consistent and sustained enrollment growth over the past four academic years. Total enrollment increased from 956 students in 2023 to 1,409 students in 2026, reflecting steady year-over-year gains without interruption. This upward trend demonstrates strong family demand, retention, and confidence in the school's independent study model, academic programming, and student support systems. The continued growth indicates organizational stability and the school's capacity to scale while maintaining quality and compliance.



Enrollment composition reflects a diverse student body with notable shifts across the last four academic years. White students represent the largest group, increasing from 36% (2023) to 51% (2025) and settling at 45% (2026). Hispanic enrollment declined from 32% (2023) to 13% (2025), then rebounded to 21% (2026). African American students remain steady at about 14% to 18%, while Asian students increased from 6% to 13%. Smaller groups, including Two or More Races (about 5% to 7%) and Not Reported, remain a small share, reinforcing the need for culturally responsive practices and accurate demographic reporting.



Enrollment increased from 956 students in 2023 to 1,409 in 2026. English Learner enrollment rose from 7.9% to 16.2% in 2025, then eased to 14.4% in 2026. Students with Disabilities stayed steady near 6% to 8%. Socioeconomically Disadvantaged students declined from 58.8% to 52.9%, and Foster and Homeless percentages remained low, with Homeless dropping to 0.9% in 2026. As we scale, we will sustain ELD, MTSS, and wraparound supports.

EXECUTIVE SUMMARY

SCALE Leadership Academy–East (SLA-East) has provided a high-quality TK–12 non-classroom based educational option designed to meet the diverse academic, social-emotional, and personal needs of students and families across the region. Our virtual independent study model prioritizes individualized learning, flexibility, and access, allowing students to engage in rigorous, standards-aligned instruction while pursuing their unique interests and pathways to success.

SCALE Leadership Academy–East respectfully requests approval of its five-year charter renewal (2026–2031) based on sustained measurable growth and verified performance indicators. The school maintains strong fiscal health, clean audits, and a stable governance structure that ensures compliance, oversight, and long-term organizational capacity. SLA-East fulfills all state and federal requirements for Special Education through its SELPA membership, timely IEP implementation, and targeted supports aligned to student needs. Stakeholder engagement, including families, students, staff, and county partners, continues to inform program improvements and strengthen alignment to community needs. Looking ahead, SCALE remains committed to increasing academic proficiency, expanding college and career pathways, and deepening intervention systems to further close achievement gaps. These demonstrated outcomes and forward-looking priorities confirm that renewal of SCALE Leadership Academy–East is in the best interest of pupils, aligned with Education Code §47607.2.

Deleted: extends its sincere appreciation to Palo Verde Unified School District for its continued partnership and authorization since 2018. Through this collaboration, SLA-East …

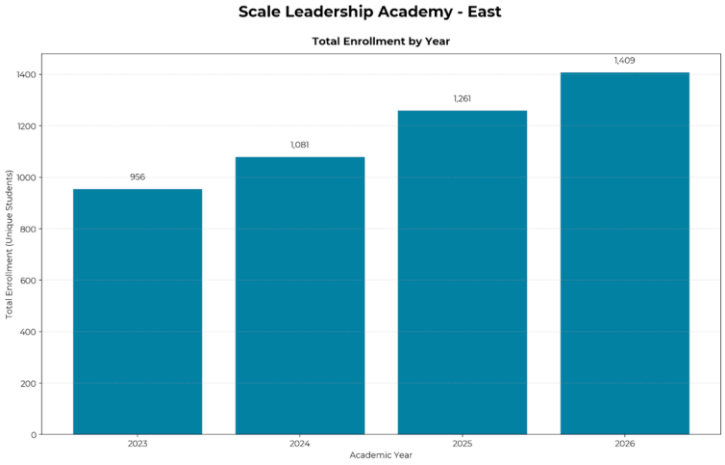
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Program Quality & Legal Compliance

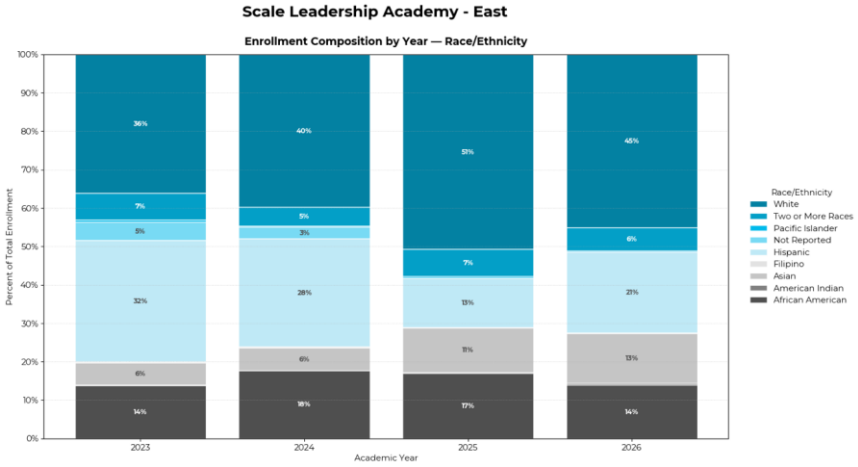
SLA-East is a TK–12 non-classroom-based charter school providing individualized virtual instruction through an ILP model aligned to state standards and all required elements of the charter petition. The renewal petition reflects:

- Updated legal requirements
- Current program offerings, including AVID, CTE, CCAP dual enrollment, tutoring, SEL supports, and ILP structures
- Clear goals, metrics, and actions aligned to LCAP and Dashboard indicators
- Systems demonstrating improvement in student learning, increased access to educational opportunities, and accountability for measurable outcome.

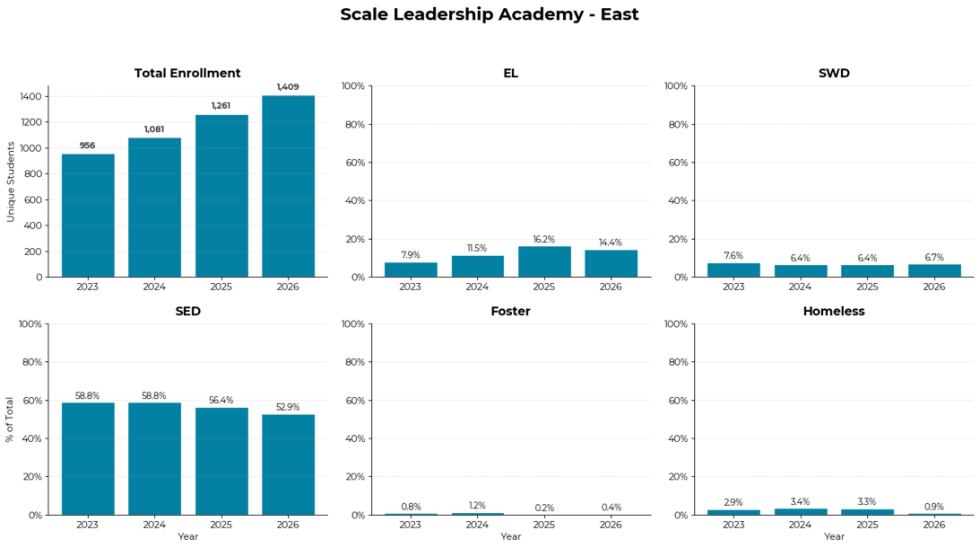
Enrollment (2025–26: 1409 students) reflects a diverse student body:



SCALE Leadership Academy East has experienced consistent and sustained enrollment growth over the past four academic years. Total enrollment increased from 956 students in 2023 to 1,409 students in 2026, reflecting steady year-over-year gains without interruption. This upward trend demonstrates strong family demand, retention, and confidence in the school's independent study model, academic programming, and student support systems. The continued growth indicates organizational stability and the school's capacity to scale while maintaining quality and compliance.



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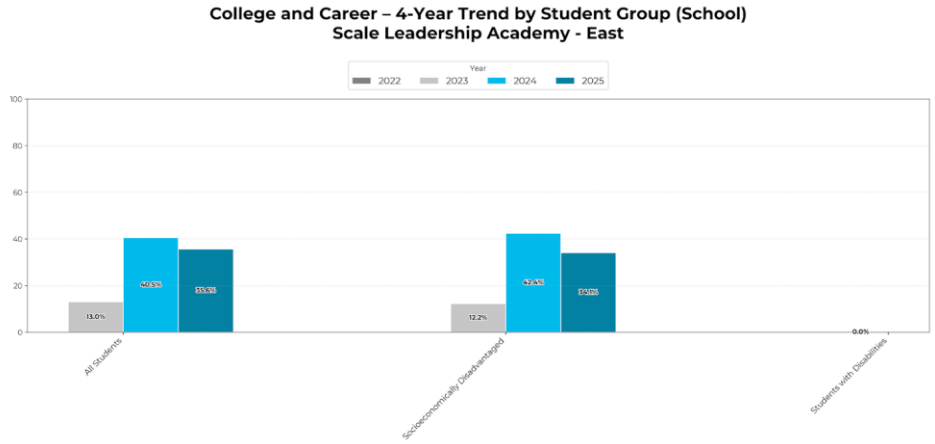
Enrollment increased from 956 students in 2023 to 1,409 in 2026. English Learner enrollment rose from 7.9% to 16.2% in 2025, then eased to 14.4% in 2026. Students with Disabilities stayed steady near 6% to 8%. Socioeconomically Disadvantaged students declined from 58.8% to 52.9%, and Foster and Homeless percentages remained low, with Homeless dropping to 0.9% in 2026. As we scale, we will sustain ELD, MTSS, and wraparound supports.

Schoolwide Performance (State & Local Indicators)

SLA-East demonstrates clear and convincing evidence of measurable increases in academic achievement, with greatest weight on ELA, Math, ELPI, and CCI as required for Middle Tier renewals.

Dashboard Measures

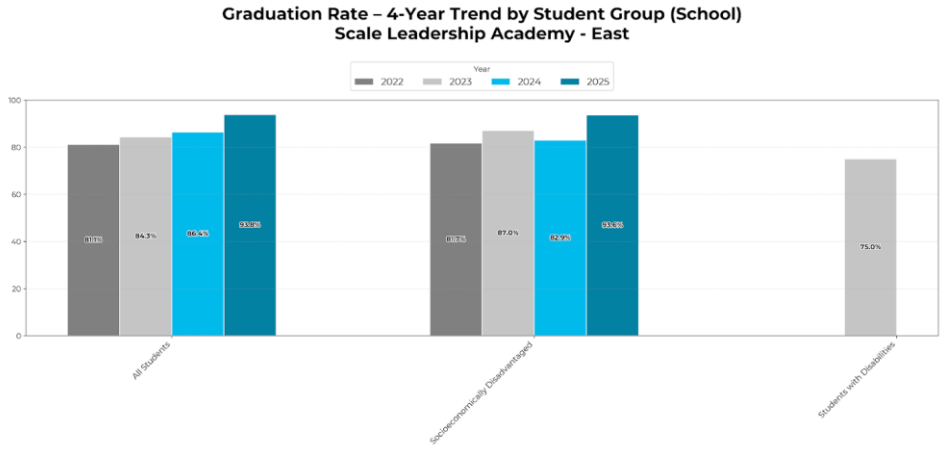
- Graduation Rate: 27.3% (2019) → 93.8% (2025)
- CCI Prepared: 0% (2019) → 35.6% (2025)
- Chronic Absenteeism: 15.9%(2019) → 1.6% (2025)
- Suspension Rate: 0% for six years
- Access to Broad Course of Study: Met annually



This graph shows strong improvement in College and Career readiness over four years. All Students increased from 13% (2022) to 40.5% (2024) and remained steady in 2025. Socioeconomically Disadvantaged students show the same growth pattern. Students with Disabilities remain at 0%, indicating a continued need for targeted support. Overall, the data reflects substantial progress and the positive impact of our college and career readiness initiatives.



SCALE Leadership Academy–East offers multiple college and career pathways designed to prepare students for postsecondary success. Through CTE pathways, students engage in hands-on, real-world learning that builds technical skills, industry knowledge, and career readiness. Fieldwork opportunities, project-based learning, and industry-aligned coursework allow students to explore their interests, develop professional competencies, and graduate prepared for college, vocational training, or direct entry into the workforce.



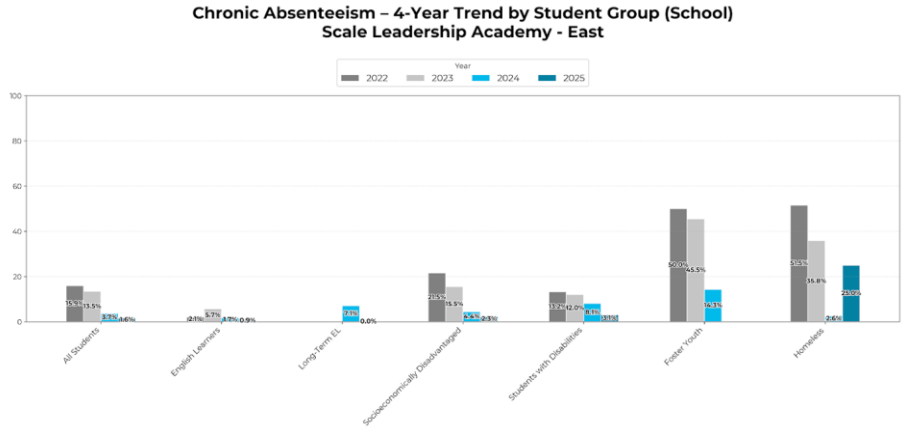
Graduation data demonstrates a significant and sustained improvement over the past four years and represents a major strength of SCALE Leadership Academy–East. The All Students group increased from 81.1% in 2022 to 93.8% in 2025, while Socioeconomically Disadvantaged students improved similarly from 81.7% to 93.6%. This upward trajectory reflects the effectiveness of the school's academic counseling systems, credit-monitoring structures, targeted interventions, and individualized support plans. The consistency of growth across student groups demonstrates SCALE's capacity to identify student needs early, provide timely intervention, and maintain strong graduation outcomes aligned with our mission to prepare students for postsecondary opportunities.



Our first graduating class — small but full of promise. In 2019, only 27% of students graduated, with many unaccounted for. This moment became the foundation for change and growth.

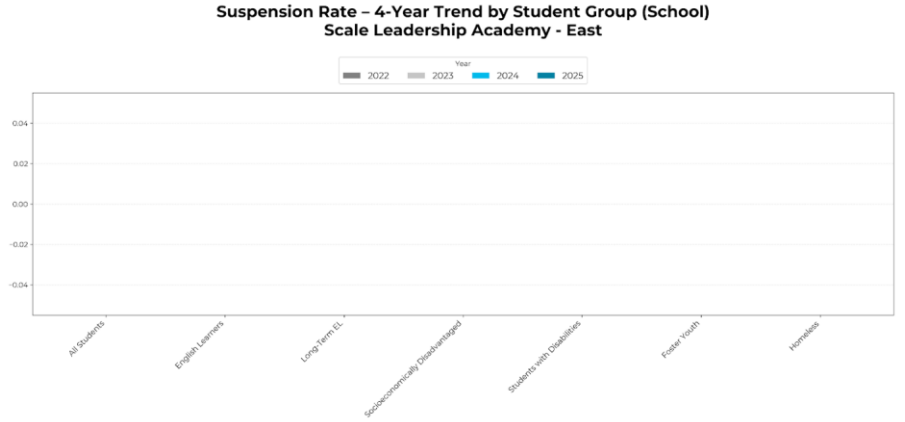


SCALE Leadership Academy–East proudly celebrates a Class of 2025 graduation rate of 93.8%, a remarkable increase from our first graduating class at just 27%. This growth reflects our students' hard work and the strong support systems built by our counselors, teachers, families, and staff. Our Class of 2025 demonstrates what is possible through individualized pathways, consistent guidance, and dedication to student success.



SCALE Leadership Academy East has demonstrated a sustained reduction in chronic absenteeism over the past four years, both schoolwide and across student groups. For All Students, chronic absenteeism declined from 15.9% in 2022 to 13.5% in 2023, then dropped significantly to 3.7% in 2024 and 1.6% in 2025.

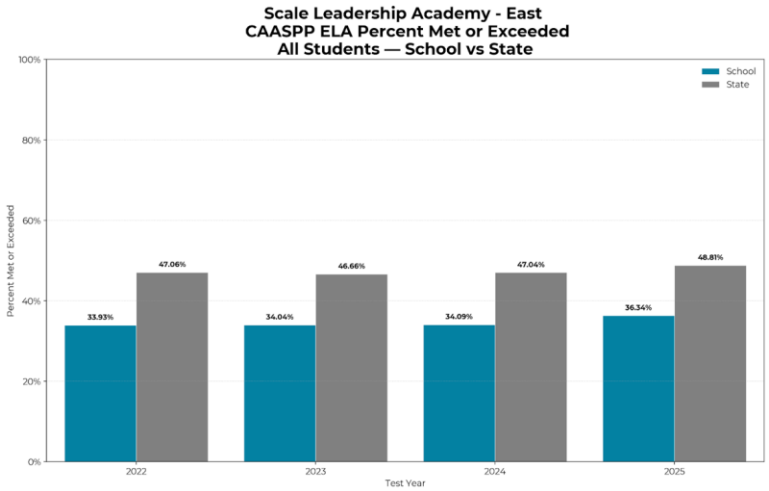
Meaningful improvements are also evident across student subgroups. Socioeconomically Disadvantaged students decreased from 21.5% in 2022 to 2.3% in 2025, while Students with Disabilities declined from 13.2% to 3.1% over the same period. English Learners and Long-Term English Learners maintained low rates, reaching 0.9% and 0.0% respectively by 2025. The most significant gains occurred among Foster Youth, decreasing from 50.0% to 14.3%, and students experiencing homelessness, who declined from 51.5% to 25.0%. Overall, the data reflect consistent progress in reducing chronic absenteeism, particularly among the school's highest-need populations.



SCALE Leadership Academy East has consistently maintained a 0% suspension rate across all student groups over the four-year period shown. While the school operates within an independent study environment, this outcome is the result of intentional systems and practices, not the absence of accountability. Students are held to clear behavioral expectations, participation requirements, and engagement standards aligned to the school's instructional model. Behavioral concerns are addressed through proactive communication, individualized supports, and restorative practices, ensuring that issues are resolved without exclusion from learning.

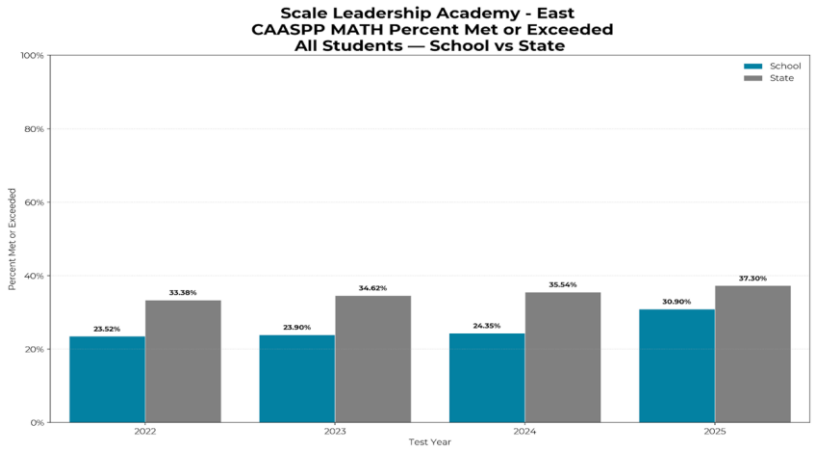
The sustained 0% suspension rate reflects a school culture focused on relationship-building, early intervention, and maintaining student access to instruction across All Students and all identified subgroups.

English Language Arts (CAASPP)



ELA CAASPP results were stable through 2024, with a small gain in 2025. Percent met or exceeded was 33.9% in 2022, about 34% in 2023 and 2024, then 36.3% in 2025. The state stayed higher at about 46.7% to 48.8%. The 2025 gap of 12.5 points signals the need to accelerate literacy growth. Our charter renewal work will focus on stronger core ELA and targeted reading intervention.

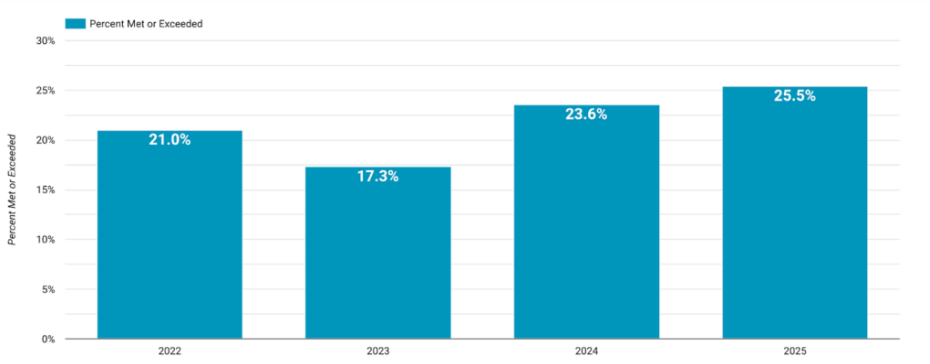
Mathematics (CAASPP)



Math CAASPP performance held steady through 2024, then improved notably in 2025. Percent met or exceeded rose from 23.5% (2022) to 24.4% (2024) and reached 30.9% in 2025. The state increased from 33.4% to 37.3% over the same period. Our gap narrowed to 6.4 points in 2025, but we remain below statewide levels. Charter renewal priorities include stronger Tier 1 math instruction and targeted supports for students not yet meeting standard.

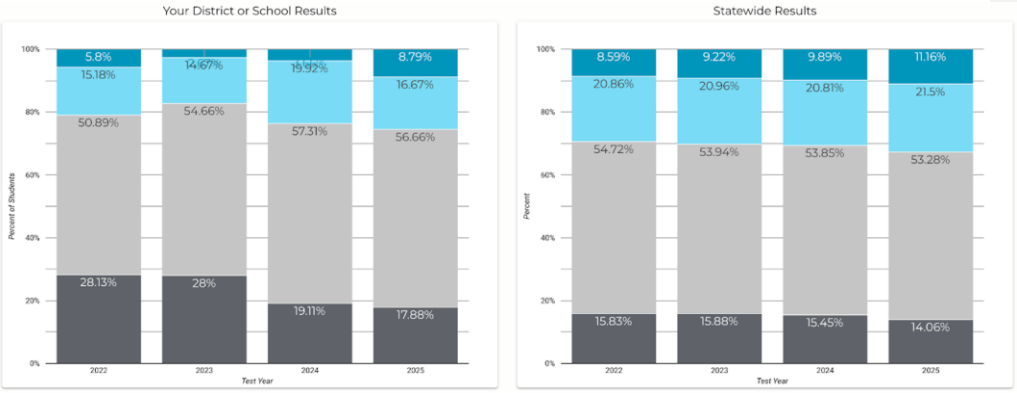
Science (CAST)

CA Science Test - 4 Year Trends

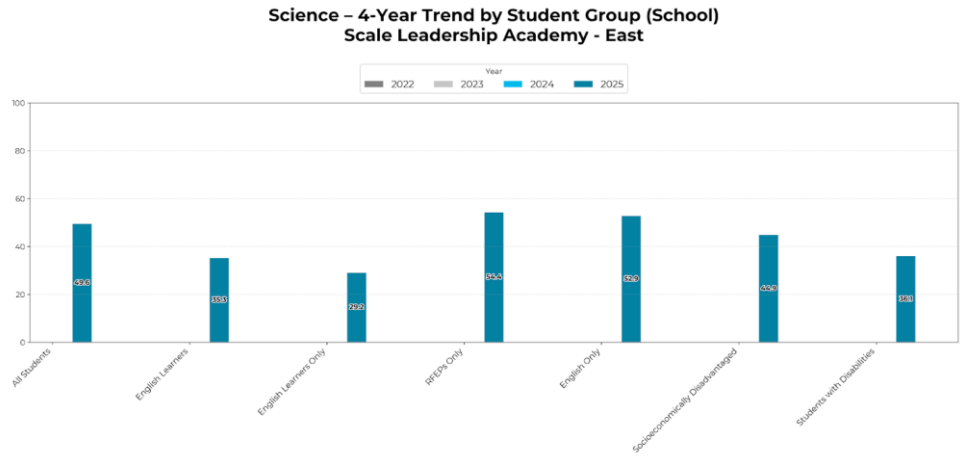


CAST Science results show improvement over the past two years after a 2023 dip. Percent met or exceeded decreased from 21.0% (2022) to 17.3% (2023), then rose to 23.6% (2024) and 25.5% (2025). This indicates growing alignment to NGSS expectations and stronger student performance in science. Even with gains, about three quarters of students are still not meeting standard. Charter renewal priorities include stronger NGSS instruction, hands-on inquiry routines, and targeted supports for students below standard.

CA Science Test - 4 Year Trends vs State

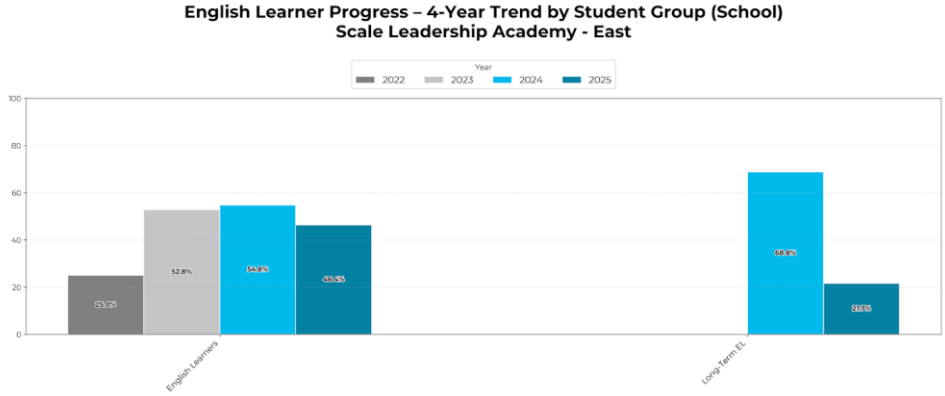


CAST results show the school improving after 2023, though performance remains below the statewide trend. Met or Exceeded dropped to 17.3% in 2023, then increased to 23.6% in 2024 and 25.5% in 2025, while the state rose from 29.5% (2022) to 32.7% (2025). The percent Not Met decreased from 28.1% (2022) to 17.9% (2025), a faster improvement than the state. Even so, the 2025 Met or Exceeded rate is still about 7 points below statewide. Charter renewal priorities include stronger NGSS aligned instruction, frequent inquiry-based tasks, and targeted supports for students in Not Met and Nearly Met.



Science performance in the most recent year shown is strongest overall, with All Students at 49.6%. RFEP only (54.4%) and English Only (52.9%) lead the results and show many students are meeting expectations in science. Socioeconomically Disadvantaged students are at 44.9%, slightly below the overall rate. English Learners (35.3%), EL only (29.2%), and Students with Disabilities (36.1%) highlight the greatest need. Charter renewal priorities include stronger NGSS-aligned instruction and targeted supports for these groups.

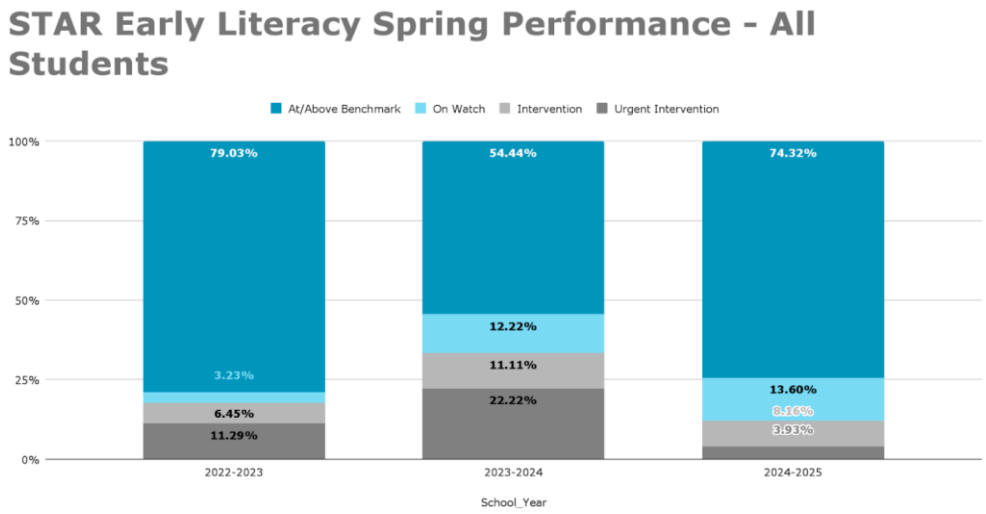
English Learner Progress (ELPI)



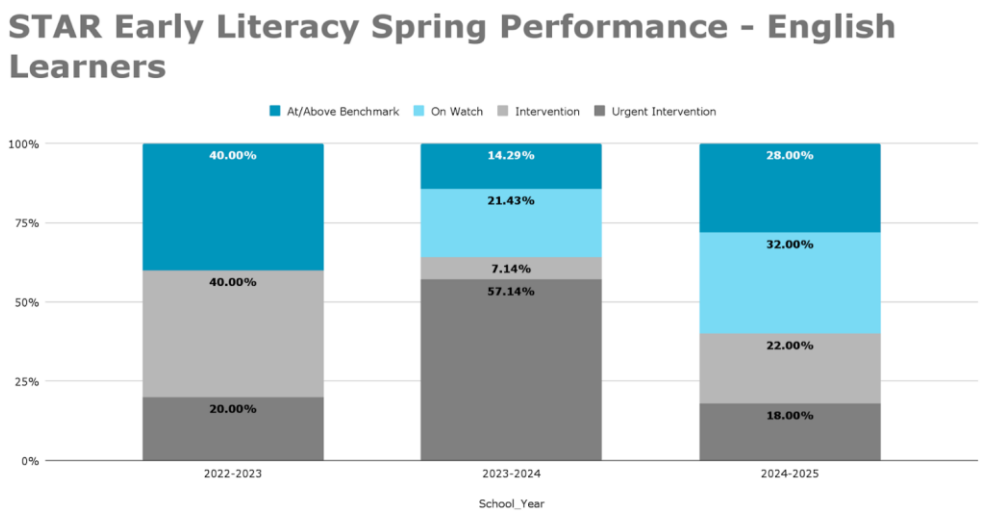
English Learner Progress (ELPI) increased sharply from 2022 to 2024, then dipped in 2025. English Learners improved from 25.0% (2022) to 54.8% (2024), then decreased to 46.4% in 2025. Long Term EL results were much less stable, dropping from 68.8% in 2024 to 21.7% in 2025. This signals a need for tighter progress monitoring and stronger LTEL supports. Charter renewal priorities include consistent designated ELD, targeted LTEL intervention, and focused reclassification planning

Local Verified Measures

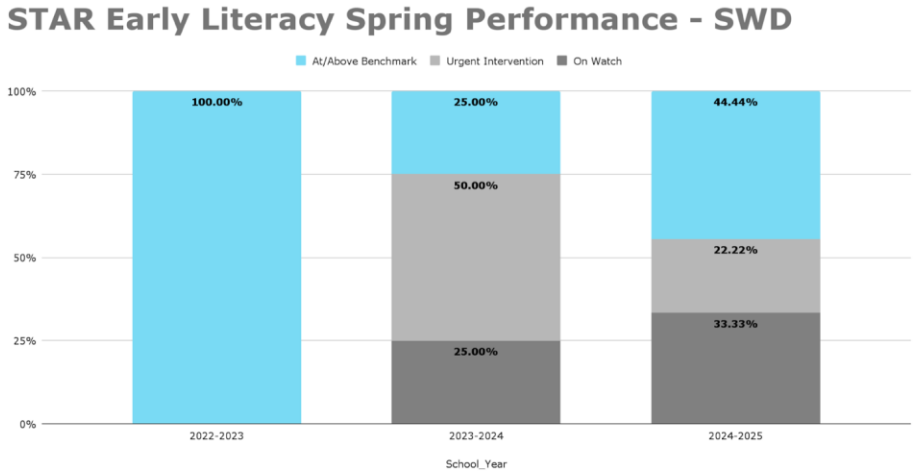
In addition to state accountability indicators, SLA-East uses Local Verified Measures such as Renaissance STAR assessments to provide ongoing, evidence-based monitoring of student learning. These locally administered measures offer timely checkpoints for early identification of need, placement into appropriate supports, and progress monitoring across the school year. The charts that follow summarize STAR performance and growth overall and by student group to guide instructional planning, strengthen MTSS decisions, and ensure equitable access to effective intervention.



Spring STAR Early Literacy results for all students show a dip in 2023–2024 followed by a strong rebound in 2024–2025. The percent At or Above Benchmark moved from 79.03% (2022–2023) down to 54.44% (2023–2024), then back up to 74.32% (2024–2025). The highest need band, Intervention plus Urgent Intervention, peaked at 33.33% in 2023–2024 and decreased to about 12.09% in 2024–2025. While overall performance improved, the On Watch group increased to 13.60% in 2024–2025, showing a larger "bubble" of students who could slide without timely support. Next steps should prioritize targeted small group instruction and progress monitoring to move On Watch students into At or Above Benchmark and prevent reentry into intervention levels.

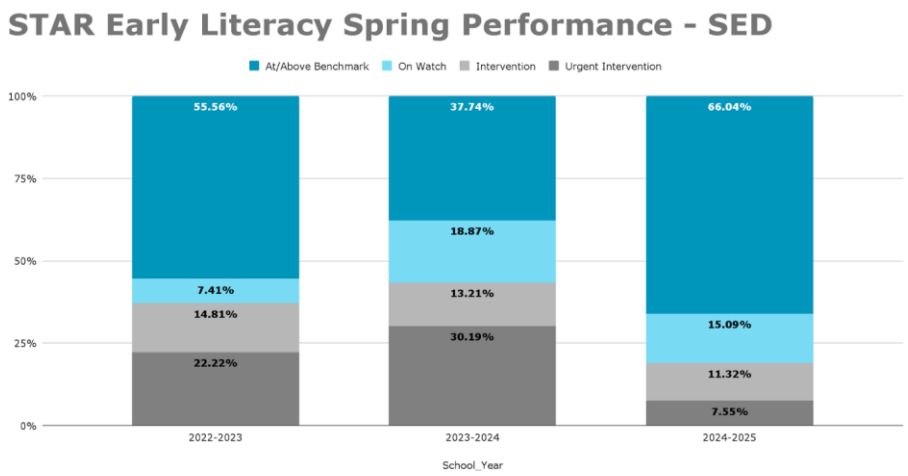


Spring STAR Early Literacy results for English Learners show meaningful improvement from 2023–2024 to 2024–2025, though performance remains mixed overall. The percent At or Above Benchmark rose from 14.29% to 28.00%, doubling year over year. The highest need level, Urgent Intervention, dropped sharply from 57.14% to 18.00%, signaling stronger support and/or improved access to instruction. At the same time, the On Watch group increased to 32.00%, indicating a growing group of ELs who are close to benchmark but still need targeted, language-supported instruction to keep progressing. Next steps should focus on moving On Watch students into At or Above Benchmark through explicit foundational skills practice paired with structured language supports, while maintaining intensive intervention for the remaining urgent needs students.

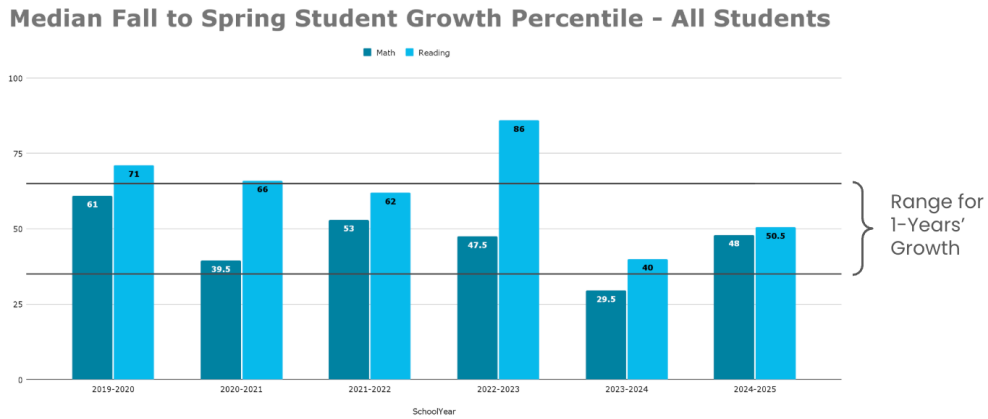


Spring STAR Early Literacy results for students with disabilities show meaningful improvement in 2024–2025 compared to the prior year, alongside a continued need for targeted support. After a challenging 2023–2024 distribution, 44.44% of students moved to At or Above Benchmark in 2024–2025, while Urgent Intervention decreased to 22.22%. At the same time, 33.33% of students remained in the On Watch band, signaling a sizable group that is close to benchmark but still vulnerable without consistent intervention. Overall,

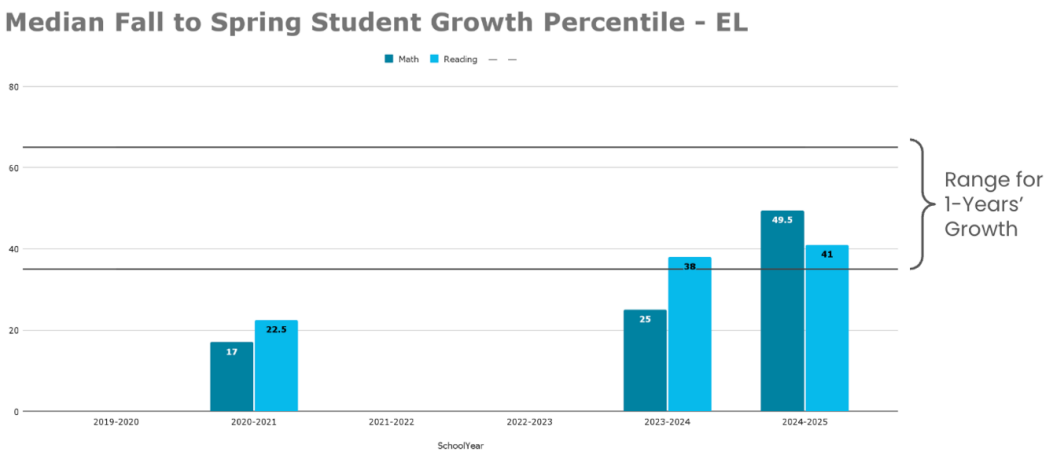
the pattern suggests progress is returning, with the next step being tighter alignment between core instruction and IEP supports, plus frequent progress monitoring to move On Watch students into benchmark and prevent urgent needs from increasing again.



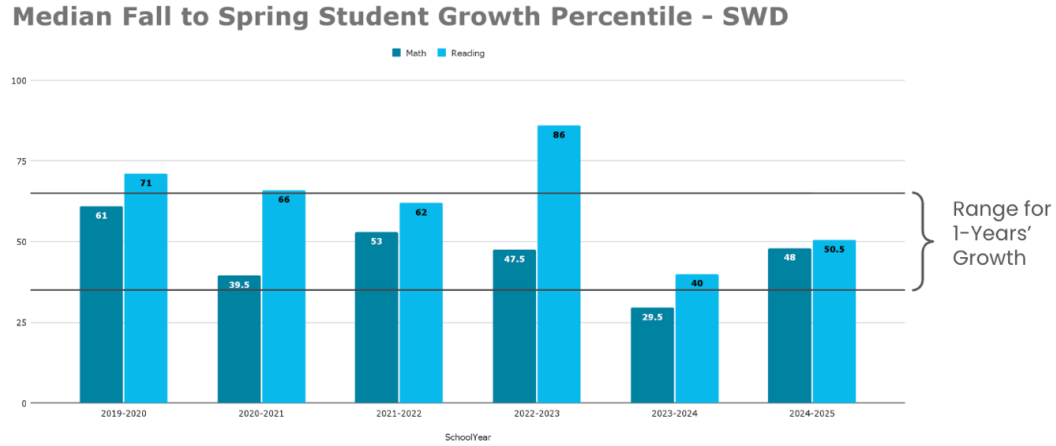
Spring STAR Early Literacy results for socioeconomically disadvantaged students show a strong rebound in 2024–2025 after a dip the prior year. The percent At or Above Benchmark increased to 66.04% (up from 37.74% in 2023–2024 and higher than 55.56% in 2022–2023). At the same time, Urgent Intervention decreased substantially to 7.55% (down from 30.19% in 2023–2024), indicating fewer students in the highest need band. The On Watch group grew to 15.09%, suggesting a larger set of students who are closer to benchmark but still require consistent targeted support to prevent backsliding. Overall, the distribution shifted away from intensive intervention and toward stronger core outcomes, with the next priority being tightening Tier 1 instruction and short cycle supports to move On Watch students into At or Above Benchmark while keeping urgent needs from reemerging.



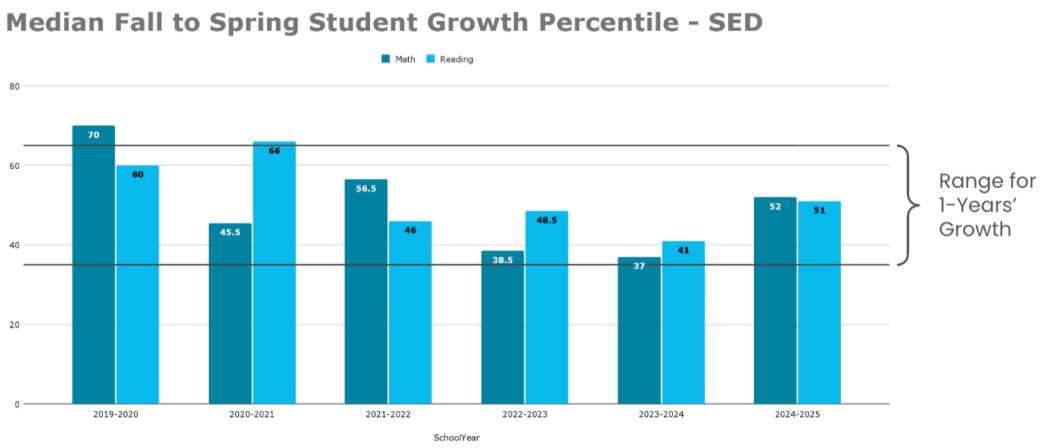
Median Fall to Spring SGP shows recovery in 2024-25 after a low point in 2023-24. Reading growth was above the 1-years range in several years, peaking at 86 in 2022-23, then dropping to 40 in 2023-24 before rising to 50.5 in 2024-25. Math growth was stronger earlier (61 in 2019-20, 53 in 2021-22), fell to 29.5 in 2023-24, and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical growth range. We will focus on sustaining this momentum and closing gaps for students below benchmark.



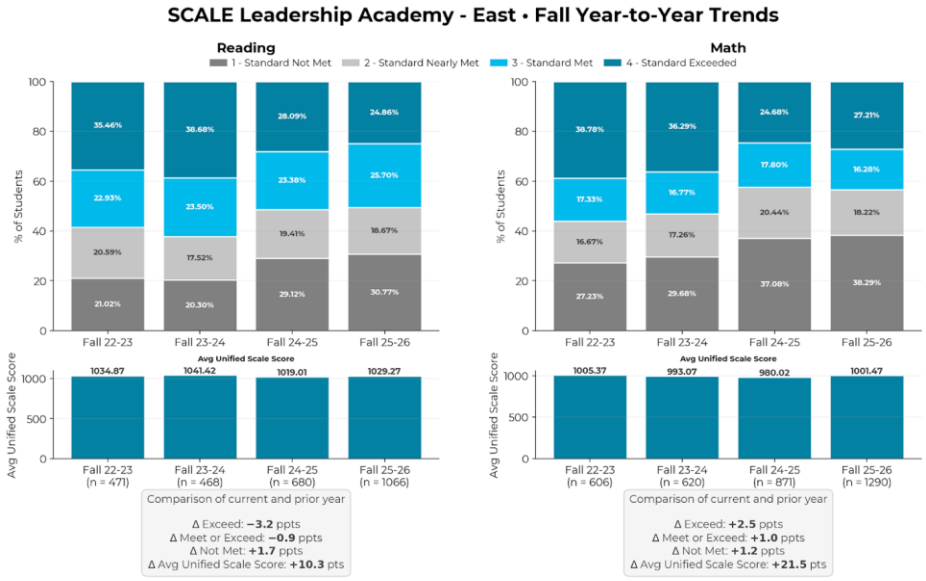
EL median Fall to Spring SGP shows strong improvement in 2024-25 after very low growth in earlier years. In 2020-21, growth was well below the 1-years range (Math 17; Reading 22.5). In 2023-24, reading reached 38 while math remained low at 25. In 2024-25, EL growth moved into the typical range, with Math at 49.5 and Reading at 41. This indicates EL students are making more expected academic progress year over year. We will sustain these gains through consistent designated ELD, targeted literacy supports, and ongoing progress monitoring.



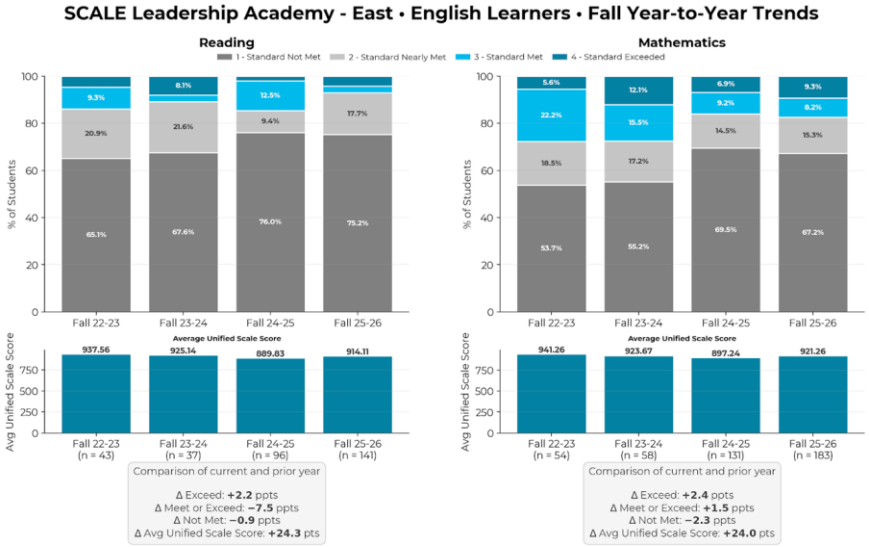
SWD median Fall to Spring SGP shows strong growth in several years, a sharp dip in 2023-24, and recovery in 2024-25. Reading growth peaked at 86 in 2022-23, dropped to 40 in 2023-24, then rose to 50.5 in 2024-25. Math growth fell to 29.5 in 2023-24 and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical 1-year growth range. We will strengthen individualized supports and progress monitoring to sustain gains and close skill gaps.



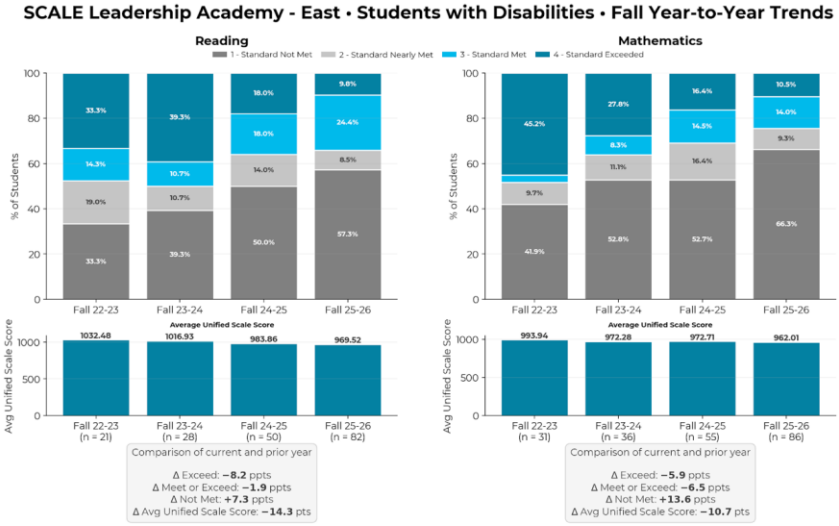
SED median Fall to Spring SGP shows recent improvement after softer growth in 2022-23 and 2023-24. Math growth was strong in 2019-20 (70) and 2021-22 (56.5), dipped to 38.5 in 2022-23 and 37 in 2023-24, then rose to 52 in 2024-25. Reading growth stayed within or above the typical range most years, reaching 51 in 2024-25. In 2024-25, both subjects are back in the 1-year growth range. We will build on this by targeting students still below benchmark and monitoring progress each window.



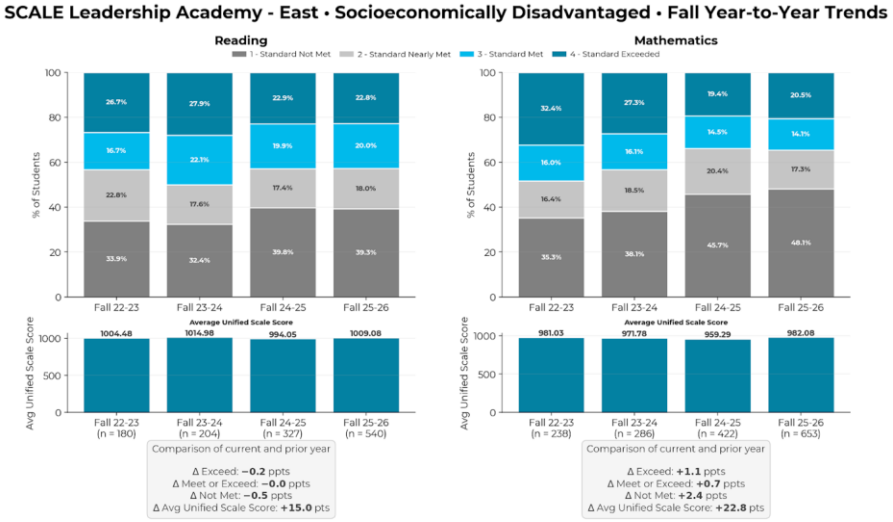
Fall STAR trends show higher average scores in 2025-26 with mixed shifts across performance levels. Reading average Unified Scale Score increased from 1019.0 to 1029.3, while Exceeded fell 3.2 points and Not Met rose 1.7 points. Math rebounded from 980.0 to 1001.5, with Exceeded up 2.5 points. This fall tested far more students, strengthening the signal. We will use STAR to target intervention and monitor growth.



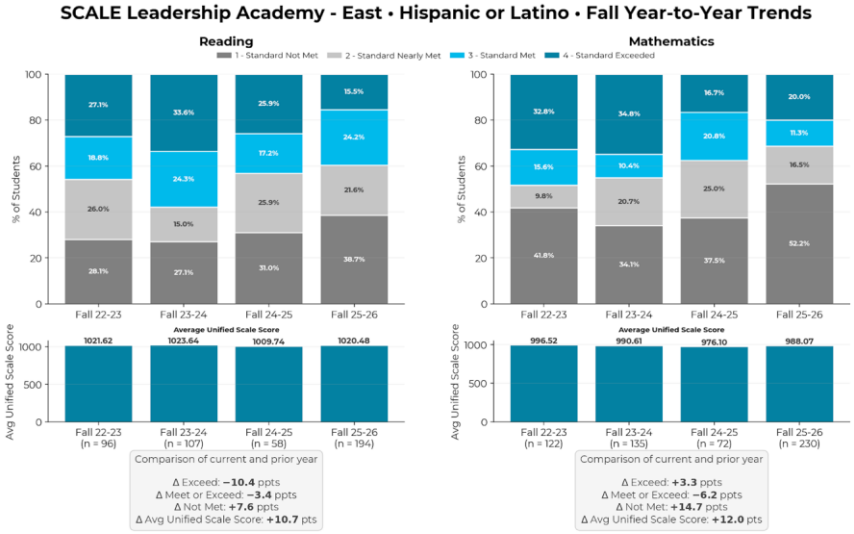
Fall STAR results for English Learners show modest recovery in 2025-26 with continued performance-level need. Reading average Unified Scale Score increased from 889.8 to 914.1 (+24.3), while Meet or Exceed decreased 7.5 points. Math average score also rose from 897.2 to 921.3 (+24.0) and Meet or Exceed improved 1.5 points. Not Met remains high (75.2% reading; 67.2% math). We will intensify targeted EL supports and monitor growth each window.



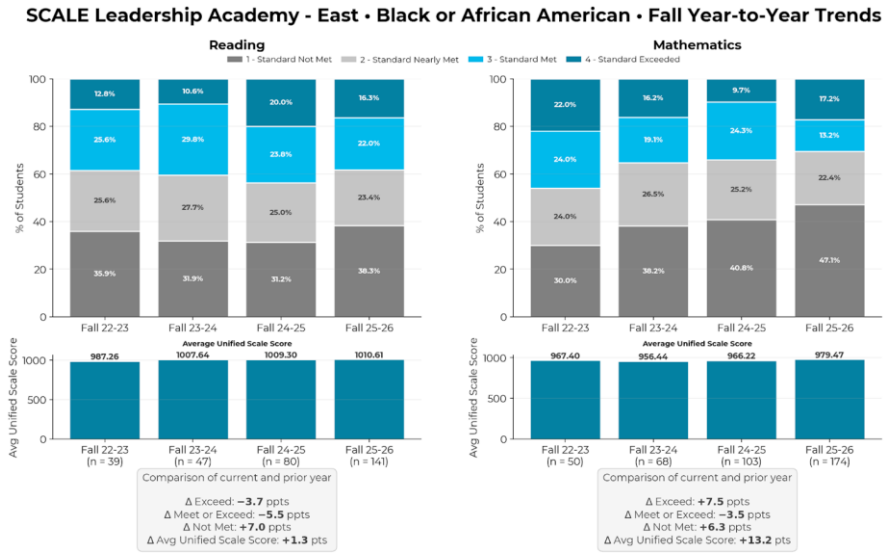
Fall STAR results for Students with Disabilities show a decline in 2025–26 after steadier performance in prior years. Reading average score fell from 983.9 to 969.5 (down 14.3), with Not Met rising to 57.3% and Exceeded down 8.2 points. Math average score dropped from 972.7 to 962.0 (down 10.7), and Not Met increased to 66.3%. Participation also grew (reading n=82; math n=86). We will intensify targeted SPED supports and monitor progress each STAR window.



Fall STAR results for Socioeconomically Disadvantaged students show score gains in 2025-26 with steady performance levels. Reading average score rose 15 points to 1009, and Meet or Exceed stayed flat at about 43%. Reading Not Met remained 39.3%. Math rebounded 22.8 points to 982, but Not Met increased to 48.1%. With stronger participation, we will target supports to move students into Met and Exceeded.



Fall STAR results for Hispanic or Latino students show higher average scores in 2025-26, but more students remain below benchmark. Reading average score increased 10.7 points to 1020.5, while Not Met rose to 38.7% and Exceeded dropped 10.4 points. Math average score increased 12.0 points to 988.1, yet Not Met climbed to 52.2% and Meet or Exceed declined 6.2 points. With larger participation this fall (reading n=194; math n=230), we have a stronger picture of current needs. We will target priority skills and monitor growth each window to accelerate readiness for CAASPP.



Fall STAR trends for Black or African American students show higher average scores in 2025-26, alongside a larger share of students below benchmark. Reading average score rose to 1010.6 (+11.3), but Not Met increased to 38.3% and Meet or Exceed decreased 5.5 points. Math average score increased to 979.5 (+13.2), yet Not Met rose to 47.1% and Meet or Exceed declined 3.5 points. With higher participation (reading n=141; math n=174), we will target priority skills, monitor growth each window, and strengthen supports to move more students into Met and Exceeded.

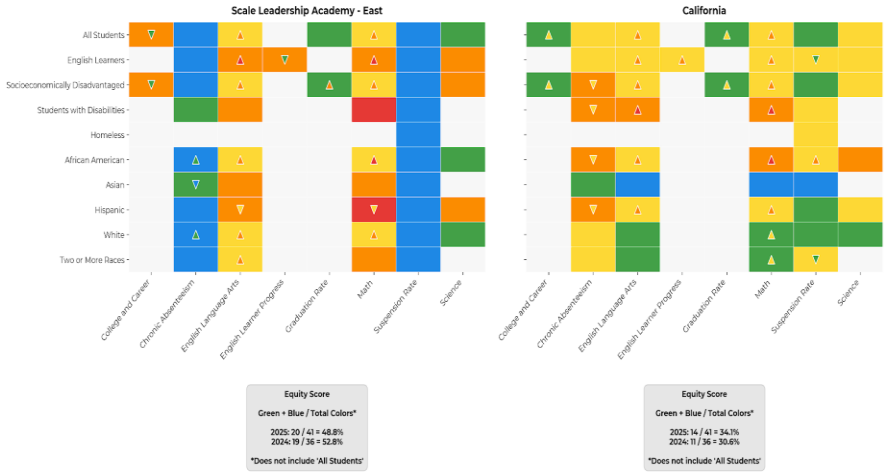
Student Group Performance (Equity & Growth)

SLA-East recognizes achievement gaps among EL, SWD, African American, Hispanic, and SED students. The school has implemented meaningful steps to address underlying causes, including:

- Targeted intervention:
  - Group tutoring (<25th percentile)
  - Intensive 1:1 tutoring (<10th percentile)
- Robust ELD program with biweekly monitoring
- SEL counseling via eLuma + schoolwide SEL lessons
- Equity-focused parent workshops (SEL, behavior, technology)
- CAASPP-aligned reteach cycles, writing frames, and math problem-structure routines
- Increased college/career access (dual enrollment, CTE, AVID, CCGI)

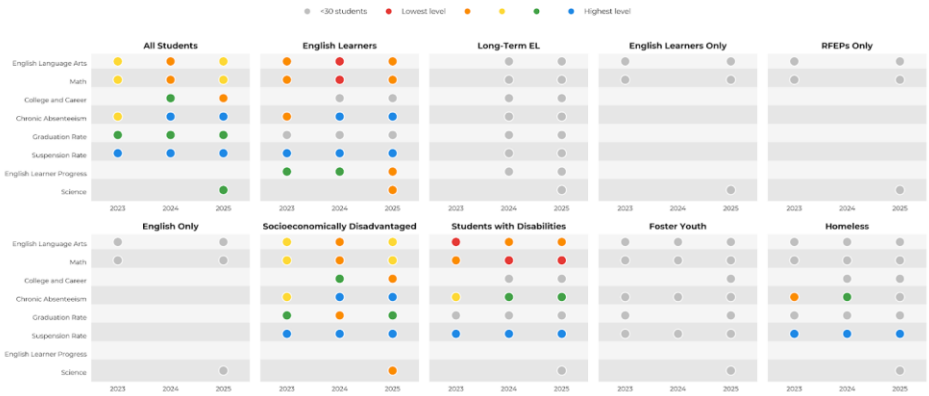
These targeted supports meet renewal requirements for addressing subgroup performance and ensuring equitable access to educational opportunity.

Scale Leadership Academy - East – CA Dashboard Color Matrix – All Student Groups (2025)

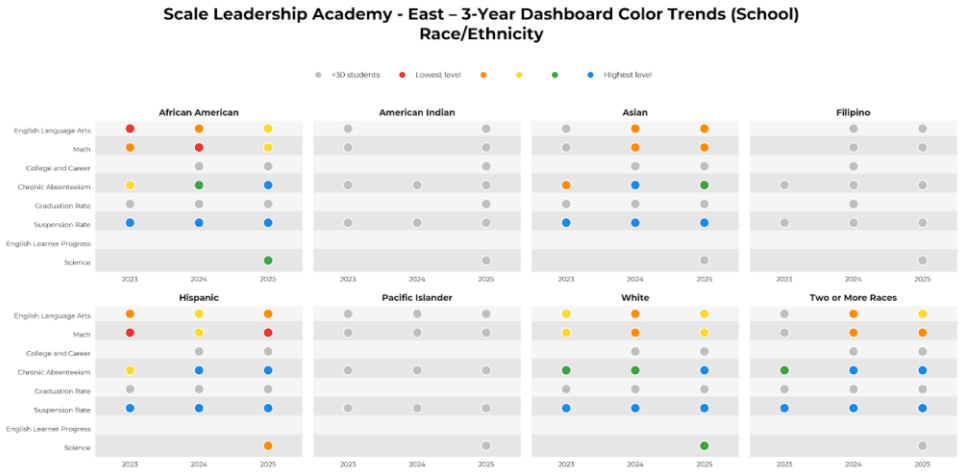


This matrix summarizes 2025 CA Dashboard results by indicator and student group. All Students show stronger performance in Graduation Rate and Science, while ELA and Math remain in the mid-range. English Learners and Students with Disabilities display more orange and red ratings than other groups, highlighting larger equity gaps. The equity score is 48.8% (20 of 41 blue or green), slightly down from 52.8% and above California's 34.1%. These results help prioritize targeted supports to move more student groups into blue and green outcomes.

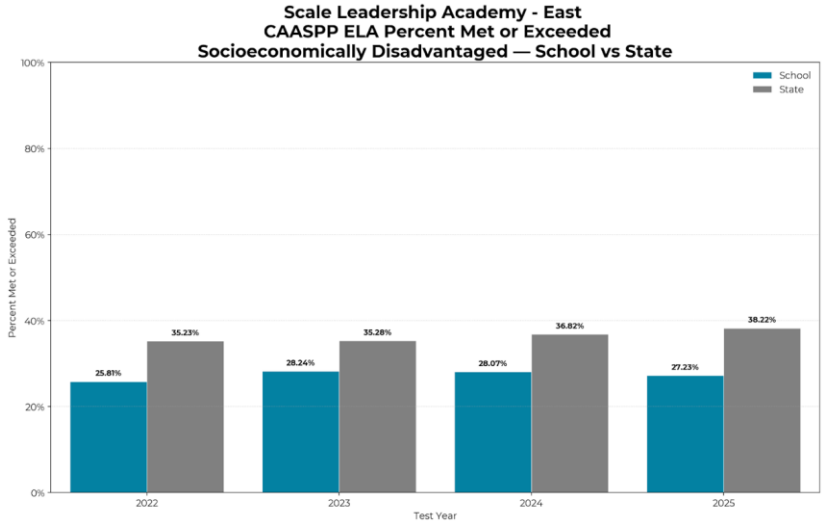
Scale Leadership Academy - East – 3-Year Dashboard Color Trends (School) Student Groups



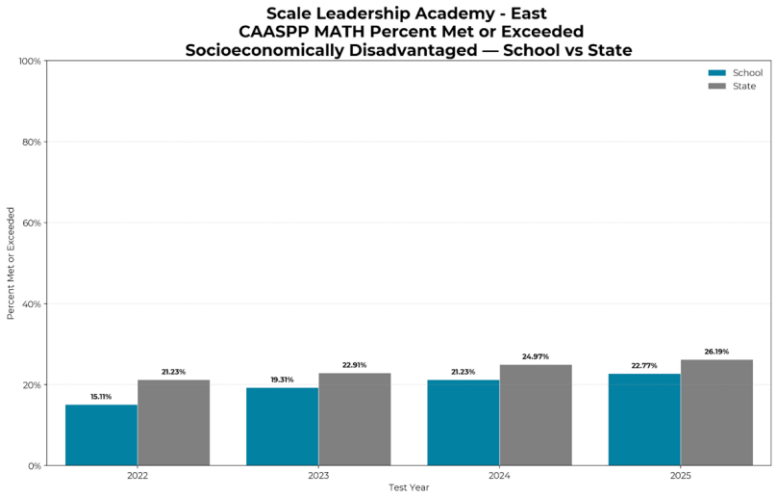
This three-year view shows how Dashboard performance levels have shifted since 2023 across student groups and indicators. All Students remain strongest in Graduation Rate and Suspension Rate, with Chronic Absenteeism improving to blue in both 2024 and 2025. English Learners show positive patterns in attendance and suspension, but ELA and Math remain in the orange to red range, and English Learner Progress dipped in 2025. Students with Disabilities show the largest academic need, especially in Math, even as chronic absenteeism improves. Several panels include gray markers due to small group sizes, so trends should be read cautiously while focusing improvement where colors are lowest.



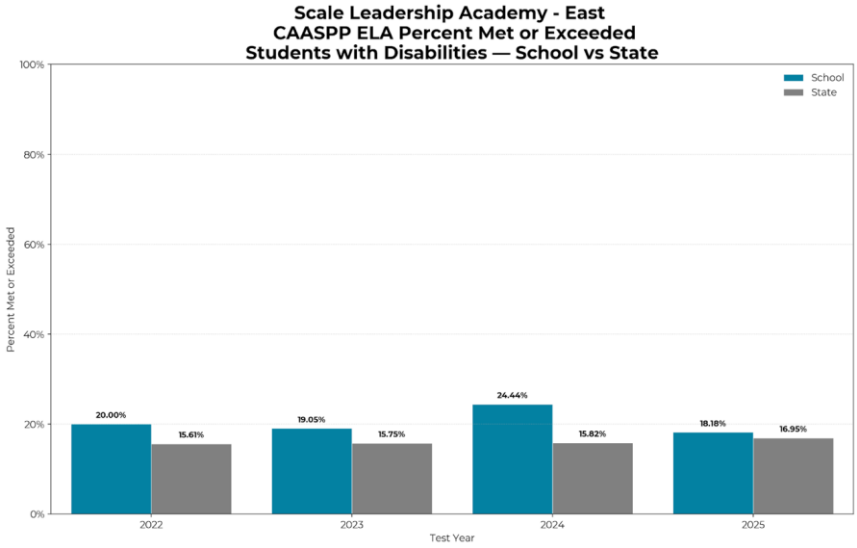
This three-year race and ethnicity view highlights where outcomes are consistent across groups and where gaps persist. Across multiple groups, Suspension Rate remains a relative strength (blue), and Chronic Absenteeism improves for several groups by 2024–2025, including African American, Hispanic, White, and Two or More Races. The most persistent needs show up in ELA and Math, where African American and Hispanic groups remain in the orange to red range across years, signaling ongoing academic inequities. Science appears for a limited set of groups in 2025 and trends vary by group, so it is best interpreted as an emerging data point rather than a stable pattern. Several panels are gray due to small group sizes, so year-to-year changes should be read cautiously while still using the patterns to prioritize supports where the colors remain lowest.



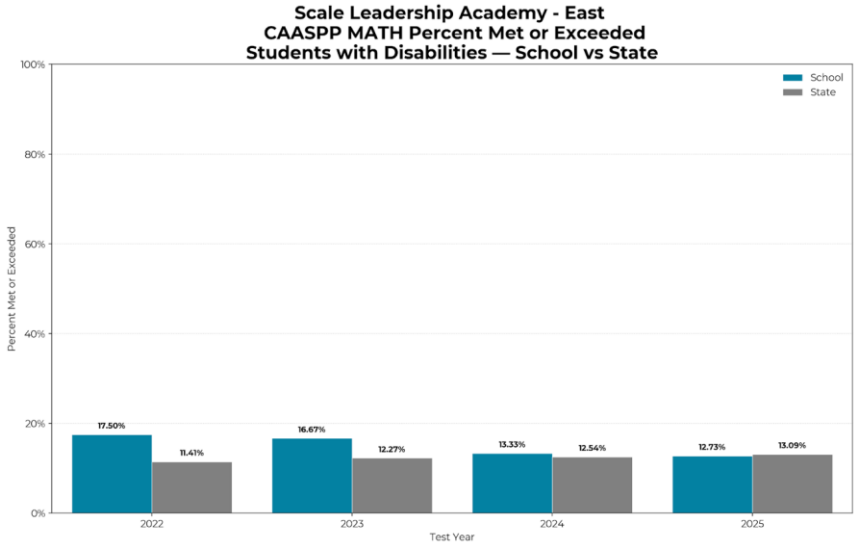
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East demonstrate consistent performance in ELA over four years, maintaining results between 25%–28%. Although the state continues to perform higher, the gap has remained stable, indicating that SCALE is holding steady while serving a high-needs population. This consistency reflects strong literacy supports, structured ELA instruction, and targeted intervention efforts.



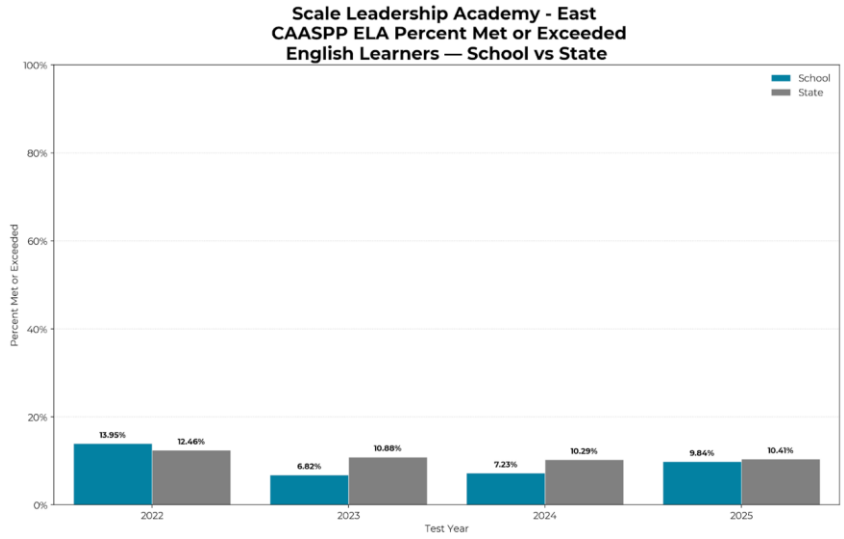
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East show steady, consistent growth in CAASPP Math over four years. Performance increased from 15.11% in 2022 to 22.77% in 2025, reflecting an upward trajectory. Although the state continues to outperform the school, the gap has narrowed each year—showing meaningful progress in closing achievement gaps. This improvement highlights the impact of targeted math interventions, small-group instruction, and individualized learning supports.



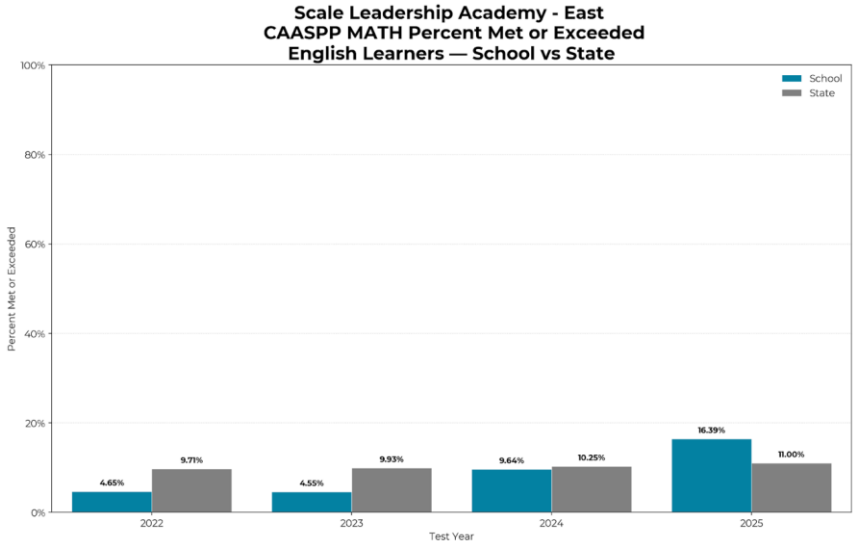
Students with Disabilities at SCALE Leadership Academy–East consistently perform at or above the statewide average in ELA. From 2022–2025, school performance ranged from 18–24%, while the state remained between 15–17%. Notably, SCALE outperformed the state in all four years, including a peak of 24.44% in 2024, demonstrating the effectiveness of targeted literacy supports, integrated ELA intervention, and alignment with IEP goals. Although performance dipped slightly in 2025, results remain above the state average, highlighting both progress and an opportunity to strengthen sustained growth.



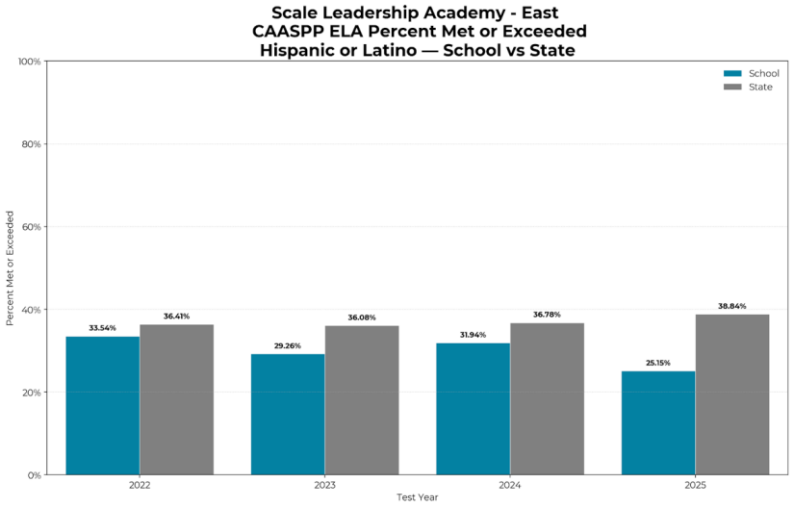
For Students with Disabilities, SCALE Leadership Academy–East demonstrates consistent performance that remains comparable to or above the state each year. The school-maintained levels between 12–17% from 2022–2025, outperforming the state in two of the four years and closely aligning with it in the remaining years. While performance dipped slightly from 2022 to 2025, the subgroup remains stable.



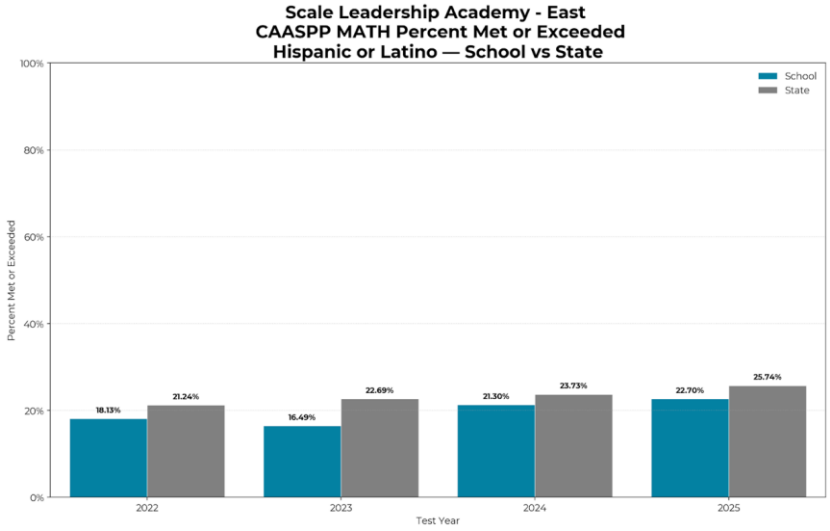
ELA CAASPP for English Learners is improving after a 2023 dip. SLA East went from 13.95% (2022) to 6.82% (2023) and 9.84% (2025). The state stayed around 10% to 11% in 2023 to 2025. In 2025 we are 0.57 points below the state. Renewal work focuses on designated ELD, stronger core literacy, and progress monitoring.



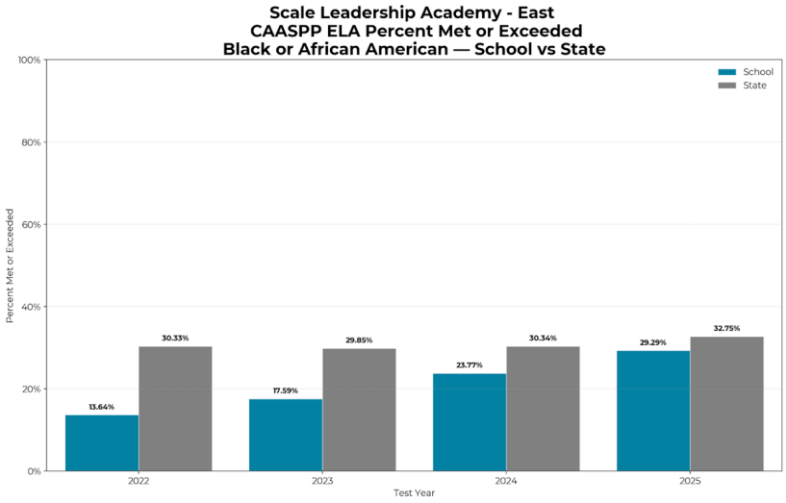
The data shows clear upward progress for English Learners in CAASPP Math at SCALE Leadership Academy–East. Performance increased from 4.65% in 2022 to 16.39% in 2025, demonstrating steady and meaningful growth. By 2025, English Learners at SCALE outperformed the statewide average for this subgroup (16.39% vs. 11.00%). This improvement reflects the effectiveness of targeted ELD supports, math intervention blocks, and individualized small-group instruction. Continued investment in integrated ELD, foundational math skills, and progress monitoring is expected to sustain and accelerate this positive trend.



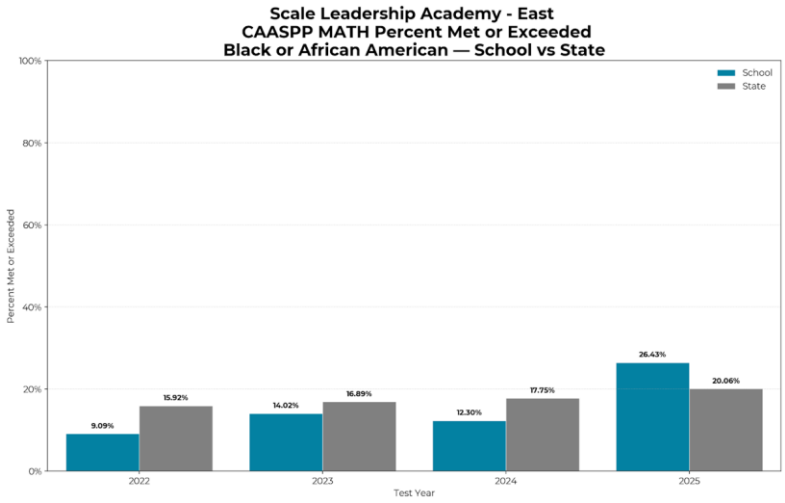
The data shows fluctuating but overall stable ELA performance for Hispanic/Latino students at SCALE Leadership Academy–East. While proficiency decreased from 33.54% in 2022 to 25.15% in 2025, the school remained within a consistent range across years. Although state performance remained higher, the gap has remained relatively steady. This trend highlights the need for continued targeted ELA supports.



The chart shows steady improvement in CAASPP Math performance for Hispanic/Latino students at SCALE Leadership Academy–East. Scores increased from 18.13% met/exceeded in 2022 to 22.70% in 2025, demonstrating consistent year-over-year growth. Although state averages remain slightly higher, the gap has narrowed, indicating the effectiveness of targeted math supports, intervention blocks, and small-group instruction. Continued focus on foundational skills, progress monitoring, and differentiated intervention will support further improvement for this subgroup.



The graph shows consistent improvement in ELA performance for Black/African American students at SCALE Leadership Academy–East. Scores increased from 13.64% meeting/exceeding standards in 2022 to 29.29% in 2025, reflecting steady year-over-year gains. Although the state average remains higher, the gap has narrowed significantly, demonstrating the positive impact of targeted literacy supports, intervention blocks, and individualized tutoring. Continued focus on reading comprehension, writing skills, and progress monitoring is expected to sustain this upward trajectory.



The graph shows steady improvement in CAASPP Math performance for Black/African American students at SCALE Leadership Academy–East. Between 2022 and 2025, the percentage of students meeting or exceeding standards increased from 9.09% to 26.43%, surpassing the state's performance for this subgroup in 2025 (20.06%). This upward trend demonstrates meaningful progress and reflects the impact of targeted interventions, small group supports, and individualized tutoring provided to students. Continued focus on instructional support and monitoring is expected to sustain and further accelerate growth.

Best Interest of Pupils

Renewal of SLA-East is in the best interest of pupils because:

- The school serves a diverse student population, including 52 students referred by Palo Verde Unified School District for the 2025–2026 school year, and consistently partners with the district to serve over 100 students each summer through enrichment and credit-recovery programs. This collaboration provides a supportive and alternative learning model for pupils who may not have found success in traditional settings.
- Students show measurable academic improvement over time across multiple verified and verifiable indicators.
- High levels of engagement, attendance, and graduation demonstrate a safe, effective learning environment.

The school provides opportunities that many students may not have access to in their local schools, including:

- Dual enrollment through Norco College
- CTE pathways (Arts & Media)
- AVID college readiness
- Personalized ILPs and flexible virtual learning
- SEL supports and mental health counseling
- Enrichment experiences (college tours, Grad Bash, ceremonies, field trips)
- Students have 24-hour access to learning platforms, offering the flexibility to pursue academics while prioritizing personal interests such as acting, sports, or other passions.
- Families consistently report high satisfaction and strong alignment between the school's model and student needs.

Conclusion & Renewal Request

SLA-East has demonstrated strong performance, measurable growth, effective interventions, and robust student supports, fully aligned to Education Code §47607.2.
Based on clear evidence across state, local, verified, and verifiable indicators, SLA-East respectfully requests approval of its five-year charter renewal (2026–2031).

Deleted: and looks forward to continuing our strong partnership with Palo Verde Unified School District to advance student success

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Chris Shockley, hereby certify that the information submitted in this application for a California public charter school to be named SCALE Leadership Academy-East ("SLA," "SCALE," or the "Charter School") and submitted to the Riverside County Board of Education("RCBOE") with oversight by the Riverside County Office of Education ("RCOE" or the "County Office")(collectively, the "County") is true to the best of the knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, SLA will follow any and all federal, state, and local laws and regulations that apply to SLA, including but not limited to:

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- SLA shall meet all statewide standards and shall conduct all required state assessments pursuant to Education Code §§ 60605 and 60851. For an online/non-classroom-based program, the Charter School shall additionally ensure all required assessments are administered in compliance with California's remote/virtual testing security protocols, technology-access requirements, and state guidance for online assessment environments.

- SLA declares that it shall be deemed the exclusive public-school employer of the employees of SLA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- SLA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- SLA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- SLA shall admit all students who wish to attend. If more students apply than spaces available, the Charter School shall conduct a public random drawing consistent with Education Code § 47605(d)(2) and AB 1505. All enrollment and lottery procedures shall be accessible and shall not discriminate based on digital access or connectivity. Required preferences under EC § 47605(d)(2)(B)(i)–(iv) shall be applied

- SLA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of SLA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- SLA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- SLA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- SLA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- SLA will ensure that, pursuant to Education Code § 47605(l) (as amended through 2025), all teachers hold a valid certificate, permit, or other document issued by the California Commission on Teacher Credentialing authorizing their assignment, or a valid waiver pursuant to law. SLA will also maintain all credential records and make them available for authorizer review.

- SLA shall at all times maintain all necessary and appropriate insurance coverage.

- SLA will ensure that for any non-classroom-based instruction, the Charter School complies with Education Code § 47612.5(b) and all current CDE funding-determination regulations. Documentation of time-value determinations, certified by credentialed teachers, shall be maintained.

- SLA shall offer the minimum instructional minutes required under EC § 47612.5(a)(1)(A)-(D). For an online/non-classroom-based program, all instructional minutes shall be provided through Independent Study pursuant to Education Code § 51747, including synchronous instruction requirements, daily participation, and documentation of time-value of student work.

- If a pupil is expelled or leaves SLA without graduating or completing the school year for any reason, SLA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- SLA may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- SLA shall maintain accurate and contemporaneous written records documenting student attendance, time-value of work products, daily participation, synchronous instruction, and engagement records as required under Independent Study law (EC § 51747, § 51747.3). Records shall be maintained electronically and accessible for audit.

- SLA shall, on a regular basis, consult with its parents and teachers regarding SLA's educational programs. [Ref. Education Code Section 47605(c)]

- SLA shall comply with the geographic limitations established under EC §§ 47605, 47605.1, and AB 1507. As an online/non-classroom based school, all resource centers, meeting spaces, testing locations, and administrative offices shall be located within the authorizing county's boundaries unless explicitly authorized under statute.

- SLA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- SLA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- SLA shall comply with the Public Records Act.

- SLA shall comply with the Family Educational Rights and Privacy Act.

- SLA shall comply with the Ralph M. Brown Act, including updated Government Code § 54953 teleconference meeting requirements applicable to online/virtual charter schools.

- SLA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Signature: _____

Date: _____

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FOUNDING GROUP

SCALE Leadership Academy-East was founded by a diverse group of educators and professionals with extensive experience across K–12 education, higher education, school administration, law, psychology, and student support services. The founding group was led by Lawrence C. Wynder II, Ed.D., an experienced educator and administrator who has served in roles ranging from teacher and coach to school administrator and adjunct faculty across elementary, secondary, and postsecondary settings. Dr. Wynder holds degrees from the University of La Verne, Claremont Graduate University, and the University of Southern California, as well as teaching and administrative credentials, and founded SCALE Leadership Academy-East with the vision of establishing a distinguished learning institution that contributes meaningfully to K–12 school reform. The founding group also includes Caroline Castillo, Esq., a practicing attorney with extensive experience representing municipal and public sector clients in complex compliance matters; Edna Herring, a former district superintendent and senior educational consultant with leadership experience across multiple states; Kenneth Mitchell, a credentialed school psychologist and Board Certified Behavior Analyst with experience in several Southern California school districts; Shariff Hunt, an educator with over two decades of service as a teacher and school leader in both public and private schools; and Hector Herrera III, an educator and academic who has worked in supplemental education and student support programs. Collectively, the founding group brought deep expertise in instructional leadership, governance, student services, legal compliance, and organizational development, forming the foundation for SCALE Leadership Academy- East's mission, vision, and commitment to high-quality educational outcomes.

CURRENT BOARD MEMBERS

SCALE Leadership Academy-East is currently governed by a Board of Directors that provides oversight of the school's academic program, fiscal operations, and organizational compliance, consistent with applicable provisions of the California Education Code and the school's approved charter. Current governing board members include:

- **Alexis Saenz (Board President)** is a patent attorney who earned his Juris Doctor from Loyola Law School, Los Angeles, and a Bachelor of Science in Physics from California State University, Dominguez Hills. A former physics engineer, he worked for Raytheon Corporation and has served students and education throughout his life through extensive leadership in student government and community service, including coaching for the Special Olympics and youth sports.

- **Marcoz Rodriguez (Board Member)** has 26 years of experience in the ornamental horticulture and landscape green industry, with expertise in landscape design, irrigation, water conservation management, heavy equipment operation, and hardscape installation and repair. He serves on the Board to support hands-on career training and believes strongly in learning by doing through high-quality CTE programs.

- **Gerado Castaneda (Board Member)** earned his undergraduate degree at the University of California, Los Angeles, majoring in Political Science with a specialization in international relations, and his law degree from the University of La Verne College of Law. He currently serves as an attorney with the Los Angeles County Public Defender's Office, practicing criminal defense. He chose to serve on the Board because education has long been a personal passion, and he believes SCALE Leadership Academy is positioned to make a meaningful impact on its students.

- **Mary Ceja (Board Member**) is a nurse case manager with over 20 years of experience in healthcare, specializing in patient advocacy, care coordination, and family support. She received her LVN training at Citrus College and serves on the Board to support student success, provide a health-focused perspective to educational leadership, and give back to the community through service.

- **DaMon Cromartie-Smith (Board Member)** holds a bachelor's degree from the University of Texas at El Paso in Communications (Electronic Media) and played in the NFL for six years, including four years with the Pittsburgh Steelers and two years with the Washington Redskins. Adopted at 11 months old, he brings a deep commitment to giving back and serves on the Board to support students facing adversity and promote positive life outcomes.

The Governing Board meets regularly, maintains publicly noticed meetings, and fulfills its fiduciary and governance responsibilities in accordance with state law and the school's bylaws.

ELEMENT A – EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Education Code Section 47605(c)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals *Education Code § 47605(c)(5)(A)(ii).*

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Overview

- SLA is a public non-classroom based/online charter school operating within the boundaries of Riverside County. Additional information regarding facilities and resource center requirements is included in the "Facilities" subsection under Miscellaneous Provisions, in compliance with Education Code §§ 47605, 47605.1, and 51747.3.
- The phone number for SLA is (888)-315-4660.
- The contact person for SLA is Chris Shockley.
- The term of the SLA charter shall be from July 1, 2026 through June 30, 2031 pursuant to Education Code §§ 47607 and 47607.2 and the renewal standards established by AB 1505.
- The grade configuration is TK-12.
- The grade level of the students in the first year will be grades TK-12.
- SLA is a non-classroom based/independent study charter school, the County and SLA understand and agree that the Charter School may serve students who reside in Riverside County and counties contiguous to Riverside County, consistent with Education Code §§ 47605(d)(1)–(2) and 51747.3, and subject to all requirements governing resource centers and non-classroom based instruction.
- SLA shall offer CTE activities through strategic partnership for students grades 6th-12th.
- SLA is not proposing a cap on enrollment.
- The instructional calendar will be based on a twelve (12) month year-round schedule that operates on five (5) learning tracks: Track A, B, C, D, and E.

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- SLA shall operate a public online instructional program aligned with Education Code §§ 51745–51749.6, including:
    - daily live interaction or live instruction requirements
    - synchronous and asynchronous online learning
    - teacher assignments and independent study master agreements
    - ongoing pupil engagement monitoring and tiered re-engagement processes

Targeted Student Population

SLA serves the high-risk student population, which includes the following: expelled and suspended students; wards of the court, pregnant and/or parenting; recovered dropouts; habitually truant; retained more than once in kindergarten through grade eight; students who are credit deficient; students with a gap in enrollment; students with high level transiency; foster youth; and homeless youth. These student groups are identified under the Dashboard Alternative School Status ("DASS") program. As described above, and as allowed under state law, SLA shall apply for and seeks to qualify as a DASS school.

Additionally, SLA serves specialized student populations whose educational needs may be better served outside of the traditional classroom-based system, including but not limited to elite athletes and performing artists whose practice/training regimen and schedule do not make it feasible to attend a traditional classroom-based school and students who have traditionally been homeschooled.

SLA maintains a student body that is demographically like that of surrounding Riverside County schools, including English Learners and students with special needs. SLA will continue to serve a diverse student population so that all students have the benefit of a rich and fulfilling learning experience.

Enrollment Plan
SLA will continue to serve students in grades TK-12 and has a targeted growth of approximately 5-10% annually.

Figure 1. Enrollment and Faculty Projections

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Enrollment & ADA By Grade						
TK	99	106	112	126	139	152
K	118	126	134	149	165	181
1st Grade	126	134	143	159	176	193
2nd Grade	112	119	127	142	157	171
3rd Grade	114	121	129	144	159	175
4th Grade	113	120	127	142	157	172
5th Grade	124	132	141	158	175	191
6th Grade	125	134	142	159	176	193
7th Grade	167	178	189	211	234	256
8th Grade	186	199	211	236	261	286
9th Grade	65	69	74	82	91	100
10th Grade	55	59	63	70	77	85
11th Grade	53	56	60	67	74	82
12th Grade	43	47	51	56	62	68
Total Projected Enrollment	**1,500**	**1,600**	**1,700**	**1,900**	**2,100**	**2,300**
# of Teachers	60	64	68	76	84	92
Average Daily Attendance (ADA)						
ADA %	95%	95%	95%	95%	95%	95%
Total	**1,425.00**	**1,520.00**	**1,615.00**	**1,805.00**	**1,995.00**	**2,185.00**

Educational Philosophy

Mission

The mission of SLA is to establish grades TK-12 non-classroom based, independent study public charter school that sets students on a path for success in high school, college, and beyond. Upon students leaving SLA, it is our aim that students: (1) are prepared to perform at top levels in their high schools, college and beyond; (2) have obtained an early college awareness; (3) will have a drive to succeed in all subjects, embracing all academic challenges; and (4) have developed a personal commitment to serve as leaders of the 21st century.

Vision

SLA envisions a high performing school that is centered around quality instruction, personalized learning, and engagement through authentic learning experiences.

SLA's education program draws upon a wide range of educational research, which includes learning and instruction, educational psychology, literacy studies, multi-cultural education, and cognitive studies. Our development team is dedicated to providing a learning environment that produces well-rounded students, who are prepared for both college and the rapidly changing 21st century job market. SLA intends to create a setting that meets the unique needs of each student while adding academic rigor and relevance to students' online learning experiences.

Expected Schoolwide Learner Results (ESLRs)

Upon leaving SCALE Leadership Academy East, a student will be...

- An effective communicator able to articulate organized thoughts through logical arguments using evidence and reliable references;
- A critical thinker able to analyze and solve problems from various points of view and make decisions based on those points of view. Someone who can come to the same solution using more than one approach;
- A personally and socially responsible individual who exercises moral and ethical discretion with regards to themselves and others;
- A productive individual with meaning behind their actions which yield positive results and leave behind a legacy;
- Technologically advanced, able to find ways to quickly and effectively create and utilize innovations.

The Four Pillars of SLA

- **Accountability:** SLA achieves accountability through clearly defined governance and operational systems that support bureaucratic, professional, community, and fiscal responsibility. The school maintains Board, County, and SELPA oversight, conducts annual independent financial audits, and complies with all state and federal charter school requirements, including Independent Study funding determinations and attendance documentation. Instructional accountability is supported through multiple measures of assessment, including benchmark exams, CAASPP, STAR 360, Individual Learning Plans (ILPs), and portfolio reviews. Leadership regularly analyzes academic and operational data to

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guide instructional decisions, monitor progress, and ensure continuous improvement aligned with the school's mission and accreditation standards.



- **Equity/Multiculturalism**: SLA promotes equity and multiculturalism by intentionally serving a diverse student population that includes accelerated learners, student athletes, foster youth, homeless youth, students with disabilities, English learners, credit-deficient students, and homeschool families. The school implements personalized Independent Study programs, targeted academic interventions, and counseling supports to address individual student needs. Instruction incorporates culturally responsive curriculum, multicultural literature, and learning experiences that encourage students to explore their identities and cultural histories. School leadership continuously monitors academic and engagement data to identify and address inequities and works collaboratively with staff, families, and community partners to ensure balanced, inclusive, and equitable learning opportunities for all students.



- **Leadership:** Leadership at SLA is grounded in reflective practice, data-informed decision-making, and a commitment to continuous improvement. School leaders use assessment data, instructional reviews, and organizational analysis tools to guide schoolwide planning and address challenges specific to the school community. Leadership structures promote shared responsibility by engaging teachers in curriculum development, professional learning, and program innovation. Ongoing professional development, evaluation tools, and ethical

leadership practices strengthen leadership capacity and ensure decisions support student learning, organizational effectiveness, and a positive school culture.



- **Learning**: Learning at SLA is supported through a rigorous, research-based educational model that emphasizes personalized instruction, flexibility, and student engagement. The school provides standards-aligned online and independent study coursework, project-based learning opportunities, and differentiated instructional strategies designed to meet diverse learning needs. Individual Learning Plans (ILPs) guide instruction by identifying student strengths, areas for growth, and academic goals aligned with college and career pathways. Students engage in authentic learning experiences, including CTE pathways, community college coursework, enrichment activities, service learning, and technology-integrated instruction that promote mastery, motivation, and real-world application.



Key Characteristics of SLA

- **Family-Community-School Partnerships**: SLA actively fosters strong partnerships among families, the school, and the broader community to support student learning and development. Families are encouraged to participate in school events, committees, and enrichment opportunities, and are supported as partners in their students' educational

programs. Students engage in service learning and community-based activities that extend learning beyond the virtual classroom and strengthen civic responsibility. These partnerships enhance communication, build trust, and contribute to a supportive learning environment aligned with the school's mission.



- **Technology innovation and integration:** SLA integrates technology throughout its educational program to enhance instruction, engagement, and student achievement. Students and staff utilize a variety of online learning platforms, digital tools, and learning management systems to support standards-aligned instruction, assessment, and communication. Technology integration supports personalized learning, computer literacy development, and access to flexible instructional resources that prepare students for college, career, and 21st-century learning environments.

- **Global View/Cultural Awareness:** SLA promotes global awareness and cultural understanding through curriculum, advisory activities, and language studies that encourage students to explore diverse cultures, perspectives, and global issues. Students develop an understanding of their role as global citizens by examining historical, social, and cultural contexts and engaging in learning experiences that emphasize empathy, ethical responsibility, and cross-cultural competence. These practices support the development of informed, culturally responsive leaders.

- **High Expectations**: SLA maintains high academic and behavioral expectations for all students and provides the necessary supports to help students meet those expectations. Instructional goals are clearly communicated, and students are expected to demonstrate rigorous academic performance through coursework, assessments, and state testing. Teachers monitor progress closely and provide targeted interventions, feedback, and enrichment to ensure students are challenged, supported, and held to standards that exceed minimum state requirements.

- **Quality Instruction**: SLA delivers high-quality instruction through standards-aligned curriculum, research-based instructional strategies, and engaging virtual learning environments. Teachers utilize differentiated instructional methods to address diverse learning styles and needs while maintaining academic rigor. Instruction is continuously

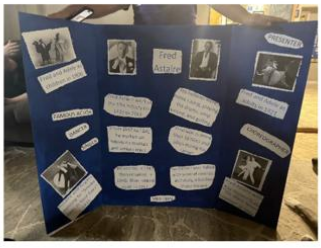
refined through professional development, data analysis, and reflective practice to ensure consistent student growth and meaningful learning experiences.

- **Focus on Results**: SLA emphasizes a strong focus on results by regularly measuring student progress using multiple assessment tools, including benchmarks, portfolios, Individual Learning Plans (ILPs), and state assessments.

  Data is analyzed collaboratively to inform instructional planning, identify areas for improvement, and ensure alignment with college and career readiness goals. This results-driven approach supports accountability and continuous improvement across the school.

- **Strong Academic Supports**: SLA provides comprehensive academic and social-emotional supports to address the diverse needs of its student population. Support services include ILPs, advisory programs, counseling, tutoring, Student Study Teams (SST), and enrichment opportunities. These systems are designed to ensure students have access to the academic, emotional, and organizational supports necessary to succeed in an independent study environment.

- **Authentic Learning Experiences**: SLA emphasizes authentic learning experiences that connect academic content to real-world applications. Lessons, units, and projects are designed to be meaningful, engaging, and relevant, allowing students to apply knowledge through project-based learning, service learning, internships, and community engagement. These experiences promote deeper understanding, critical thinking, and student ownership of learning.



5th Grade Student

Mr. M. challenged Novah to learn about a famous dancer from years past, Fred Astaire. She really enjoyed learning about such a talented performer.



5th Grade Student

Dellanie impressed us with her research on one of her favorite musicians, Billie Eilish.

- **Focused Time on Task and Flexible Scheduling**: SLA operates on a year-round instructional calendar and offers flexible scheduling to meet the needs of independent study students. The school complies with all applicable Independent Study laws and funding requirements while providing personalized learning programs that emphasize focused instructional time and academic progress. Flexible scheduling supports student engagement, pacing, and access to learning opportunities throughout the year.

- **Strong University Partnerships**: SLA values partnerships with higher education institutions as a means of strengthening curriculum, instruction, and innovation. University volunteers, interns, faculty, and consultants contribute to program development, student enrichment, and the evaluation of instructional practices. These partnerships support SLA's commitment to continuous improvement, research-based practice, and preparation for postsecondary success.



What it Means to be an Educated Person in the 21st Century

Our goal is to ensure that our students develop the skills and behaviors necessary for academic, personal, and professional success in the 21st century. The Massachusetts Institute of Technology faculty defines a well-educated person in the 21st century as having the following characteristics:[3]

- Strong knowledge of academic content
- Problem solving capability (of both complex and well-structured problems)
- Creativity and the ability to work with multiple intelligences
- Motivation to learn, intellectual independence, and ability to self-educate
- Communications skills (oral, written, teamwork, and interpersonal skills)
- Global awareness, vision, a sense of human responsibility and ethics

We embrace the MIT faculty's emphasis that a 21st century learner must have both strong academic skills and specific character traits. While these descriptions were likely based on the characteristics expected of successful college students and graduates, SLA believes that these characteristics should be developed at an early age. Our structured environment, high-quality instruction, and focus on character development will create students who are self-motivated, competent, and lifelong learners prepared for the challenges of earning a college degree, vocational skills, or entrepreneurship. As our mission states, we will strive to equip our graduates with the academic skills, character traits, and intellectual habits to be successful in higher education and life.

How Learning Best Occurs

We believe that learning occurs best:

- When there are consistent high expectations for one hundred percent (100%) success for all students with clear expectations for what students should know and be able to do and how well
- When instruction is research based and of a high quality, help students see the real-life relevance
- When students develop personal and academic goals that are linked to their interests
- When each teacher is energetic, enthusiastic, and caring and is deeply committed to the achievement and progress of every student
- When each classroom, and in this case the virtual classroom, creates a hunger for learning through inquiry-based learning designed to adapt to students' diverse learning styles
- When guidance and support are provided for all students through qualified inspiring teachers, exemplary leaders, and through parents as partners in their child's education
- When students have the opportunity to apply their learning in hands-on projects, community activities, service learning, and utilize modern technology tools to accomplish their academic and career goals

Overview of Educational Model

The educational model for curriculum and instruction at SLA is guided by our core values, our beliefs about how learning best occurs, and by best practices researched in high- performing schools that successfully prepares students to succeed in college and beyond.

College-Preparatory and Career Focus

SCALE Leadership Academy–East offers a wide range of flexible, individualized graduation pathways designed to support the diverse needs, goals, and life circumstances of our students. Whether a student is college-bound, pursuing athletics, entering the workforce, earning CTE certification, or recovering credits, our model ensures every student has a pathway that aligns with their post-secondary plans.

Our primary pathways include:

1. **Accelerated / Early Graduation**
   Students who wish to graduate earlier than their expected cohort may pursue an accelerated plan by meeting specific criteria. This pathway supports students ready to transition sooner into college, vocational programs, military service, or the workforce.

2. **A-G College-Preparatory Pathway**
   SCALE offers UC/CSU A-G approved courses for students planning to attend a four-year

university. This pathway ensures students meet all admissions eligibility requirements for UC, CSU, and other four-year institutions.

3. **NCAA-Approved Courses for Student Athletes**
   For students interested in playing sports at the collegiate level, SCALE provides NCAA-approved coursework to ensure eligibility for athletic participation at the college level.

4. **General Diploma Pathway**
   This pathway is designed for students who are not pursuing A-G or NCAA eligibility but aim to earn their high school diploma and transition to community college, technical programs, military service, or enter the workforce.

5. **Career Technical Education (CTE) Pathways**
   Students can complete a CTE pathway and earn a certificate in a designated industry sector. This provides hands-on skills, career-focused training, and industry-aligned knowledge that prepares students for employment or further training.

6. **Credit Recovery Pathway**
   For students who are credit-deficient, this pathway allows them to make up missing credits and get back on track toward completing graduation requirements.

7. **Fifth-Year Pathway**
   Some students enroll with previous concurrent enrollment and are missing the requirements needed to graduate in four years. These students may complete a fifth year to earn the necessary credits for graduation.

All students, including students with a history of underachievement will learn successfully at high levels and have a fundamental right to high expectations, quality instruction, and educational equity that will prepare them for academic and lifelong success. All students at SLA, through our thematic approach to learning and supplemental curriculum, will be mindful of the A-G requirements that are necessary to stay on the college track. All students will be expected to demonstrate proficient to advanced performance as measured by the CAASPP and in analysis of student work portfolios and individual learning plans to ensure that they maintain a college ready and/or technical career focus throughout their attendance at SLA.

Research-based Instructional Strategies

SLA believes that the implementation of research-based instructional strategies also maximizes learning. Teachers should build on prior knowledge, create meaningful contexts, and provide comprehensive input and modeling.[4] Building on prior knowledge allows students to make connections with past learning experiences and allows for a more comprehensive understanding of new concepts, facts, processes, algorithms, and problem-solving strategies. Meaningful contexts have a positive effect on learning when learning becomes relevant to the student, which provides more opportunities for student engagement.

SLA has identified research-based strategies that are consistent across multiple studies.[5] Teachers must provide a range of opportunities for practice and application, and establish a positive and supportive environment. The gradual release of responsibility frameworks four elements is consistent with these three suggestions where collaborative learning and individual practice provide opportunities for feedback and furthermore adequately supports each students' learning needs.

There are also a few research-based strategies that have a positive impact on language acquisition. Teaching students to read in their first language promotes higher levels of reading and achievement in English. What we know about good instruction and curriculum in general holds true for English Language Learners.[6] Thus, the emphasis on gradual release, prior knowledge, and feedback are a few strategies that are beneficial for all students regardless of the wide range of individual learning needs. These recommendations are essential to SLA's vision for success and will be the basis whereby research-based strategies are evaluated and monitored.

[4] Dutro, S. and Moran, C. (2002) Rethinking English Language Instruction: An Architectural Approach.

[5] Dutro, S. and Moran, C. (2002) Rethinking English Language Instruction: An Architectural Approach.

[1] *Ten Traits of Highly Effective Teachers: How to Hire, Mentor, and Coach Successful Teachers* (McEwan, 2001).
[2] Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date] from, http://www.edpsycinteractive.org/topics/regsys/maslow.html.
MIT Presidential Task Force on Student Life and Learning, 1997. A summary of the discussions can be found at http://web.mit.edu/committees/sll/JrFacWkshp.html.

High Expectations[7]

SLA believes that effective schooling involves maintaining high yet reasonable expectations. Intellectual development is largely a response to what teachers expect and how those expectations are communicated.[8] High expectation is at the top of essential elements of a series of investigative reports that lead to student progress. School-wide and teacher expectations suggest that high expectations are communicated through policies and practices, which focus on academic goals. As a result, expectations must be explicit and continuously communicated to teachers and students to ensure that everyone understands what behaviors and outcomes must be achieved. There are many ways in which this can be realized, but this requires the school leader to find creative ways to set, communicate, and monitor progress toward academic goals. Goals should be set in terms of floors, not ceilings, and communicate to students that they have the ability to meet those standards.[9] Finally, it is imperative that school leaders monitor progress closely so as to keep expectations of individuals current. This entails monitoring student progress as well as teachers' ability to provide quality instruction.

Student Incentives and Rewards (Motivation)[10]

SLA believes that students work harder to understand and learn more deeply when they value what they are learning and expect their efforts to pay off. SLA emphasizes the importance of priming motivation and implements motivation strategies that will foster greater motivation in learning. Motivation involves self-efficacy, attributions, interest, and goal orientation. SLA teachers will be trained to identify gaps in motivation and will successfully implement solutions to close gaps in motivation.

[6] Goldenberg, C. (2008) Teaching English Language Learners: What the Research Does – and Does Not-Say. American Educator analysis. *Performance Improvement Quarterly*, *10*(2), 22-41.

[7] Cotton, K. (1989). *Expectations and student outcomes. NW Archives: School Improvement Research Series (SIRS).* *http://educationnorthwest.org/webfm_send/562.*

[8] Cotton, K. (1989). *Expectations and student outcomes. NW Archives: School Improvement Research Series (SIRS).* *http://educationnorthwest.org/webfm_send/562*

[9] Cotton, K. (1989). *Expectations and student outcomes. NW Archives: School Improvement Research Series (SIRS).* *http://educationnorthwest.org/webfm_send/562*

[10] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press.

Backward Planning

Backward design is a process that focuses on assessment first and instructional activities last, shifting teacher perspectives. Traditional curriculum design often begins with books or activities of subjects teachers want to teach or are required to cover. A curriculum is then designed and an assessment is selected at the end. Backward design forces teachers to look at the big picture with the end goals in mind. In backward planning, teachers set the vision or the essential understanding of their curriculum or unit, decide how students will provide evidence of their learning, and finally design instructional activities to help students learn what is needed to be successful.

Project Based Learning

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication, and critical thinking), and create high-quality, authentic products and presentations. SLA staff will work collaboratively to ensure that students are building deep content understanding, raising academic achievement, and are motivated to learn.[11] Research studies have demonstrated that PBL can:

- Be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests
- Be more effective than traditional instruction for long-term retention, skill development, and satisfaction of students and teachers
- Be more effective than traditional instruction by preparing students to integrate and explain concepts
- Improve students' mastery of 21st-century skills
- Be especially effective with lower-achieving students
- Provide an effective model for whole school reform

[11] Han, S., and Bhattacharya, K. (2001). Constructionism, Learning by Design, and Project Based Learning. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. http://projects.coe.uga.edu/epltt/.

Standards-based Grading

Standards-based grading is a grading system that aligns grading with key standards. SLA will adopt the standards-based grading model to monitor student progress and ensure that all students are meeting the standards.

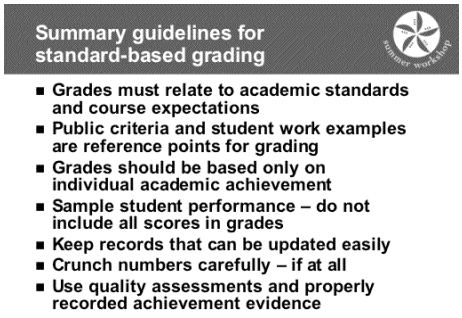


Figure 2. SLA Standards Based Grading Scale

Regular Courses				Honors Courses				AP/Dual Enrollment Courses			
Letter Grade	Grade Point	%	Credits Awarded	Letter Grade	Grade Point	%	Credits Awarded	Letter Grade	Grade Point	%	Credits Awarded
A+	4	97-100%	5	A+	5	97-100%	5	A+	5	97-100%	5
A	4	93-96%	5	A	5	93-96%	5	A	5	93-96%	5
A-	4	90-92%	5	A-	5	90-92%	5	A-	5	90-92%	5
B+	3	87-89%	5	B+	4	87-89%	5	B+	4	87-89%	5
B	3	83-86%	5	B	4	83-86%	5	B	4	83-86%	5
B-	3	80-82%	5	B-	4	80-82%	5	B-	4	80-82%	5
C+	2	77-79%	5	C+	3	77-79%	5	C+	3	77-79%	5
C	2	73-76%	5	C	3	73-76%	5	C	3	73-76%	5
C-	2	70-72%	5	C-	3	70-72%	5	C-	3	70-72%	5

D+	1	67-69%	5	D+	1	67-69%	5	D+	1	67-69%	5
D	1	63-66%	5	D	1	63-66%	5	D	1	63-66%	5
D-	1	62-60%	5	D-	1	62-60%	5	D-	1	62-60%	5
NC	0	0%-59%	No Credit Awarded	NC	0	0%-59%	No Credit Awarded	NC	0	0%-59%	No Credit Awarded

Multiple Assessments

SLA will provide multiple ongoing opportunities to measure student learning and to inform instruction through projects, analysis of student work and portfolios, and interim assessments as well as standardized ongoing assessments. SLA will utilize formative and summative assessments in order to effectively evaluate student learning. SLA will consistently build teacher capacity to properly align assessments with daily instruction. The analysis of formative and summative assessment results will be a key part of SLA organizational culture in which teachers will engage in collaborative inquiry and strategic planning around achievement results.

Figure 3. Major Assessments and Benchmarks

Major Assessments - TK-8

Semester 1
- Entrance Pre-Assessment (Math, English, Writing) (STAR 360)
- ELPAC Testing*
- Mid-Term Examination (Cumulative) (Acellus)
- Quarter 1 Benchmark Assessment
- All Subjects and Expository Writing (ELA and Math)
- Quarter 2 Benchmark Assessment
- All Subjects and Expository Writing (ELA and Math)
- Semester 1 Final Exams (Cumulative)

Semester 2
- Mid-Term Examination (Practice Exam) (STAR 360)
- Quarter 3 Benchmark Assessment (Math & ELA)
- ELPAC Testing*
- Expository Writing
- California Standardized Testing: CAASPP
- Final Semester Exams (Acellus)
    a) All Subjects and Expository Writing
- Capstone Projects
- Post Assessment (STAR 360)

Major Assessments - 9-12

Semester 1

- Entrance Pre-Assessment (Math, English, Writing) (STAR 360)
- ELPAC Testing*
- Mid-Term Examination (Cumulative)(Acellus)
- Quarter 1 Benchmark Assessment (ELA & Math)
- All Subjects and Expository Writing
- Quarter 2 Benchmark Assessment
- All Subjects and Expository Writing
- Semester 1 Final Exams (Cumulative)

Semester 2

- Mid-Term Examination (Practice Exam) (STAR 360)
- ELPAC Testing*
- Quarter 3 Benchmark Assessment (ELA & Math)
- Expository Writing
- California Standardized Testing: CAASPP (11TH Grade & 12th Science Only)
- Final Semester Exams (Acellus)
- All Subjects and Expository Writing
- Capstone Projects
- Post Assessment (STAR 360)

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*1st Semester Initial ELPAC

*2nd Semester Summative ELPAC

Individual Learning Plans

To support the school mission and achieve its annual academic goals, SLA will establish an Individual Learning Plan (ILP) for each student that will be incorporated into each student's independent study master agreement in accordance with Education Code §§ 51747, 51747.5, 51747.7, 51749.5, and 51749.6, and all other applicable Independent Study requirements. An ILP is a student specific program that takes into consideration the student's strengths and weaknesses. It is a tool that will allow SLA administrators, teachers, and parents to plan, monitor, manage, and evaluate student achievement by identifying student needs and applying research-based interventions based on student performance data.

The ILP initiative will be viewed as a powerful tool by the SLA faculty for individualizing instruction, promoting a team approach, and facilitating opportunities for collaboration (i.e., teacher, resource staff, and parents all working together to help the student) and subsequently raising the academic achievement of at-risk students. The Principal and staff will evaluate ILP during professional development to target students with specific needs and establish instructional and student performance goals on a monthly and quarterly basis.

There is research to support both differentiating instruction and individualizing instruction[12] as methods of raising achievement. An ILP can be a valuable tool for educators to use in differentiating and individualizing instruction to help schools attain the ultimate goal of raising student achievement. SLA believes ILP's to be key to providing equity to all students. A sample copy of an ILP is attached hereto as an attachment.

School-wide Technology Plan

SLA staff will also establish a school-wide technology plan that will support staff with achieving yearly academic and professional goals. SLA may utilize the following technological tools and resources represented in Figure 12 below.

Figure 4. Technological Resources

Projects and Assignments Bank	A project bank is a list of projects options for 6th-12th grade. Teachers will refer students to the project bank to select projects as needed.
School Pathways	This program allows administrators, teachers, and counselors to keep track of student progress and maintain a performance portfolio.
Renaissance/STAR 360	This creates student performance reports to support teachers and administrators with monitoring student progress.
Student Email	Allows students to communicate with parents, teachers, and group members and gives them the technology experience necessary for the 21st century.
School Website	Allows parents, students, teachers, and administrators to access school information. Teacher information and learning resources will be available online.
Computer Literacy/Student Learning Blogs	Maintains information about student projects and new developments related to computer literacy.

Online Learning Systems	Will deliver online courses for grades TK-12. This include but not limited to: Acellus, Accelerated Reader, Myon, Edmentum, Edgenuity, AcuityCTE, Freckle, Generation Genius.
Google Drive and Google Classroom	Students will use google drive and google classroom to complete specific assignments embedded in the online learning system.

The primary roles and responsibilities of key staff members for year one as it relates to the implementation of the technology plan are provided below.

Figure 5. Staff Roles and Responsibilities (Technology)

Administrators	Administrators establish the school vision, improve technology proficiency, set technology goals, and align these goals with student performance objectives. Administrators also provide training and professional development related to technology that support teacher practice change
Teacher of Record (TOR)	Implements technology into core subjects and determine uses for technology when evaluating student performance Provides authentic technology-based learning experiences that also support core subjects and is in line with the school's mission
Technology Specialists/Teacher with technology experience	Provides resources, training, and support for teachers and administrators

[12] Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: ASCD.

Parent Communication

Parental involvement will be encouraged throughout the school. SLA will communicate with parents about student progress on an ongoing basis as parents interact with teachers, counselors, and administrators informally and by request, and using web-based technology, as it becomes feasible to implement at the school. Additionally, SLA will issue report cards and progress reports during the school year and will send annual reports to stakeholders. SLA will promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

Parent Involvement

SLA has a high level of participation of parents individually and through the school site council. Much of the planning work to date has involved parents seeking an educational alternative for their children. Parents will be involved in the school through volunteering, attending school events and parent meetings, and joining committees as they form.

Parents are highly encouraged to volunteer on campus, but there is no formal requirement to volunteer. Parents will play many important roles in the ongoing operation of the school, as well as the strategic planning and overall vision of the school community. For additional information on parent involvement, please see Element D of this charter.

School Leadership

SCALE Leadership Academy- East will select an exemplary Principal who is a capable instructional leader and entrepreneur in managing resources and whose skills and capacity will be developed through ongoing training. The principal will build a culture of collaboration and shared leadership among staff and establish various academic foci, goals, and approach to learning to ensure that all staff on working in one accord. The principal will promote an organizational culture and structure that culture and structure that allows teachers to play an active role in decision making by leading committees and developing new and innovative programs.[13] The Principal will also be responsible for establishing a culture of accountability around student learning and achievement.[14]

Curriculum and Instruction

SLA shall provide curriculum for grades TK-12 that is based on adopted state standards, including, but not limited to, the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, and other state standards and frameworks (collectively referred to herein as the "State Standards"). The following provides a more detailed description of the curriculum that will be offered by SLA.

English Language Arts

The English curriculum is based on Common Core State Standards for English Language Arts and emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers, and listeners in college settings and in life. SLA will:

- Integrate reading, writing, speaking, and listening to form a greater understanding of history/ social science, mathematics, and science
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers
- Teach students to read with ease, fluency, and enjoyment
- Expose students to multi-cultural fiction, non-fiction, poetry, essays, and scripts
- Teach students to write with clarity, expression, and purpose
- Coach students to deliver and critique oral presentations effectively
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multi-cultural literature selections
- Integrate appropriate technology and technological analysis into the study of English-Language Arts

Mathematics

SLA's mathematics curriculum is based on the Common Core State Standards for Mathematics. Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction, SLA will:

- Implement and refine a mathematics curriculum that incorporates the grade-level curriculum content specified in the *Mathematics Common Core Standards*
- Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful mathematicians and statisticians
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real life examples and problems
- Integrate appropriate technology and technological concepts into the study of mathematics

History and Social Science

History/Social Studies instruction is based on California state content standards and on the Common Core State Standards for English Language Arts and Literacy in history/social studies, science, and technical subjects. Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of curriculum development and history-social sciences instruction, SLA will:

- Implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified by expectations
- Integrate the core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists. Present history through primary sources such as art, letters, music, maps, and personal accounts

Science

SLA's science curriculum is based on the Next Generation Science Standards and the Common Core State Standards for English Language Arts and Literacy in history, science, and technical subjects. SLA will:

- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history, social science, mathematics, and Language Arts
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health
- Integrate appropriate technology and technological concepts into the study of science

[13] *Using Student Achievement data to Support Instructional Decision Making* from What Works Clearinghouse; IES National Center for Education Evaluation and Regional Assistance; U.S. Dept. of Educ. Sept. 2009; http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.

[14] DuFour, R. & Burnette, B. (2002, Summer). *Pull out negativity by its roots: Those who grow healthy school cultures must root out weeds of bad culture. Journal of Staff Development, 23(3). Retrieved April 24, 2006* http://www.nsdc.org/news/jsd/burnette233.cfm.

Physical Education

The curriculum for physical education is aligned with the goals expressed in the California Physical Education Model Content Standards and frameworks. The physical education curriculum is designed to develop movement skills and knowledge, to develop a positive self- image, to encourage physical, personal, and social development, and to develop healthy living, social, and interpersonal skills. The curriculum includes but is not limited to the following skill areas: sensory and perceptual skills, loco-motor and non-loco motor skills, balance, eye/hand and other general coordination skills. Students are instructed in the rules of many traditional games and sports with the aim of instilling a sense of strategy, a cooperative attitude, and a sense of fair play. Students learn to work and play effectively within team dynamics, to appreciate and respect all students' abilities, and not to exclude others because of superficial, cosmetic, or behavioral qualities. Students learn to play roles of leadership, or subordination to a common goal when appropriate. Most importantly, students come to recognize and are encouraged to act positively on the strong ligaments between physical, mental, and emotional well-being.

Advisory Curriculum

Advisory is a structure in which a teacher and a small group of students meet regularly for academic guidance to coordinate ways for students to be successful and connect to a peer group. SLA believes that the advisory curriculum will help students build a strong support system, social networks, and social capital. It will also increase access to teachers who will have a greater opportunity to serve as institutional agents to key resources. The Advisory curriculum will be designed to prepare students to take on ever increasing leadership roles and will support the school mission by helping the student build the essential skills necessary for success.

Skills to be obtained and developed during the Advisory period include:

- Global Awareness
- Global Citizenship
- Community Building
- Life Skills
- Goal Setting
- College/Career Awareness
- College Preparation
- Service Learning
- Enrichment
- Self-Discovery

Fine Arts

We believe that artistic expression and creativity are essential to building mental and emotional health as well as intellectual and social development. For this reason, SLA believes a key part of our mission is to shape and encourage the whole child. To achieve this SLA will offer a fine arts curriculum that will draw on the Common Core State standards and frameworks for Visual and Performing Arts. The fine arts curriculum will provide options for students to pursue their interests in Visual and Performing Arts, aesthetic studies, and art and art theory. Students will have the

option to begin with basic skills in the various arts and will have the option to move on to more specialized or advanced classes.

Foreign Language

SLA believes foreign language proficiency is an essential skill for educated individuals in the 21st century. Beginning in the middle school, SLA students are provided the opportunity to engage in foreign language activities beginning in grades 6th-8th and are expected to gradually increase fluency in a foreign language in the secondary grades. Student can choose between several language options that include but not limited to: Latin, German, French, Chinese, and Spanish. The foreign language component will support SLA's mission to promote cultural competence, global citizens, and future leaders. By the time SLA students graduate, students will development a competent understanding of conversation communication in one foreign language and will have a deeper understanding of the customs, values, and traditions that are unique to their chosen language of study. The foreign language curriculum is offered through the online learning systems and projects are embedded in each course to allow students to activate learned language skills.

Technology Curriculum

To support its mission of preparing students for success in high school, college, and beyond, SLA will implement a supplemental technology curriculum that is designed to integrate core academic content standards and essential technology standards in the Computer Literacy elective.

To achieve this aim, teachers and administrators will engage in cross-curricular planning sessions where staff will establish ideas, plans, goals, and expectations for implementation. During cross-curricular planning sessions, the computer literacy teacher will work collaboratively with other teachers to integrate standards and objectives in daily technology lessons, units, and projects. During cross-curricular planning, sessions two essential questions will be addressed: (1) How can computer literacy be integrated into core academic standards, and (2) How can core academic subjects integrate technology standards?

SLA is committed to developing a supplemental technology curriculum that incorporates instructional strategies that will boost achievement and engage students in effective, fun, and meaningful learning experiences. The commitment to integrate Computer Literacy in the core content will provide students with a more in-depth study of key standards and will allow students to more effectively transfer knowledge to more advanced levels of mastery.

Enrichment Activities

While not mandatory, SLA encourages students to participate in at least one enrichment activity per week. Enrichment activities provide opportunities for all students to get remedial help when needed, get involved in extra-curricular activities, build strong relationships, explore their interests, and build character.

The Enrichment program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from SLA and community-based organizations as well as the private sector.

Instructional Design

SLA's educational program model is rooted in the belief that curriculum for independent study students should provide program flexibility. Our curriculum and instructional framework is guided by the independent study and online learning models used nationwide. Parent educators will work directly with their assigned Independent Study Teacher (IST) to choose the most appropriate combinations of the following standards-based curriculum options that best suit the individual learning needs of the student. The following tools are provided to add flexibility:

Computer Based Teaching and Learning –SLA students will have access to the entire school curriculum through the online learning system (OLS). Students in grades TK-12 will have access to every course and supplemental materials and resources.

Courses at SLA combine online content with textbooks from nationally recognized publishers. This model offers a rich learning environment in that it combines a vast amount of age-appropriate learning resources available through the Internet with prescribed print curriculum and other electronic learning resources.

Online learning will be supplemented and enhanced with off-line (print-based) activities and assignments, charter school instructional staff/student discussion boards, project-based learning assignments, and opportunities for collaborative projects.

Courses are structured around objectives, content, and assessments. SLA 's courses follow an objective-based learning structure. Objectives for the course are clearly identified at the beginning of the course and will be included in the student's master agreement.

Each full-year course is typically divided into six (6) Units. Unit objectives are identified at the beginning of each unit. Units are then further divided into Topics. A Unit typically has between three (3) and six (6) Topics.

Topics are structured to include reading assignments, plus activities from a companion "Learning Guide" which is prepared for each SLA course by the course author. The Learning Guide will be available to each student online. Its materials supplement the textbook readings with:

- Additional supporting instructional material regarding a particular concept
- Guidance as to "what to look for" during the reading assignment
- Additional reference materials, from the web or other sources, to expand on the concepts being presented in the readings
- Stories and application viewpoints

Graded activities will include, as a minimum, a unit exam at the end of each unit, plus a Part I exam taken after mid-course (similar to a semester final exam), and a Part II exam taken at the end of year (similar to a Final Exam). Exams are typically "open book." Exams and assessments will be relevant and age appropriate. Exams will include a variety of assessment types:

- True/false and multiple choice

- Short answer
- Essays

In addition, additional activities (which may be graded or ungraded) that are included in each course may include:

- Research Paper
- Journals and story writing
- Discussion Board activities (classroom participation grade)
- Practice quizzes at the end of most topics

Our full-year courses are designed to contain approximately 180 hours of course work to complete, or the equivalent of one Carnegie Unit or one year of study. Our semester courses are designed to deliver approximately 90 hours of course work to complete.

SLA courses are rich with multimedia tools to keep students engaged throughout their online experience. Most of our multimedia is built using web-based technology. All courses contain a variety of flash tutorials, which include audio, text, and video components that reinforce course content and are designed to address various learning styles. All of our courses are also rich with engaging self-check and practice activities for students to self-assess their mastery of the course content. We also use a variety of web-based games including flashcard activities, crossword puzzles, drag and drop/matching activities, as well as basic self-check quizzes. These activities can be completed as many times as the student desires until they have mastered the skills. We offer animations to students to demonstrate a concept where appropriate. We have added avatars that both entertain and teach concepts using web-based technology. Avatars are used to present dialogues in our foreign language courses as well as instructional tutorials within our core subjects. Examples of the many different activities we provide in our courses are below.

- **Text Resources** –SLA offers a variety of text paper-based resource options at each grade level. This shall include consumables, grade level course packets, workbooks, any other adopted materials. All text-based materials shall be aligned to the State Standards.
- **Electronic Resources** –SLA offers a variety of electronic resources that are selected to supplement and enrich the curriculum. This will include but will not be limited to ebooks, audio links, visual tools, and other electronic resource.

- **Non-text Materials and Resources** –SLA offers a variety of materials through materials and resources vendors. These vendors will provide a plethora of supplemental materials, manipulatives, and science lab supplies.

- **Project Based Curriculum** – Project Based Learning is where students are assigned a project centered on a concept, topic, state, or national standard. Projects will provide the detailed instructions regarding the process and the required outcomes. Through guidance from the IST and parent educator, the student will study and reach mastery in the concepts presented using a variety of informational materials, hands-on activities, and other experiential learning opportunities. This type of instructional delivery naturally offers differentiated instruction capitalizing on the student's interests and learning style strengths.

Projects will be uploaded to a school portfolio platform to design, submit, and archive electronically submitted projects.

- **Community College Classes** –SLA has established a relationship with Norco Community College so that our students may attend courses receiving extra high school credits for grades 9-12 as well as community college credits applicable to future college applications.

- **Community Service and Internships** –SLA staff will work to establish opportunities for our students to participate in local community service activities and internship programs.

- **Experiential Learning Opportunities** – Field trips are offered several times during the year. Some of the field trip offerings will be attached to participation in a series of preparation classes. Some trips more focused on getting groups of SLA students and families together for socializing and networking.

- **ROP** –SLA will seek to establish a relationship with ROP Programs in Riverside County and other counties where students reside. SLA's juniors and seniors will have access to a variety of career preparation programs.

Daily School Functions

SLA's design will offer many of the same components offered students in a traditional school setting: standards-based curriculum, materials resources, some face to face support and interaction, parent support, and qualified teachers. However, each student's program will be unique because each student's program is based on his or her individual learning needs as the learning needs align with the student's goals and the school's goals for achievement.

A Learning Period in the Life of an SLA Independent Study Student

It would be impossible to describe a day in the life of an SLA student because no student routine will be exactly the same as another. What could be described, however, are the daily functions of key role players in the SLA learning community that enable the curriculum delivery and student achievement. The following section describes these key roles and functions in the day-to-day operations of the school.

The Role of the School

The Master Agreement outlines all components of and requirements regarding participation in SLA. It also outlines in detail SLA's obligations for serving the student's academic needs. SLA agrees to provide the tools and resources in various combinations as listed in the Curriculum Options section of this petition. The Individualized Learning Plan (ILP) will be developed by the Independent Study Teacher, parent and student team and will provide for ample coverage of the State Standards at grade level alongside regular assessments of student progress. Supplemental materials will be provided for those students in need of remediation as well as one-on-one and small group tutoring. The school will provide regular field trips and other experiential type learning opportunities.

Community Resources

SLA will also provide community resources that will act as a base of support for our independent study community. Community resources will be a place where students can access supports and enhance the independent study experience. Community resources may also provide a location for periodic organized social events. These events are important for students in independent study who do not typically have continuous access to peer groups. Forming social connections and positive relationships with peers is crucial to healthy growth and development and community resource links support healthy student development.

The Role of the Independent Study Teacher

The Independent Study Teacher (IST) acts as the facilitator of the student's Individualized Learning Plan. The IST meets with the student and parent no less than once for every 20 days of attendance in accordance with state law. This period of time is referred to as the Learning Period. Each Learning Period, the IST will be responsible for working directly with the parent and student ensuring that all program requirements are met and that the student is making good progress.

The IST will provide the following:

- Development of the student's Master Agreement and Learning Plan
- Assistance in developing weekly or monthly assignments
- Provide the student with the materials called for in the Learning Plan
- Meet face-to-face with parent and student once each Learning Period
- Provide a Learning Period report of each student's assignments and work completed
- Guide students in the development of their work samples portfolio
- Be accessible to parents on a daily basis throughout each Learning Period via email, phone or through additional requested meetings as needed
- Provide parent coaching and support in developing highly effective teaching and learning strategies
- Assessment and evaluation of student work
- Administration of regular assessments
- Assisting parents in interpreting assessment outcomes and how to use this information to assist in the home learning environment
- Make referrals for various school programs like Response to Intervention (RtI), tutoring, counseling, etc.
- Providing short term one-on-one tutoring as needed
- Evaluate all student work and determine the semester grades
- TK-3 grade students will have the opportunity to submit assignments, discuss academic progress, and receive synchronous and asynchronous instruction daily.
- 4-5th grade students will have the opportunity to submit assignments, discuss academic progress, receive live interaction and asynchronous instruction daily, with the opportunity for at least weekly synchronous instruction.
- 9-12th grade students will have the opportunity to submit assignments, discuss academic progress, receive asynchronous instruction daily, with the opportunity for at least weekly synchronous instruction.

The Role of the Parent

The role of the parent is defined in detail in the Parent and Student Handbook. The Parent will be responsible for the daily oversight of the student's Individualized Learning Program. Parents will work directly with the IST in the development of the curriculum. They will also work directly with the IST to establish a weekly plan as a guide enabling the parent and student to stay on track for completion of the required amount of coursework each Learning Period.
Parents will work directly with their students in whatever capacities are needed in order for the student to learn successfully. They will be responsible for checking their student's work for completion and accuracy on a daily basis using methods agreed upon with the Independent Study Teacher. SLA parents/guardians agree to provide the following:

- Daily oversight, guidance and support of each student's Individualized Learning Program
- Report the student's lessons and other educational activities to the IST for each Learning Period
- Guide the student in the development of their work portfolio
- Report to the IST any challenges or difficulties the student might be experiencing in a timely manner
- Provide transportation to community resource activities, small group experiences, and social events

Counseling and Support Services

Students who turn to independent study school programs often enroll because of circumstances that keep them from being successful in traditional school environments. SLA has planned for a well-developed counseling and support services department that will assist students who are facing and managing challenges that may be impeding their learning. While most students facing these challenges will be in middle and high school, SLA's support services are available to all students grades TK-12.

Our mission is to facilitate each student's academic, career, and personal/social development through the counseling department's delivery of guidance and counseling activities as well as through a collaborative effort between SLA staff, parents, student, and community. Ultimate objectives are to enhance academic productivity and results, assist students in identifying their interests and abilities, and facilitate development of personal/social skills that will remediate student deficits, capitalize on student strengths, cultivate their unique capabilities, and enable youth to become socially responsible individuals. SLA's counseling programs are based on the American School Counselors Association Framework for School Counseling Programs model.

Fundamental beliefs of the counseling program for SLA:

- All students can learn and should be given the opportunity to do so and be supported academically
- All students have dignity and worth and have a right to a safe, mutually respectful, and healthy learning environment
- Learning involves the education of the whole person and is a continuous lifelong process
- Learning requires the active participation, mutual respect, and individual accountability of students, parents, teachers, and staff

- Diversity is to be respected and appreciated
- The school counseling program will be student centered. The program will be based on specific goals and developmental student competencies
- We recognize the need for some students to have other growth opportunities
- Some students may struggle with change, family issues, self-identity, social/emotional issues, or academic difficulties. The program provides support to students in need as well as in crisis, and offers small group counseling, individual counseling, or referrals to outside agencies as appropriate

Specific Programs:

- Academic Counseling – two specific programs: One for middle school students and their parents focused on transition to high school, and the other for high school students and their parents focused on college, career, and life planning
- Crisis Management – one-on-one and group counseling led by the school's counselor to assist students in managing crisis for grades TK-12
- Health and Wellness – project-based coursework assigned by the IST focused on developing and maintaining healthy minds and bodies for grades TK-12
- College, Career, and Life Planning – individual and group, project-based activities for high school students grades 9-12
- Life Skills – project-based learning opportunities and small group counseling focused on developing a variety of essential skills in the areas of communication, social skills, and decision making for grades 6-12

Elementary Grades: TK-5

The elementary curriculum is based on the adopted State Standards. Students that are enrolled in the elementary grades will have access to the same curriculum as provided by traditional school settings. Elementary students like all other SLA students will be assigned an advisory teacher. As in every grade level, elementary students will each have an academic advisor who also serves as the student's Independent Study Teacher who will assist the student with completing the Individualized Learning Plan and agreement.

Students will be granted a virtual seat in six (6) courses where they will access the entire curriculum through the online learning system. These courses will be facilitated by an online learning system (OLS). Each course will include units of study in which units will provide materials assessments and interactive learning experiences, and students will be assessed on each unit through regular formative and summative assessments. SLA teachers will also embed required hands-on projects and activities so students can activate their learning outside of the virtual environment. The online curriculum course embedded technology standards, visual and performing arts, and fine arts project aimed to provide a rich exposure to the arts.

In addition to comprehensive courses fully online, students will have a number of other learning tools and resources. Students will also have access to a bundle of materials and resources to include programs that support math practices such as *Edmentum* or another online learning resource publisher. A project bank will be available for parents and students for students to choose from a range of projects.

Supplemental materials such as electronic reading resources will be embedded in each course. Students will also have access to consumable materials and other print resources. Each student's learning experience will be based on their individual needs and goals and as recommended by their ILP, and some students may request to submit paper-based assignments and project more than participate in the online curriculum component.

Opportunities for enrichment will be provided for students in grades TK-5. Students will have the opportunity to participate in physical education activities to support physical education and health curriculum. Activities aimed at supporting the physical education requirements for elementary grades will be organized by program coordinators and satisfy the minimum requirement for participation in the elementary grades.

The school counselor, program coordinators, and independent study teachers will organize community service events to provide numerous opportunities for students to participate in community service events and log participation hours.

Middle Grades: 6-8

The middle school curriculum builds on the elementary curriculum and aims to offer additional course options. The middle school curriculum and materials are based on the State Standards. Our instructional approach includes online courses, paper-based materials, discussion boards, and hands on projects, and opportunities for physical education, enrichment, and extracurricular activities.

SLA will select resources from state adopted materials database for English, math, science, and social studies, to ensure alignment between curriculum, standards, courses, and materials.

What distinguishes the elementary level and middle school requirements is that students in grades six (6) to eight (8) are required to take one elective each year. Students are offered several online electives so they can explore their interests to embark on a personal journey of self-discovery before entering high school. The following is a sequence of courses that are required of students in the middle grades.

Sequence of Courses for Grades 6-8

Subject Area	6th Grade	7th Grade	8th Grade
Advisory	Advisory 6	Advisory 7	Advisory 8
English Language Arts	English 6	English 7	English 8
Mathematics	6th Grade Math	Math 7	Pre-Algebra
Science/Lab Science	6th Grade Science	Physical Science	Life Science
History/Social Studies	Social Studies 6	World Civilizations	U. S. History
Elective	Digital Marketing, Recording Technology, Video Production, Media	Photography, Digital Marketing, Recording Technology, Video Production, Media	Health 8, Photography, Digital Marketing, Recording

	Broadcasting, Graphic Design, Photography	Broadcasting, Graphic Design	Technology, Video Production, Media Broadcasting, Graphic Design
Physical Education	PE/Enrichment Activities	PE/Enrichment Activities	PE/Enrichment Activities

High School Grades: 9-12

Graduation Requirements

Students shall receive diplomas of graduation from SCALE only after completing the prescribed course of study, credit requirements, and meeting the standards of proficiency established by SCALE and the State of California.

Advisory :	40 credits
English:	40 credits
Mathematics (1 Year of Algebra 1 is required):	20 credits
Physical Science:	10 credits
Life Science/Biology:	10 credits
Ethnic Studies:	5 credits
(Starting Fall 2025, graduating in the 2029–30 school year)	
World History,	10 credits
US History,	10 credits
Economics/Government	10 credits
Foreign Language or VPA:	10 credits
CTE:	20 credits
Physical Education:	20 credits
Health	5 credits
Electives:	20 credits

*Total credits required to graduate 230

Graduation Requirements

Advisory:	40 credits
English:	40 credits
Mathematics (1 Year ofAlgebra 1 is required):	20 credits
Physical Science:	10 credits
Life Science/Biology:	10credits
Ethnic Studies:	5 credits
Personal Finance:	5 credits
(Starting Fall 2026, graduating in the 2030-31 school year)	
World History:	10 credits
US History:	10 credits
Economics/Government:	10 credits
Foreign Language or VPA:	10 credits

CTE:	20 credits
Physical Education:	20 credits
Health:	5 credits
Electives:	15 credits

*Total credits required to graduate 230

Credit may be earned only in classes not previously passed. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. Students taking honors or Advanced Placement courses will earn extra grade points as determined by the Board of Directors.

Graduation requirements may change as determined by the Board of Directors, without need for material revision of the charter. For graduation requirements for Foster Youth as prescribed by AB 167/216 please refer to the AB 167/216 attachment.

Graduation Requirement Plans

While SCALE offers multiple pathways, we utilize three graduation requirement plans aligned to California standards:

- 230-Credit Plan (Standard)
- 200-Credit Plan – typically used for students enrolling after their 10th-grade year
- 130-Credit Plan – California minimum graduation standard for eligible students

Under the 230-credit and 200-credit plans, students may pursue any pathway:

- Accelerated/Early Grad
- A-G
- NCAA
- CTE Completer
- Credit Recovery
- General Diploma

CTE completion is a requirement under the 230 and 200 plans; however, certain students may qualify for a waiver depending on their English Learner (EL) level and specific circumstances.

This ensures that EL students with significant language-support needs are not disadvantaged while still meeting state expectations and individual learning goals.

The 130-credit plan is reserved for eligible students and typically applies to credit-recovery students. Students on this plan do not pursue A-G, NCAA, CTE, or accelerated pathways.

Student-Centered Counseling & Enrollment Support

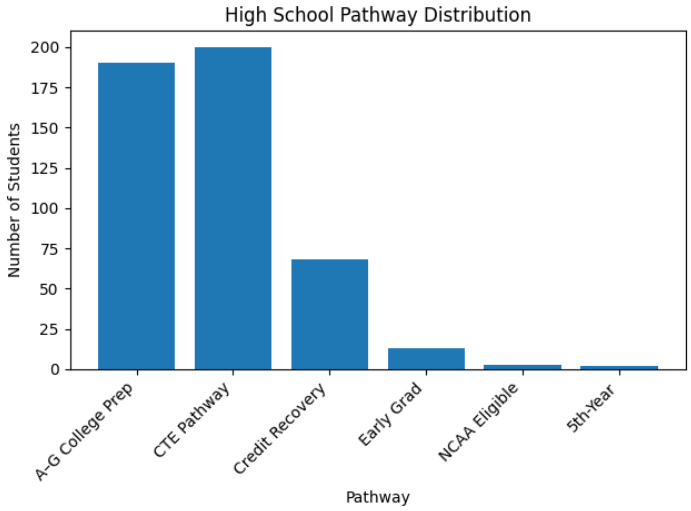
We proudly serve a wide range of students, including high-achieving scholars, student athletes, and students who have experienced academic disruption or barriers. Our counselors conduct a full transcript analysis and meet one-on-one with each student and parent/guardian to determine the best-fit pathway based on credits, goals, and post-secondary plans.

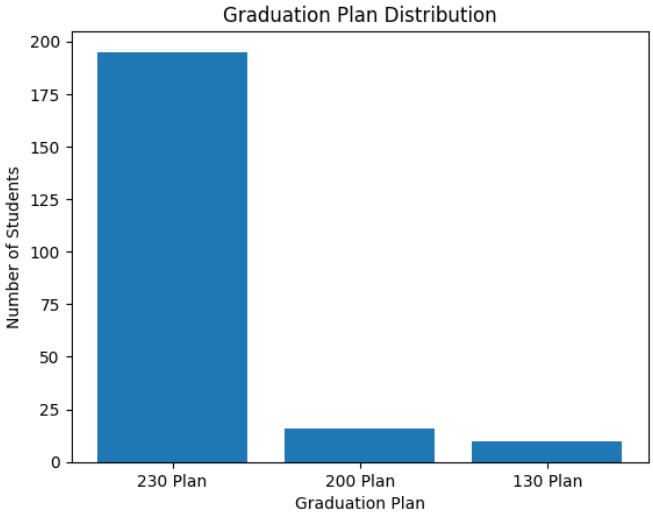
Currently 25-26 school year at SCALE Leadership Academy–East, every student is supported, welcomed, and guided toward a personalized pathway to graduation and beyond.

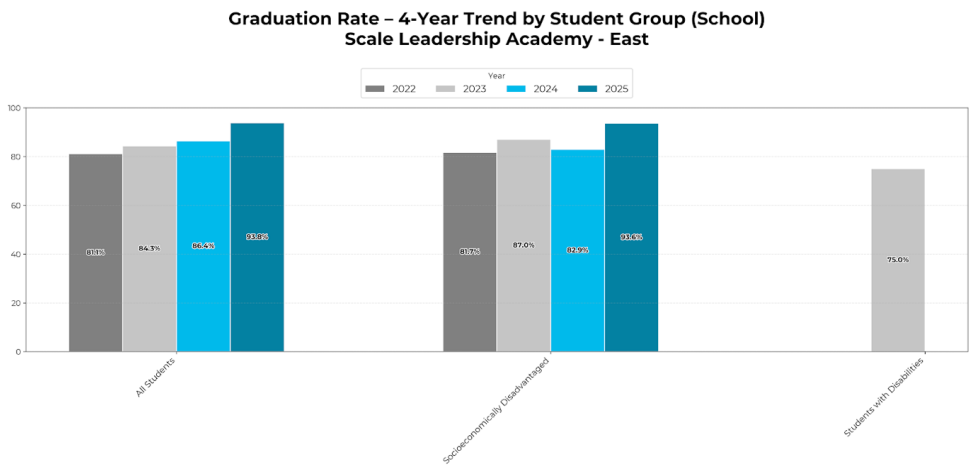
Graduation Plan	Number of Students	% of High School Population	Notes
230 Plan	195	88%	Standard SCALE Graduation Plan
200 Plan	16	7%	Modified plan based on student needs
130 Plan	10	5%	Alternative plan for unique situations

Pathway	Number of Students	% of High School Population	Notes
A–G College Prep	190	86%	On track for 4-year universities
CTE Pathway	200	90%	Required for graduation at SCALE
Credit Recovery	68	31%	Needs targeted intervention
Accelerated / Early Grad	13	6%	Working ahead of pace

NCAA Eligible	3	1%	Meeting NCAA academic guidelines
5th-Year Students	2	1%	Extended graduation timeline







Graduation data demonstrates a significant and sustained improvement over the past four years and represents a major strength of SCALE Leadership Academy–East. The All Students group increased from 81.1% in 2022 to 93.8% in 2025, while Socioeconomically Disadvantaged students improved similarly from 81.7% to 93.6%. This upward trajectory reflects the effectiveness of the school's academic counseling systems, credit-monitoring structures, targeted interventions, and individualized support plans. The consistency of growth across student groups demonstrates SCALE's capacity to identify student needs early, provide timely intervention, and maintain strong graduation outcomes aligned with our mission to prepare students for postsecondary opportunities.

Sequence of Courses for Grades 9-12

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Advisory:	Advisory	Advisory	Advisory	Advisory
English: Students take one English course per year.	English 9[a-g]	English 10[a-g]	English 11[a-g] AP English Language and Composition[a-g]	English 12[a-g] AP English Literature and Composition[a-g]
Mathematics: 1 year of Algebra 1 is required	Algebra 1[a-g] or Integrated Math I[a-g]	Geometry[a-g], Integrated Math II[a-g] or approved Math course	**Approved Elective** ***Additional math course recommended**	**Approved Elective** ***Additional math course recommended**
History: Students take one History course per year starting in 9th grade	Ethnic Studies[a-g] (1 semester) **(starting Fall 2025)** **Commencing with pupils graduating in the 2029–30 school year**	World History[a-g] or AP World History[a-g]	U.S. History[a-g] or AP U.S. History[a-g]	U.S. Government[a-g] and Economics[a-g] (Only 1 semester each)
Science: Students take one Life Science and one Physical Science course	Biology[a-g], Biology AP Biology[a-g]	Chemistry[a-g], Honors Chemistry[a-g] AP Chemistry[a-g] or an approved physical science course	**Approved Elective** ***Additional science course recommended**	**NA**

Foreign Language or VPA :	Spanish 1*# Spanish 2*# Spanish 3*# Latin 1*# Latin 2*# German 1*# German 2*# French 1*# French 2*# ASL 1*# ASL Music Appreciation*# Instrumental Music*# or approved FL or VPA course	**Approved Elective**	**Approved Elective**	**Approved Elective**
Physical Education: Students take two years	Physical Education 1AB	Physical Education 2AB	N/A	N/A
Health: 1 semester of Health is required	Health*#	N/A	N/A	N/A
Personal Finance: 1 Semester of Personal Finance required	Personal Finance*# **Commencing with pupils graduating in the 2030-31 school year**	N/A	N/A	N/A
CTE: Students take two years and/or complete pathway	Film/Video Production I*# Media Broadcasting I*# Graphic Design I*# Recording Technology/Audio Production I*# Digital Marketing I*# Photography I*#	Film/Video Production II*# Media Broadcasting II*# Graphic Design II*# Recording Technology/Audio Production II*# Digital Marketing II*#	*Students may also enroll in CTE courses during grades 11 and 12 to meet pathway or graduation requirements based on their individual academic plan.*	*Students may also enroll in CTE courses during grades 11 and 12 to meet pathway or graduation requirements based on their individual*

		Photography II[a-g]		*academic plan.*

Accreditation, Transferability of Courses, and Eligibility of Course to meet College Entrance Requirements

SLA is accredited by Cognia, and our "A-G" course list has been approved since 2018.

SLA will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public high schools and that outlines SLA's policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be designated as such in the parent/student handbook. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the "A-G" approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the "A-G" list and transferability of classes will be updated on an annual basis. A high school diploma will be issued to all students who meet SLA's graduation requirements.

Professional Development

Students learn best with teachers who are knowledgeable of their subject matters and fields and are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. A key component of the SLA school culture will be the manner in which teacher continuously emphasizes the need and commitment for instructional improvement. SLA believes that what makes this commitment to instructional improvement possible is on-going professional development that builds capacity around instruction as well as engaging all stakeholders in the change process.

SLA believes that there are four aspects of engaging teachers-as-learners. This includes the need for teachers to engage in technical mastery, reflective practice, research, and collaboration. SLA will use five types of staff development models for teachers.[15] These include individually guided staff development, observation/assessment, the improvement process, training, and inquiry. In recent years, researchers have advocated for more collaboration among teachers rather than teachers working in isolated environments. However, each of these approaches to development, when effectively amalgamated with one another, can allow for a gradual accumulation of rich and meaning development experiences for all teachers that actively engage in this process. SLA will structure professional development to apply all five models that were recommended by these best practices.

Professional development trainings are offered on a bi-weekly basis during the school year for all professional staff.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of SLA's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Educational Program and Implementation Plan (2018-19)

Figure 6.

INITIATIVE METHODS	END GOAL	TIMELINE FOR COMPLETION		Implemented
		Week	Year	
STANDARDS-BASED GRADING	All units, lessons, and assessments are aligned to the State Standards and at an appropriate level of rigor. Grades are aligned with specific standards enabling staff to track student performance levels.	1	1	Yes
PROJECT-BASED LEARNING	Teachers integrate high-quality standards-based projects into at least two instructional units during the second semester.	8	1	Yes
CAPSTONE PROJECT	One high quality, integrated, standards-based capstone project per grade level per year.	31	1	Yes
TECHNOLOGY INTEGRATION - DIGITAL	Digital portfolios are aligned to standards and school-wide outcomes are of excellent quality and support	5	2	Yes
PORTFOLIO	student reflection and learning. Portfolios are archived and kept on file for evaluation prior to graduation.			Yes

[15] Sparks, D., and Loucks-Horsley, S. "Models of Staff Development." In HANDBOOK OF RESEARCH ON TEACHER EDUCATION, edited by W. R. Houston. New York: MacMillan Publishing Company, 1990, 234-250.

TECHNOLOGY INTEGRATION	Core subjects integrate technology appropriately. Students have multiple opportunities to identify, select, and apply the most appropriate technology applications for a given project or assignment.	4	1	Yes
DATA MANAGEMENT AND ANALYSIS	OARS is used in all content areas. Data driven decision-making is a continuous school-wide practice to guide instruction.	8	1	Yes
INTERVENTIONS	All students actively participate in appropriate, high-quality intervention, acceleration, and enrichment that results in increased achievement.	10	1	Yes
ENRICHMENT ACTIVITIES	All students are actively engaged in extra-curricular activities and have extended opportunities for academic development. Teachers encourage students to stay involved and build stronger bonds with students and staff outside the classroom and in non-traditional settings.	10	1	Yes
GRADUAL RELEASE OF RESPONSIBILITY MODEL	Teachers provide a learning environment that enhances students' opportunities to build on new knowledge and transfer new skills to tasks with ever-increasing difficulty.	2	1	Yes
ILPS	Each student will have an Individual Learning Plan to ensure that all students are making positive progress toward individual and school goals. This will be conducted in Advisory courses and will include the participation of all teachers and administrators.	11	1	Yes
EARLY WARNING SYSTEM/RESPONSE TO INVERVENTION	Teachers conduct an analysis to detect struggling students and develop a system and protocols to respond to student needs.	4	1	Yes
STUDENT SUCCESS TEAMS	Staff members form teams to ensure the success of at-risk students identified in our Early Warning System.	10	1	Yes
EVERYONE	All teachers integrate Language Arts	1	1	Yes

TEACHES ENGLISH	skills in all subjects to support students with reading, writing, and literacy.			Yes
SYSTEMATIC ELD	Teachers provide reading materials in students' native language and frontload new vocabulary prior to introducing new ideas, concepts, and facts.	21	1	Yes

SLA believes that the Gap Analysis Framework and Overall Program Evaluation is key to its academic success. These evaluations provide quantitative and qualitative data that will support the school with decision-making and allow for greater opportunities for achievement. SLA believes that our commitment to objective data evaluation will set us apart from other schools and allow greater opportunities for improvement and progress toward the SLA mission.

Gap Analysis Process Essential Questions

- What is our performance goal?
- Where are we now (related to the goal)?
- What is the size of the gap?
- What is causing the gap (knowledge/skill, motivation, or organizational policies/culture)?
- What solutions will close the gap?
- How will we implement the solutions?
- How will we measure our progress?

Overall Program Evaluation

SLA conducts an evaluation of the overall instructional program at the conclusion of each school year. This evaluation process is separate from the Gap Analysis Evaluation of specific programs and specific academic goals. SLA conducts a final overall evaluation by selecting key indicators from pre-selected areas of interest. This will include at least five (5) indicators. SLA will form an Evaluation Steering Committee representing key stakeholders. The Evaluation Steering Committee will recommend the areas for evaluation based on the rationale that each of these areas is significantly related to the success of the school's overall instructional program. The areas to be examined may include any of the following:

Key Evaluation Areas (Indicators)[16]

- Community characteristics
- School culture and climate
- School governance
- Student characteristics
- Teacher characteristics
- Parent characteristics
- Instructional supervision
- Curriculum development process

[16] Glickman, C., Gordan, S., and Ross Gordon, J. 2007.*Supervision and instructional leadership: A developmental approach*. Boston: Pearson.

- Teacher characteristics
- Parent characteristics
- Instructional supervision
- Curriculum development process
- Classroom teacher practices
- Student achievement
- Professional development programs
- Parent and community involvement programs
- Student assessment methods
- Relationships with other school, central office, and external organizations

Process for Overall Program Evaluation

- Selecting areas to be examined
- Identifying Specific Evaluation Questions
- Designing the Evaluation
- Gathering and Analyzing Data
- Preparing and Presenting the Evaluation Report

Figure 7. Four Levels of Evaluation[17]

LEVEL 1: REACTION Are the participants motivated by the program? Do they value it?
LEVEL 2: IMPACT DURING THE PROGRAM Is the system effective while it is being implemented?
LEVEL 3: TRANSFER Does the program continue to be effective after it is implemented?
LEVEL 4: BOTTOM LINE Has the transfer contributed to the achievement of organizational goals?

Figure 8. Example of Level 1 Reaction Questions[18]

Example of Level 1 Reaction Questions
Open Questions What would you change about this program, and how would you change it to make it more effective for you and for

[17] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press. (pg. 128).

[18] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press. (pg. 130).

others?
What features of this program do/did you like or value?
What do/did you dislike about this program?

Closed Questions:
Please circle the number that best represents your own reactions to this program.

Far Below Average-1
Below Average-2
Average-3
Above Average-4
Far Above Average-5

1. Overall, how much are/did you enjoy(ing) this program (compared with other, similar programs)?
   1 2 3 4 5

2. Will you be able to use what you gained on the training? (will you be supported in using it in the classroom)
   1 2 3 4 5

3. How confident are you that these strategies will work (will what you gained be effective when you use it)
   1 2 3 4 5

4. How much do you value the goals of this program (compared to other performance goals you face)?
   1 2 3 4 5

Figure 9.[19]

BOTTOM LINE STAGED INNOVATION EVALUATION DESIGN				
FIRST TRIAL APPLICATION OF A NEW PROGRAM				
	LEVEL 1 BASELINE MEASURE	LEVEL 2 PERFORMANCE IMPROVEMENT	LEVEL 3 TRANSFER TEST	LEVEL 4 IMPACT MEASURE
TEACHER 1	2.4	0	2.8	+0.4
TEACHER 2	X	0	X	X
TEACHER 3	X	0	X	X
SECOND APPLICATION-REVISED PROGRAM				
	LEVEL 1 BASELINE MEASURE	LEVEL 2 PERFORMANCE IMPROVEMENT	LEVEL 3 TRANSFER TEST	LEVEL 4 IMPACT MEASURE
TEACHER 1	X	0-2	X	X
TEACHER 2	X	0-2	X	X
TEACHER 3	X	0-2	X	X
THIRD APPLICATION				
	LEVEL 1 BASELINE MEASURE	LEVEL 2 PERFORMANCE IMPROVEMENT	LEVEL 3 TRANSFER TEST	LEVEL 4 IMPACT MEASURE
TEACHER 1	X	0-3	X	X
TEACHER 2	X	0-3	X	X
TEACHER 3	X	0-3	X	X

[19] Clark, R. E., & Estes, F. (2002), *Turning Research into Results: A guide to selecting the right performance solutions*. Atlanta, GA: CEP Press. (pg. 138)

FIGURE LEGEND
X= TEST OF PERFORMANCE AT ONE OF THE LEVELS
0=ORIGINAL PROGRAM IMPLEMENTATION
0-2/0-3=REVISED OR IMPROVED VERSIONS

Plan for Students Achieving Below Grade Level

As stated above, the SLA model is designed to be able to adequately serve students who are at-risk of achieving below proficiency on state exams. At SLA we will identify at-risk students based on standardized tests, classroom formative and summative assessments, and school-wide quarterly benchmark assessments. We believe that our students will progress from low-achieving to high-achieving during their time at SLA. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced proficient achievers on state tests. The following process will be taken to identify and support students performing below grade level.

- Teachers will administer frequent formative assessments, summative assessments, and standardized assessments to monitor student progress
- Teachers will work in Professional Learning Communities (PLC) to analyze assessment results, identify trends, and identify at risk students that are performing below proficient on exams
- SLA will analyze data and trends within specific subgroups
- Teachers will analyze individual student results and identify students that are far below basic, below basic, and basic
- Students will be categorized on an RTI chart and interventions will be established for students in each performance band using the PLC approach. Each group classified into a performance band is called a "performance group." Thus, performance groups will be established in each classroom based on assessment results. (A significant amount of attention will be placed on students that are on the borderline of moving to the next performance band)
- Advisory teachers will update the individual learning plan for each student and include the target goal to be achieved for each subject
- The Vice Principal will establish a small group tutoring schedule to support the needs of students not meeting State Standards
- The Principal will work with teachers to develop and locate teaching resources and follow-up assessments based on the needs of each performance group

Plan for Students Achieving Above Grade Level /Gifted and Talented Students

Ultimately, we expect that all students at SLA will achieve above grade level. High-achieving students are those who regularly score at exceeding State Standards. The process for developing interventions for this group will be much like those used to identify and support at-risk and low achieving students. Teachers will utilize individual learning plan goals, and individual and small group projects that will challenge students to build on existing knowledge and that will be academically challenging. Various projects will be developed by staff through the PLC approach to ensure everyone's cooperation in addressing the needs of students performing above grade level. Specialized projects for students performing above grade level will be designed through the Buck Institute Project Based Learning Model.

Teachers, administrators, and parents will work with these students by providing opportunities for differentiated instruction, project-based learning, discovery learning, and other activities. SLA staff will track student progress in the student's Individual Learning Plan. SLA will implement a fair process for identifying exceptional ability and/or potential and will utilize a range of tools, measurement instruments, and work samples that will adequately assesses the abilities of students of various need and cultural and socio-economic backgrounds, including English Learners and students with special needs.

Plan for English Learners

Overview

SCALE Leadership Academy- East serves multilingual learners through an asset-based program that treats language as a strength and centers equity, access, and high expectations. The school provides Designated English Language Development (ELD) aligned to the California ELD Standards and students' ELPAC proficiency levels, and Integrated ELD across all content areas so students build academic language while engaging with grade-level standards. Instruction reflects our core approaches of constructivist practice, Universal Design for Learning, project-based learning, and mastery-based learning so students can access complex texts and tasks with multiple entry points and demonstrate understanding in varied ways suited to a virtual independent-study context.

The program is coordinated by school leadership in collaboration with the Assessment Coordinator, ELD Coordinator and teachers. Staff plan for scaffolded, language-rich instruction, provide designated and integrated supports matched to student needs, and verify required accommodations for students with disabilities. Progress is monitored through classroom evidence and state measures; teams review results for individual students and student groups, adjust supports, and communicate next steps with students and families in clear, family-friendly language. Identification, placement, services, reclassification, and RFEP monitoring are described in the subsections that follow.

Home Language Survey/Primary Language Assessment

At initial enrollment, SCALE Leadership Academy- East administers the California Home Language Survey (HLS) to each student's parent/guardian to determine the language(s) used by the student and in the home. The HLS is completed once at a student's first enrollment in a California public school and is kept in the student's cumulative record. If any HLS response indicates a language other than English, the student is preliminarily classified To Be Determined (TBD) for English Language Acquisition Status (ELAS) and proceeds to the Initial ELPAC (or Initial Alternate ELPAC, as applicable). If all responses indicate English, the student is classified English Only (EO). Before testing, the school reviews the student's CALPADS history to avoid unnecessary retesting. The ELD/Assessment and CALPADS coordinators collaborate on any ELAS corrections and maintain documentation. The HLS and subsequent notifications are provided in family-friendly language and, when required, in the family's home language. Families receive clear explanations of Initial ELPAC results and what they mean for placement and services.

ELPAC English Language Proficiency Assessments for California ("ELPAC")

SCALE Leadership Academy- East administers the English Language Proficiency Assessments for California (ELPAC) to identify, place, and annually monitor English Learners' progress in listening, speaking, reading, and writing. The assessment system includes the Initial ELPAC for first-time identification and the Summative ELPAC for yearly progress; students with the most significant cognitive disabilities participate in the Initial Alternate and Summative Alternate ELPAC as specified in their IEPs.

Initial ELPAC (Identification)

- Trigger: Any non-English response on the Home Language Survey and no prior California English Learner history.
- Timeline: The school administers, scores, and updates English Learner status within state timelines and notifies families in writing.
- Outcomes: Students are classified English Learner (EL) or Initial Fluent English Proficient (IFEP) and placed accordingly.
- Placement & Services: Identification results inform Designated and Integrated ELD services, with accommodations or modifications consistent with student plans.

Summative ELPAC (Annual Progress)

- Participation: All students identified as EL participate each year until reclassified.
- Use: Results inform instruction, language goals, and placement decisions and are one component considered in reclassification of the student as fluent English proficient (RFEP).
- Reporting: Families receive official Student Score Reports and plain-language explanations of results and next steps.

Alternate ELPAC

- Eligibility: Students whose IEPs indicate the use of alternate assessments participate in the Initial Alternate and Summative Alternate ELPAC.
- Implementation: Assessments are administered with appropriate accessibility resources and scoring procedures per state guidance.

Accessibility, Security, and Test Administration

- The Assessment Coordinator (LEA ELPAC Coordinator) oversees all ELPAC administration, scheduling, training, security, accommodations, technology readiness, and reporting.
- The ELD Coordinator and staff assist with scheduling, family communication, and follow-up.
- Test administrators and proctors complete required trainings, sign security affidavits, and follow incident-reporting procedures.
- Testing occurs in secure, proctored settings appropriate to a virtual/independent-study model, with make-ups to maximize participation.

Records and Data Management

- Student records and assessment data are maintained in School Pathways (student information system) and approved assessment platforms with role-based access and secure storage.
- After scoring, results are recorded in state systems and local records; rosters, accommodations, and settings are validated before testing, and results are reconciled afterward to ensure accuracy.

Family Communication

- The school provides advance notices, directions, and post-assessment reports in clear, family-friendly language and, when required, in the home language.
- Communications distinguish identification vs. annual monitoring and explain how results inform instruction and services.
- Universal K–2 screening results, if applicable, are used to guide instruction and are **not** used for reclassification.

ADEPT Interim Assessment

SCALE Leadership Academy- East keeps ADEPT in our assessment toolkit as a brief, low-stakes interim check of English-language development. When used, ADEPT provides quick snapshots of listening, speaking, reading, and vocabulary between daily instruction and our state/local measures (CAASPP, ELPAC and STAR 360), allowing teachers to refine ILP goals, small-group placement, and scaffolds. It is administered by trained staff with standardized directions, and the same accessibility supports students receive in class and through IEP/504s. Results are for instructional use only, not for grades, retention, special education eligibility, or reclassification. Leadership periodically reviews completion, reliability, usability, instructional impact, and time/cost to determine scope and cadence of use.

Additional Language Testing Methods

SCALE Leadership Academy- East recognizes that placement and language supports should not rely solely on standardized measures such as ELPAC (and tools in our toolkit like ADEPT) or STAR 360. In addition to these, teachers may use brief, low-stakes language checks to complement daily instruction and provide a fuller picture of English-language development. These checks are administered during regular virtual or in-person sessions, scored with teacher-developed rubrics aligned to the California English Language Development Standards, and calibrated across teams. They are brief and accessible with the same supports students receive in class and those documented in IEP/504 plans.

Results are recorded to refine ILP goals, small-group placement, and scaffolds, and are for instructional improvement only, not for grades, retention, special education eligibility, or reclassification decisions.

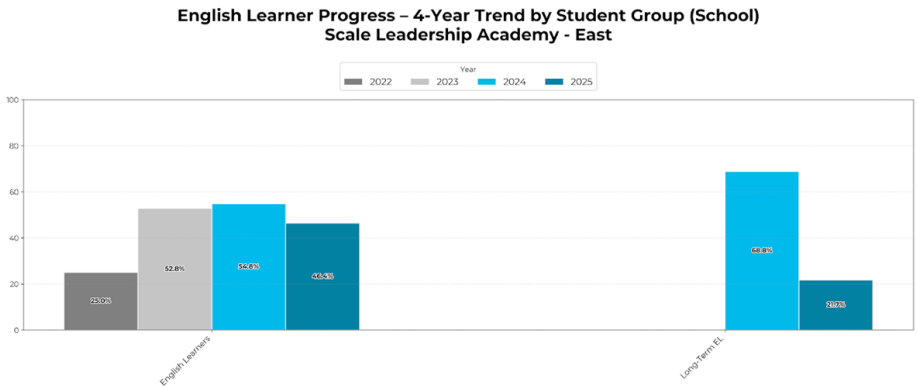
- Listening comprehension tasks with quick responses
- Picture-based oral prompts and short oral interviews/retells
- Targeted vocabulary probes tied to current units
- Short writing “quick writes” or writing samples

- Oral reading fluency with comprehension talk
- Reading interpretation or paraphrasing checks

Language Proficiency Levels

SCALE Leadership Academy- East aligns to the California ELD Standards and ELPAC proficiency descriptors to guide placement, goal-setting, and daily instruction. "Teachers determine students' working level using multiple measures (ELPAC, CAASPP, STAR 360, classroom artifacts, and additional low-stakes checks) and adjust Individualized Learning Plan (ILP) goals, designated ELD groupings, and integrated scaffolds accordingly with the guidance of the ELD Coordinator. Levels are used to inform instruction, not to track students, and are reviewed regularly as new evidence of language growth emerges.

- **Level 1 – Emerging (ELPAC PL 1: Minimally Developed):** Builds foundational listening/speaking; relies on visuals, modeling, and sentence frames to communicate basic needs and ideas; early print concepts and vocabulary development.
- **Level 2 – Developing (ELPAC PL 2: Somewhat Developed):** Expands simple sentences and routine academic language; can participate in structured dialogues with scaffolds; growing control of grammar and high-utility vocabulary tied to current units.
- **Level 3 – Expanding (ELPAC PL 3: Moderately Developed):** Uses connected sentences and some complex language to explain, describe, and compare; reads and writes with support to meet grade-level tasks; increasing independence with academic language functions.
- **Level 4 – Bridging/Proficient (ELPAC PL 4: Well Developed):** Uses grade-level academic English with minimal support across listening, speaking, reading, and writing; engages in extended discourse, justifies claims with evidence, and edits for clarity and accuracy.
- **Instructional Use:** Level determinations drive ILP targets, small-group placement, scaffold selection (e.g., sentence frames, visuals, modeled writing), and progress monitoring cycles; movement between levels is based on a body of evidence reviewed by teachers and leadership.



English Learner Progress (ELPI) increased sharply from 2022 to 2024, then dipped in 2025. English Learners improved from 25.0% (2022) to 54.8% (2024), then decreased to 46.4% in 2025. Long Term EL results were much less stable, dropping from 68.8% in 2024 to 21.7% in 2025. This signals a need for tighter progress monitoring and stronger LTEL supports. Charter renewal priorities include consistent designated ELD, targeted LTEL intervention, and focused reclassification planning

Supports, Strategies for Instruction, Resources and Interventions for English Learners

SCALE Leadership Academy- East emphasizes oral language as the bridge to reading and writing. Teachers make academic language visible with clear language objectives and the Gradual Release of Responsibility ("I do, we do, you do"), using Designated and Integrated English Language Development (ELD) aligned to the California ELD Standards and each student's Individualized Learning Plan (ILP) in our virtual independent-study model. This includes but not limited to the following techniques:

- Total Physical Response
- Workshop models
- Literature circles
- Cooperative learning
- Thematic teaching
- Language-experience approach
- Dialogue journals
- Questioning techniques
- Scaffolding
- Kinesthetic activities
- Graphic organizers
- Pre-teaching vocabulary
- Modeling; use of culturally relevant materials; and primary-language reading as appropriate.

Instructional Strategies

In English Language Arts, instruction begins with oral language comprehension and production as the critical link to growth in reading and writing. Teachers explicitly teach vocabulary, language functions, discourse, and syntax, then move students from modeled practice to guided application and independent use through the Gradual Release of Responsibility. Students routinely demonstrate understanding across reading, writing, listening, and speaking.

Our core digital ecosystem couples Acellus for grade-level content with CAASPP results, Renaissance STAR 360 and Exact Path to pinpoint strengths and needs, set ILP targets, and deliver targeted skill practice. CAASPP and STAR 360 informs grouping and goal setting; Exact Path provides sequenced lessons and progress checks so teachers can personalize intervention while maintaining access to grade-level tasks.

Rosetta Stone is part of our ELD toolkit. For newcomers and early-intermediate learners, Rosetta Stone Foundations provides structured practice aligned to CEFR A1–A2. Teachers establish a starting point by using the program's Review activities (beginning at Unit 1 and advancing until mastery dips below threshold), then assign weekly minutes and mastery goals that connect directly to each student's ILP targets in listening, speaking, reading, and vocabulary. For students at higher proficiency levels, teachers leverage Rosetta Stone as a focused practice environment to strengthen pronunciation, fluency, and academic vocabulary tied to current units. For example, using speaking activities as warm-ups, curating topic sequences that mirror content themes, and extending lessons with teacher-designed prompts (oral summaries, evidence-based explanations, or quick-writes) to deepen transfer to grade-level tasks. In all cases, Rosetta Stone complements teacher-led instruction; usage and growth are monitored through routine progress checks and reflected in ILP updates.

Teachers embed regular academic-language production through online discussions, short written posts, and collaborative projects that require students to explain, justify, compare, and synthesize. Literature circles and leveled reading tasks emphasize language functions and discourse, with texts and supports tailored to students' reading levels and language goals.

Across science and social studies, instruction combines hands-on and project-based learning with explicit language scaffolds. Teachers front-load and revisit domain vocabulary, use visuals and models to build background knowledge, and apply guided reading routines so students can access complex informational texts while practicing content-specific language.

All instruction remains aligned to California content standards and the California ELD Standards. Evidence from ELPAC, CAASPP, STAR 360, classroom artifacts, Rosetta Stone progress, and quick checks feeds ILP updates, small-group placement, and next-step scaffolds. Staff calibrate practices within PLCs and log formative results in local systems for progress monitoring across tracks, ensuring accessibility supports match those used in class and documented in IEP/504 plans.

Resources & Tools

SCALE Leadership Academy- East maintains a purposeful toolkit that supports both Designated and Integrated ELD within our virtual independent-study model. Resources are selected to strengthen oral language as the bridge to reading and writing, align with the California ELD Standards, and connect directly to each student's Individualized Learning Plan (ILP). Teachers use these tools to plan, deliver, and monitor instruction; leadership supports calibration, training, and data use.

- Core content & diagnostics: Acellus (grade-level coursework); Renaissance STAR 360 (screeners/progress checks); CAASPP (state test results); Exact Path (targeted skill pathways).
- Language development: Rosetta Stone (Foundations and teacher-curated sequences), teacher-created sentence frames/discussion stems, modeled/shared writing resources.
- Interactive instruction tools: Nearpod, Pear Deck, Blooket, Google Classroom/Docs/Slides for real-time checks, student talk, and feedback.
- Reading libraries & media: Leveled texts, Epic and comparable digital libraries, educator-curated YouTube clips to build background knowledge and vocabulary.
- Formative assessment & ILP management: Quick oral/listening probes, brief writing samples, rubric banks, progress logs connected to ILP targets.
- Communication & translation supports: Family updates in plain language, bilingual aide support, translated summaries when needed.
  Accessibility: Consistent with classroom supports and documented IEP/504 accommodations (e.g., repeated directions, alternative response modes, breaks).
- Data systems & reporting: Entries to School Pathways SIS and local dashboards for grouping, goal setting, and progress monitoring within PLC cycles.
  Professional learning: Training, exemplars, and calibration routines for strategy use, tool setup, and data interpretation.

Acellus, STAR 360, and Exact Path operate as our core digital ecosystem: Acellus maintains access to grade-level content; STAR 360 identifies strengths and needs to set ILP targets; Exact Path delivers skill-level practice and progress checks. Teachers also review CAASPP test results in addition to the above in PLCs to adjust small-group rosters, scaffolds and next steps.

Rosetta Stone is part of our ELD toolkit across levels. Foundations provides structured practice aligned to CEFR A1–A2 for newcomers and early-intermediate learners, with starting points established through the program's Review activities. For students at higher proficiency levels, teachers curate sequences and speaking activities to refine pronunciation, fluency, and academic vocabulary tied to current units; short oral summaries and quick-writes extend practice into grade-level tasks. Usage expectations (weekly minutes/mastery goals) are connected to ILP targets, and progress informs regrouping and instructional adjustments.

Interactive tools such as Nearpod, Pear Deck, and Blooket are used to increase student talk, visualize vocabulary and language functions, and provide immediate feedback. Teacher-created frames and modeled writing support the Gradual Release of Responsibility, moving students from guided practice to independent use of academic language.

Leveled readers, Epic, and educator-curated media build background knowledge and domain vocabulary in English Language Arts, science, and social studies. Guided reading routines and close-reading prompts are paired with discussion stems, so students practice content-specific language while accessing complex texts.

Formative evidence, including oral responses, listening checks, brief writing samples, and platform progress, feeds ILP updates. Teachers log key checkpoints ensuring that placement, grouping, and scaffold decisions reflect a current body of evidence.

All tools are implemented with accessibility in mind. Students receive the same supports they use in class and those documented in IEP/504 plans, and staff are trained to apply accommodations consistently in both synchronous and asynchronous settings.

Modifications and Accommodations

SCALE Leadership Academy- East provides an access-first set of accommodations so English Learners can engage with grade-level content while developing academic English. Supports are aligned to the California ELD Standards, each student's Individualized Learning Plan (ILP), and, where applicable, IEP/504 plans. Modifications are used only when formally required (e.g., by an IEP) and documented; otherwise, teachers prioritize accommodations that preserve grade-level expectations and the construct being taught or assessed.

- Extended time, breaks, reduced distraction/alternate setting (including virtual breakout rooms), and flexible scheduling.
- Rephrased and chunked directions; visual supports, models, and think-alouds; pre-teaching and spiraled review of key vocabulary.
- Alternative response modes (oral, video/audio recordings, scribing, speech-to-text, manipulatives/graphics) with rubrics that value language growth.
- Sentence frames, discussion stems, guided note templates, and leveled/annotated texts to reduce unnecessary linguistic load.
- Bilingual supports for access (e.g., translated directions, picture/glossaries, bilingual aide support) when appropriate to the task.
- Assistive technology and platform features (audio replay, captions, zoom/magnification, adjustable pacing) across Acellus, Exact Path, and Rosetta Stone.
- Classroom, interim, and state testing accommodations that maintain test validity; no supports that cue answers or change the construct.
- Documentation of supports in ILPs and, where applicable, IEP/504 plans; routine review in PLCs and family communication in home languages.

Access-first approach. Teachers begin with universal design and embedded scaffolds so students can participate in grade-level learning without lowering expectations. Oral language is prioritized as the bridge to reading and writing: lessons include clear language objectives, modeled practice, and structured student talk before independent work. Accommodations are faded as students demonstrate independence.

Alignment to ILPs and IEP/504s. Decisions about supports are grounded in current ELPAC/CAASPP results, STAR 360 data, classroom artifacts, additional language checks, and, when applicable, IEP/504 requirements. ILPs specify the language goals, supports, and progress

checks for each student; case managers ensure any required modifications are explicitly documented and implemented with fidelity.

Instructional accommodations. In daily instruction, teachers use chunked directions, visuals, and models; provide sentence frames/discussion stems; and allow alternative response modes (e.g., oral explanations, recorded responses, quick sketches/graphic organizers). Digital tools support accessibility: Nearpod/Pear Deck for visuals and checks for understanding; Acellus and Exact Path for adjustable pacing; Rosetta Stone for audio replay, pronunciation practice, and scaffolded tasks that can be aligned to ILP targets.

Assessment accommodations. For classroom and interim assessments, teachers apply accommodations that preserve the construct (e.g., reading passages are not read aloud when reading is being measured). Typical supports include extended time, separate/quiet settings or 1:1 administration, repetition and simplification of directions, visual organizers, and alternative response capture (oral/recorded). For state assessments such as ELPAC, staff use only approved accessibility resources and accommodations; scheduling includes make-ups and breaks to reduce fatigue, with security protocols maintained in virtual or in-person settings.

Virtual implementation. In our independent-study model, accommodations are mirrored online: breakout rooms for small-group/1:1 support; camera/microphone checks; captioning when appropriate; screen magnification; and secure workflows for students to submit audio or video responses via Google Classroom. Proctors verify identity and environment, and teachers provide tech checks, so accessibility features are ready before instruction or assessment.

Monitoring, documentation, and family partnership. Teachers record key supports and checkpoints; PLCs review evidence to adjust groupings, scaffolds, and goals across tracks. Families receive plain-language updates and translations when needed. So, they understand how accommodations support progress and what growth looks like at home and school. Leadership provides ongoing training and calibration, so accommodations are applied consistently, and modifications are used only when formally required and educationally appropriate.

Interventions

SCALE Leadership Academy- East delivers targeted, short-cycle interventions that prioritize oral language as the bridge to reading and writing while maintaining access to grade-level content. Interventions operate within an MTSS framework and are aligned to the California ELD Standards and each student's Individualized Learning Plan (ILP). Entry, duration, and exit are based on a body of evidence, so support is responsive and timely in our virtual independent-study model.

- Models include designated ELD blocks (K–12), pull-out groups (including sessions to monitor and coach Rosetta Stone usage), and integrated supports connected to core instruction; all English Learners have access to Rosetta Stone.
- Students are grouped by grade band and ELPAC proficiency level (e.g., K–2 Levels 1–3; 3–5 Levels 1–3; 6–8 Level 1; 6–12 Levels 2–3; 9–12 Level 1) with weekly level groups and additional pull-outs.
- Who delivers: the ELD Coordinator leads designated ELD; bilingual aides ensure on-time logins; Teachers of Record (TORs) share links, coordinate participation, and reinforce goals.

- Frequency and consistency: level groups meet once per week on a published schedule; TORs/aides align calendars and notify students; the coordinator follows up when groups miss a session.
- Monitoring: weekly review of Rosetta Stone usage, attendance tracked in a shared Google Sheet, and session links distributed via Chat; progress tied to ILP targets.
- Barriers and mitigation: staff address attendance variability and technology issues (freezing/lag/drops) with reminders, make-ups, and tech checks; schedules avoid lunch, prayer times, and transportation windows.
- Program adjustments: mid-year regrouping based on observed proficiency and teacher feedback; temporary pauses during ELPAC/CAASPP windows and major religious observances (e.g., Ramadan).
- Resources and materials: Google Meet, Rosetta Stone, Nearpod, Pear Deck, Google Slides/Classroom, Blooket, Kahoot, educator-curated YouTube, Teachers Pay Teachers, and Magic School AI.

MTSS fit and entry/exit - Interventions begin when multiple indicators, such as ELPAC domains, STAR 360 screening and growth, classroom artifacts, quick language checks, and platform progress, converge to show a need. Each cycle is goal-driven and time-bound in the ILP. Students exit when they meet the targeted goals across measures and can sustain the skill within core instruction.

Models and delivery - Designated ELD blocks run K–12 under the ELD Coordinator, with explicit language objectives and structured practice. Pull-out sessions provide focused coaching (including Rosetta Stone routines and goal setting), while integrated supports connect language objectives to current content so students practice listening, speaking, reading, and writing in authentic tasks.

Grouping and cadence - Learners are organized by grade band and ELPAC level for weekly level groups, ensuring instruction matches current proficiency. Additional pull-outs serve hybrid and upper-grade students who need targeted acceleration or monitoring. Cadence is steady across tracks, so students receive predictable touchpoints.

Monitoring and barrier mitigation - Staff track weekly Rosetta Stone minutes and mastery, record attendance in a shared sheet, and deliver session links via Chat. When technology disrupts learning, teachers provide immediate re-entry, alternative submission options (audio/video), and make-up times. Schedules are refined with sites and families to avoid known conflicts.

Program agility - Group rosters are revisited mid-year as proficiency becomes clearer; teachers share observations with the ELD Coordinator to adjust lesson focus. Interventions pause during statewide testing windows and major observances to protect student well-being and test readiness, then resume with re-teaching as needed.

Tools, data flow, and family partnership - Google Meet supports live sessions; Rosetta Stone provides structured practice aligned to ILP targets; Nearpod, Pear Deck, and other interactive tools increase student talk and feedback. Key checkpoints (attendance, RS usage, brief products) are logged to SIS/local dashboards for PLC review. Families receive plain-language updates so they understand goals, progress, and how to support practice at home.

Monitoring and Re-Designation of EL Students

SCALE Leadership- East monitors English Learners through a consistent, multi-measure process conducted at least twice each year. Students complete the ELPAC annually as required. In addition, teachers, the ELD Coordinator and Assessment Coordinator, review progress at semester checkpoints using a body of evidence that includes ELPAC domain results when available, CAASPP results, STAR 360 screening and growth, classroom work samples and brief language checks, teacher observations, and platform evidence such as Rosetta Stone practice and mastery. These measures document progress toward proficiency and determine supports and interventions tailored to each student's development.

Reclassification (redesignation to RFEP) utilizes multiple criteria, including, but not limited to, all the following:

1. Assessment of English language proficiency using an objective instrument, including the state ELPAC (overall proficient level); and
2. Teacher evaluation, including a review of the student's academic readiness and curriculum mastery; and
3. Parent/guardian opinion and consultation; and
4. Comparison of performance in basic skills using local/standardized measures (e.g., CAASPP, STAR 360) against expectations for English-proficient students of the same age/grade.

Prior to reclassification, families receive a notification letter and an invitation to meet to review evidence, discuss English proficiency and academic achievement, and consider redesignation. Meetings and summaries are provided in the family's home language as needed. The ELD team (ELD Coordinator, Assessment Coordinator, Vice Principal, Principal and teacher of record) documents the decision and updates student records in the SIS and local dashboards.

After redesignation, students remain on a structured monitoring plan with checkpoints each semester for up to four years. Teachers review course performance, classroom artifacts, STAR 360 indicators, and state assessment results when available. If data indicate a need for additional support, targeted interventions are provided while maintaining RFEP status. The school also conducts an annual review of EL progress and outcomes to determine whether broader instructional or programmatic adjustments are necessary.

Parental Notices and Waivers

SCALE Leadership Academy- East provides clear, timely notices to families regarding English Learner identification, placement, services, assessment, progress, and program options. Notices follow the California Code of Regulations requirements for content, timing, and language access and reflect parent-request procedures in lieu of the former "waiver" system (EC §305; EC §310; 5 CCR §§11310–11311, 11316).

- Initial identification notice after the Home Language Survey and required English language proficiency assessment, stating the student's ELAS, services offered (Designated/Integrated ELD), and how progress will be monitored (5 CCR §11310).

- Annual notice of English Learner status and services, including how ELD is provided in our virtual independent-study model and how families will receive progress updates (5 CCR §11310).
- Assessment notices for the Initial and Summative ELPAC and any local measures used to inform instruction, including purpose, schedule, and student supports (5 CCR §11310).
- Reclassification consideration notice describing criteria and inviting family input before a decision is made.
- Information on parent rights to request language acquisition programs or adjustments to services, and how the school processes and responds to such requests (EC §310; 5 CCR §11311).
- Translation of notices and meeting materials into the home language when required or practicable (5 CCR §11316).

Families may request a different language acquisition program (e.g., bilingual or other alternative program) or changes to a student's services consistent with EC §310 and 5 CCR §11311. The school reviews interest levels, staffing, and feasibility and takes reasonable steps to offer programs when demand meets legal thresholds. Engagement with parents and the broader community regarding instructional methods and language programs is ongoing and aligned to EC §305.

Parents/guardians may decline or adjust particular ELD services while the school continues to provide access to grade-level content, administer required assessments, and monitor progress until students meet reclassification criteria. Prior to reclassification, families receive written notice and an invitation to confer; after reclassification, students are monitored on a regular schedule to ensure sustained success.

All notices, requests, meetings, and decisions are documented. Communication is available virtually or in person, with plain-language summaries and translations provided as required.

Monitoring and Evaluation of Program Effectiveness

SCALE Leadership Academy- East evaluates its English Learner program through a predictable, windowed cycle. School leadership, Assessment Coordinator, ELD Coordinator and teachers review multiple measures each window, update ILP goals, and use results to refine designated ELD groups, pull-outs (including Rosetta Stone coaching), and integrated supports. This continuous review is aligned to LCAP Goal #2 and its English Learner–focused metrics; findings set annual and mid-year targets and directly inform next-step actions in instruction, interventions, professional learning, and resource allocation.

- **Student outcomes:** ELPAC domain growth and overall levels; STAR 360/CAASPP screening and growth; course performance and work samples; reclassification (RFEP) rates and post-RFEP progress.
- **Intervention impact:** ILP goal attainment; Exact Path skill mastery; Rosetta Stone usage and lesson mastery tied to ILP targets; movement within level groups.
- **Fidelity and access:** % of scheduled designated ELD/pull-out sessions delivered; student attendance; timely regrouping; pauses/resumptions around statewide testing and major observances; consistency of accommodations aligned to IEP/504 plans.

- **Instructional quality:** Evidence of language objectives, Gradual Release, student talk, vocabulary/morphology routines, and scaffolded reading/writing; calibration of teacher rubrics and speaking/listening tasks.
- **Equity checks:** Results disaggregated by proficiency level, grade band, newcomers and long-term ELs, students with disabilities, foster/homeless youth, and socioeconomically disadvantaged students to identify and close gaps.
- **Family partnership:** Frequency and clarity of progress updates, availability of translated summaries, and family feedback on access and clarity.
- **Data systems:** Accurate, timely entries to School Pathways SIS and local dashboards for grouping, goal-tracking, and PLC review; audit checks for data quality.
- **Program capacity:** Staffing, scheduling, and technology reliability (e.g., attendance variability, device/connection stability) with action plans to mitigate barriers.

Program review occurs on a set cadence each semester. Teams analyze ELPAC domain trends, CAASPP results, STAR 360 growth, ILP goal progress, and evidence from classroom artifacts and additional language checks. Targets are established to advance LCAP Goal #2, reviewed mid-year, and adjusted as needed; results determine concrete next steps such as regrouping students, revising ILP goals, and scheduling focused intervention cycles.

Instructional quality and calibration are monitored through short observations and artifact reviews. Look-Fors include visible language objectives, Gradual Release ("I do, we do, you do"), purposeful student talk, vocabulary/morphology routines, and scaffolded reading/writing aligned to current content. Teams use common rubrics, short speaking/listening probes, and periodic moderation of writing samples to ensure consistency and to meet Goal #2 progress expectations.

Equity is examined in every review. Disaggregated results surface disproportionalities by proficiency level, grade band, and student group. Schedules are adjusted to protect access (e.g., avoiding lunch, prayer times, and transportation windows), and students with inconsistent attendance receive targeted outreach, make-ups, or alternative submission options (audio/video) to maintain continuity.

Family and student voice shape program refinements. Families receive plain-language progress updates and translated summaries when needed, with opportunities to discuss goals and next steps. Input from families and students is analyzed alongside outcome data; actions are taken when results fall short of LCAP Goal #2 expectations.

Findings drive concrete actions. The ELD Coordinator, Assessment Coordinator, and teachers coordinate regrouping within designated ELD, adjust pull-out schedules (including Rosetta Stone coaching routines), and recommends targeted PD on high-leverage strategies. Where appropriate, the school pilots or scales tools (e.g., interim checks) and refines digital workflows so evidence flows cleanly into ILPs and dashboards.

Data governance practices protect student privacy and ensure decision-quality information. Entries are role-based, timely, and auditable; measures and reports are defined in advance of each window to support consistent comparisons across tracks and years. Annual summaries are incorporated into LCAP Goal #2 reporting and school-wide planning, ensuring the EL program remains effective, equitable, and aligned to grade-level expectations, and that outcomes directly inform the next round of actions.

Plan for Serving Students With Disabilities

Overview

SCALE Leadership Academy- East believes that all students can learn and achieve when provided access to an inclusive, standards-aligned instructional program, appropriate supports, and positive relationships. The school is committed to serving students with diverse learning needs, including students with disabilities, English Learners, students performing below grade level, and students identified as gifted and talented.

SCALE Leadership Academy- East operates as a Local Educational Agency (LEA) within the Riverside County SELPA and is responsible for ensuring that students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), as required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable state and federal laws.

The school ensures access to its educational program, facilities, activities, and digital learning environments for students with disabilities. The Special Education Director oversees program implementation, compliance, and coordination with Riverside County SELPA. The school utilizes SELPA-approved procedures, documentation platforms, forms, and guidance to ensure that services are provided consistently and in alignment with legal and programmatic requirements.

Operation as a Public School of the County for Purposes of Special Education

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SCALE Leadership Academy- East operates as a Local Educational Agency (LEA) within the Riverside County SELPA and is responsible for providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to all eligible students with disabilities, consistent with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable state and federal regulations.

The school identifies, evaluates, and serves students with disabilities through a comprehensive IDEA-aligned program that provides Specialized Academic Instruction, direct and related services (e.g., speech-language, OT/PT, counseling), accommodations, modifications, assistive technology, and other supports individualized to student needs. The Special Education Director oversees program implementation, compliance, and coordinates with the Riverside County SELPA of services for procedural guidance, technical assistance, and dispute-prevention support.

Special education services are delivered by credentialed special education teachers and appropriately licensed and certified related service providers. Services may be provided in virtual, in-person, or hybrid learning environments, depending on student need and IEP team determination. General education Teachers of Record collaborate with special education staff to implement differentiation, accommodations, and access to program content within the independent study model. General education teachers do not provide IEP service minutes.

Related services, including Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Vision services, Deaf and Hard of Hearing services, and Orientation and

Mobility services, are provided when required by the IEP. Paraeducator and behavioral support services are provided when determined necessary by the IEP team and may occur virtually, in resource centers, or in community-based instructional settings.

Progress toward IEP goals is monitored regularly and reported to parents at least quarterly. IEP meetings are held virtually, with in-person meetings available upon request. The school maintains required documentation and reporting in SEIS and ensures compliance in coordination with the Riverside County SELPA.

SCALE Leadership Academy- East does not rely on the authorizing county for special education service provision, funding, case management, or program oversight.

Deleted: district

Staffing

Special education services at SCALE Leadership Academy- East are provided by appropriately credentialed and qualified special education teachers and licensed related service providers, in accordance with the Individuals with Disabilities Education Act (IDEA), California Education Code, and Riverside County SELPA requirements.

The school hires, evaluates, and supervises its own special education teachers, paraprofessionals, and special education support personnel. The Special Education Director verifies that all staff hold and maintain required credentials, licenses, and training required to provide Specialized Academic Instruction and related services. The Director also delivers ongoing professional development and mentoring, and provides program oversight to ensure instructional quality, fidelity to IEPs, and full compliance with state and federal regulations.

Related services, such as Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Vision services, Deaf and Hard of Hearing services, Orientation and Mobility services, and behavior intervention services, are provided by qualified providers employed or contracted by the school. The Special Education Director and casemangers/SPED Teachers coordinate scheduling, service delivery, and documentation to ensure that services are delivered in accordance with the IEP.

General education teachers collaborate with special education teachers to support implementation of accommodations and modifications. General education teachers do not provide IEP service minutes.

Notification and Coordination

SCALE Leadership Academy- East maintains responsibility for identifying, evaluating, and serving students with disabilities and coordinates all aspects of special education services through its Special Education Director. The Special Education Director ensures communication among school staff, related service providers, families, and the Riverside County SELPA to support timely and effective implementation of IEPs.

SCALE Leadership Academy- East follows state and federal laws regarding the discipline of students with disabilities, including requirements related to manifestation determination reviews and continuation of services during disciplinary removals exceeding ten days. The Special

Education Director oversees discipline processes for students with IEPs to ensure compliance with IDEA. The school collaborates with the Riverside County SELPA for consultation and procedural support when needed.

The Special Education Director oversees referrals, coordinates multidisciplinary assessments in all suspected areas, and ensures evaluations are conducted by appropriately credentialed personnel within required timelines. Eligibility and placement/service recommendations are made by the IEP team with parent participation based on multiple measures and the student's needs in the least restrictive environment (LRE).

Identification and Referral

SCALE Leadership Academy- East conducts ongoing Child Find activities to identify, locate, and evaluate students who may require special education services or accommodations under Section 504. Child Find procedures include review of academic performance data, attendance patterns, behavioral observations, parent input, student study team meetings, and communication with families.

When concerns are raised by school staff, the Counseling Department facilitates the Student Study Team (SST) process. The SST reviews student data, identifies general education interventions, and monitors progress. If interventions do not adequately support the student or data indicates that the student may require specialized instruction, the SST may refer the student for a special education evaluation.

When a parent or guardian submits a written request for evaluation, SCALE Leadership Academy-East provides a written assessment plan within 15 calendar days, consistent with California Education Code. The school does not require completion of SST interventions prior to responding to a parent request for evaluation. Upon receipt of a signed assessment plan, the school conducts all assessments and convenes an IEP meeting within 60 calendar days, excluding school breaks in excess of five days.

The Special Education Director oversees the referral process, coordinates assessments, and ensures that all evaluations are conducted by appropriately credentialed and qualified assessors. Eligibility decisions and program recommendations are made by the IEP team based on review of multiple data sources and consideration of the student's needs in the Least Restrictive Environment.

Assessments

Assessments are conducted to determine a student's eligibility for special education and related services and to inform the development of appropriate educational plans. Once a referral for evaluation is made, SCALE Leadership- East provides parents or guardians with a written assessment plan within 15 calendar days, consistent with California Education Code. Assessments are conducted only after receiving written parent consent.

All assessments are conducted by credentialed and qualified assessors in accordance with IDEA, California Education Code, and Riverside County SELPA procedures. Assessments are selected

and administered so as not to be discriminatory, are conducted in the student's primary language when required, and utilize multiple measures to determine eligibility and need.

Upon completion of assessments, an IEP team meeting is convened within 60 calendar days, excluding school breaks in excess of five days, to review assessment results, determine eligibility, and develop or update the IEP as appropriate.

The Special Education Director coordinates assessment timelines, evaluator assignments, and documentation to ensure compliance with legal requirements and implementation of evaluation procedures.

IEP Meetings

SCALE Leadership Academy- East coordinates, schedules, and facilitates IEP meetings for students with disabilities, in compliance with IDEA and state law. IEP team membership includes required participants: the parent or guardian, a general education teacher, a special education teacher, an administrative designee with decision-making authority, and related service providers as appropriate. Students are invited to participate when transition planning or student input is appropriate.

The Special Education Director ensures that parents receive timely notice of IEP meetings, that meetings are held within required timelines, and that required documentation and procedural safeguards are provided. IEP meetings are held virtually, with in-person options available upon parent request.

The IEP team reviews assessment data, progress toward goals, program supports, and placement considerations in the least restrictive environment. The team collaborates to develop, review, and revise IEPs based on the student's strengths and needs. All decisions are documented in SEIS, and the Special Education Director oversees implementation to ensure compliance and fidelity of services.

IEP Development

The IEP team, with parent/guardian participation, makes decisions about eligibility, goals, services (including related services), accommodations, placement, and exit from special education in accordance with IDEA and the California Education Code. SCALE Leadership Academy- East develops and implements IEPs aligned to state content standards that reflect each student's strengths and area of need, ensure access to the general education curriculum in the least restrictive environment (LRE), and include ongoing progress monitoring and reporting.

The Special Education Director coordinates the development and revision of IEPs, ensures required team members are present, and supports the team in reviewing data and determining appropriate supports and services. IEPs document specialized academic instruction, related **services,** accommodations, modifications, assistive technology, progress monitoring, and transition planning when applicable.

All IEP decisions are made collaboratively at the IEP meeting and are documented in SEIS. Copies of the IEP and procedural safeguards are provided to parents following each meeting. The

Special Education Director ensures that services and supports are implemented as written and monitors fidelity of implementation across instructional environments.

IEP Implementation

SCALE Leadership Academy- East is responsible for implementing each student's IEP as written. The Special Education Director oversees implementation to ensure that services, accommodations, and supports are delivered with fidelity and in alignment with IDEA, California Education Code, and Riverside County SELPA procedures.

Specialized Academic Instruction is delivered by credentialed Special Education teachers, or a General Education teacher may support instruction under the supervision of a credentialed Special Education teacher. Related services are provided by appropriately licensed and certified providers. Services may be delivered virtually or in person based on student need and IEP team determination. The General Education Teacher of Record collaborates with the Special Education teacher to ensure access to the educational program and to implement accommodations and modifications in the general education environment. The General Education teacher does not provide IEP service minutes.

Progress toward IEP goals is monitored regularly and reported to parents at least quarterly, consistent with school reporting periods. Documentation of service delivery, progress monitoring, and communication logs is maintained in SEIS and other designated systems to ensure accurate recordkeeping.

The Special Education Director ensures coordination among service providers, maintains communication with families, and provides support to staff in problem-solving and adapting instruction. The school convenes IEP meetings as needed to review progress, address concerns, and adjust supports and services.

Interim and Initial Placements of New Charter School Students

SCALE Leadership Academy- East complies with Education Code Section 56325 regarding the enrollment of students with existing IEPs who transfer to the school. When a student with an IEP enrolls during the school year, the Special Education Director reviews the student's current IEP and coordinates an interim placement to ensure there is no interruption of services.

For students transferring from another district within California with an existing IEP, SCALE Leadership Academy- East provides services comparable to those described in the previously approved IEP in consultation with the parent for a period of up to 30 days. During this period, the IEP team meets to adopt the prior IEP or develop and implement a new IEP, consistent with federal and state law.

In accordance with IDEA (34 CFR § 300.323(e)-(f)) and California Education Code § 56325(a)(1), when a student with an existing IEP transfers from another school within the same SELPA, SCALE Leadership Academy- East will, without delay, continue to implement the services and placement described in the current IEP. These comparable services will remain in place unless and until changes are agreed upon through an IEP team meeting.

For students transferring from out-of-state, SCALE Leadership Academy- East provides comparable services while conducting any necessary assessments to determine eligibility under California Education Code. Following assessment, the IEP team convenes to develop and implement a California-compliant IEP.

The Special Education Director coordinates record requests, interim placement, service continuity, assessment timelines, and IEP scheduling to ensure a smooth transition and uninterrupted access to Free Appropriate Public Education (FAPE).

Non-Public Placements/Non-Public Agencies

When the IEP team determines that a student requires services or a placement that cannot be provided by the school, SCALE Leadership Academy- East may contract with nonpublic agencies (NPAs) or nonpublic schools (NPSs) that are certified by the California Department of Education. Decisions to utilize an NPA or NPS are made by the IEP team based on the student's individual needs and in accordance with IDEA and state law.
The Special Education Director coordinates the process for securing NPA and NPS services, including consultation with the Riverside County SELPA, contracting procedures, service authorization, and monitoring of service delivery and documentation.
Parent requests regarding NPA/NPS services, unilateral placements, or reimbursement requests are reviewed through the IEP team and dispute resolution processes as required by law.
Non-discrimination

SCALE Leadership Academy- East admits all students and does not discriminate based on disability. No student will be denied enrollment, counseled out, or discouraged from attending due to the nature, extent, or severity of their disability or due to the actual or perceived need for special education or related services. The school conducts Child Find activities to identify students who may require support and ensures equal access to its educational program, facilities, and activities in accordance with IDEA, Section 504, the ADA, and state law.

Parent/Guardian Concerns and Complaints

SCALE Leadership Academy- East encourages open communication with families and works to resolve concerns regarding special education services collaboratively and at the earliest level possible. Parents and guardians may raise concerns with the Principal and Special Education Director, who coordinates communication, reviews relevant information, and facilitates problem-solving discussions with staff and service providers.

If a concern cannot be resolved through informal communication, the Special Education Director may convene an IEP team meeting to review data, clarify services, and consider adjustments. The school provides parents with information regarding their Procedural Safeguards and supports them in understanding their rights under IDEA and Section 504.

When a parent or guardian requests mediation, files a complaint, or indicates potential disagreement regarding identification, assessment, placement, or services, the Special Education Director consults Principal, Executive Direction, the school's legal counsel and collaborates with the Riverside County SELPA to ensure compliance with state and federal procedures. The school participates in complaint investigations, mediation, and due process hearings as required by law and maintains documentation of communication, service delivery, and progress monitoring to support resolution.

Due Process Hearings

SCALE Leadership Academy- East is responsible for responding to and participating in mediation and due process hearings related to special education disputes. If a parent or guardian files for mediation or due process, or if the school determines that mediation or due process is necessary to ensure the provision of a Free Appropriate Public Education (FAPE), the Special Education Director coordinates the response.

The Special Education Director consults with the school Principal, Executive Director, school's legal counsel and collaborates with the Riverside County SELPA to ensure that procedural requirements are met, that necessary documentation is maintained, and that the school's response reflects IDEA and California Education Code requirements. The school participates in mediation and due process hearings and implements any resulting agreements or orders.

SCALE Leadership Academy- East maintains all records and documentation needed to support the school's position in any dispute and ensures that IEP team participation, communication with families, and service implementation are documented consistently.

SELPA Representation

SCALE Leadership Academy- East is a Local Educational Agency (LEA) member of the Riverside County Special Education Local Plan Area (SELPA). The school participates in SELPA governance and decision-making activities in accordance with the SELPA Local Plan. The Special Education Director, or designee, represents the school at SELPA meetings, training sessions, and compliance reviews. The school collaborates with SELPA staff to ensure adherence to state and federal requirements, support professional learning, and maintain high-quality special education programs and services.

Funding

SCALE Leadership Academy- East receives and manages special education funding directly as a Local Educational Agency (LEA) member of the Riverside County SELPA. The school is responsible for budgeting, allocating, and expending state and federal special education funds in accordance with IDEA, California Education Code, and the SELPA Local Plan. Funding is used to provide special education instruction, related services, nonpublic agency services when required, assistive technology, professional development, and other activities necessary to ensure a Free Appropriate Public Education (FAPE).

SCALE Leadership Academy- East participates in the SELPA's funding allocation and cost-sharing structures, including any applicable SELPA risk pools or regionalized services

arrangements. The school maintains fiscal records in accordance with SELPA and state reporting requirements, submits reports as required, and participates in SELPA and state compliance reviews. The school works collaboratively with SELPA to ensure that all students with disabilities receive appropriate services in the least restrictive environment.

Section 504 of the Rehabilitation Act

SCALE Leadership Academy- East recognizes its responsibility to ensure that no student with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity operated by the school, as required under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Students who have a physical or mental impairment that substantially limits one or more major life activities may be eligible to receive accommodations or services through a Section 504 Plan. The Principal and Vice Principal, in collaboration with the Counseling Department, oversee the Section 504 referral, evaluation, eligibility determination, and plan development process.

A Section 504 Team is convened for each student and includes the parent or guardian, appropriate general education teachers, counselors and staff, and individuals knowledgeable about the student, evaluation data, and accommodation options. The team reviews relevant academic, behavioral, medical, and developmental information to determine whether the student qualifies as a student with a disability under Section 504 and whether accommodations are necessary to ensure access to a Free Appropriate Public Education (FAPE).

If an evaluation is needed, it is conducted using multiple sources of data and valid, nondiscriminatory assessment tools. If, during the evaluation process, the team suspects that the student may have a disability requiring specialized instruction, the team will refer the student for assessment under the Individuals with Disabilities Education Act (IDEA).

For students determined eligible under Section 504, the team develops a written Section 504 Plan that identifies the accommodations, modifications, and supports necessary to ensure equal access to the educational program. The Counseling Department is responsible for maintaining Section 504 documentation and ensuring that all relevant staff, including substitutes, have access to and understand the plan. The school monitors implementation and reviews each Section 504 Plan at least annually or more frequently if needed.

Career Technical Education (CTE) Pathways

Introduction

SLA's Career Technical Education (CTE) program provides students with the opportunity to integrate academic learning and technical skill development through rigorous, hands-on instruction aligned with state and industry standards. The program is designed to prepare students for both postsecondary education and entry into high-demand career fields across California's economy.

SLA's CTE model is guided by the California Department of Education's Career Technical Education Model Standards and supports the College and Career Indicator (CCI) performance framework. Through project-based learning, mentorship, and real-world application, students develop the academic foundation, technical proficiency, and professional competencies necessary for lifelong success.

Program Goals and Objectives

The overarching goals of SLA's CTE program are to:

- Bridge the gap between academic theory and real-world practice
- Provide equitable access to career-focused learning for diverse student populations
- Offer flexible and personalized education models
- Integrate soft skills development, including communication, collaboration, and professionalism
- Maintain continuous program improvement through data collection, evaluation, and stakeholder feedback

These objectives ensure that each CTE pathway remains relevant to the current workforce and postsecondary demands.

Core Functions of the CTE Program

SLA's CTE program operates through four core functions that collectively prepare students for college and career readiness:

1. Academic and Credit Recovery
   Students may earn an accredited high school diploma while completing technical coursework in a CTE pathway. Individualized learning plans and accelerated options allow students to meet academic and career milestones efficiently.
2. Career Technical Education and Certification
   SLA provides CTE courses aligned with industry standards, focusing on practical, project-based learning and technical certification. Each course emphasizes skill acquisition, problem-solving, and digital literacy relevant to the chosen field.
3. Mentorship and Professional Development
   Students receive weekly personalized instruction and mentorship from qualified CTE instructors. Mentorship focuses on skill mastery, workplace expectations, and connection to field opportunities.
4. Field Experience and Work-Based Learning
   Students participate in structured field experiences that provide authentic exposure to professional environments. Through approved partner sites and instructor-supervised placements, students gain hands-on experience that reinforces classroom learning.

CTE Concentrations

SLA offers CTE concentrations aligned with the Arts, Media, and Entertainment and Business and Technology industry sectors, ensuring students acquire relevant, transferable skills. Concentrations include:

- Audio Production
- Business Skills
- Digital Marketing
- Film Industry
- Graphic Design
- Mass Communications
- Media Broadcasting
- Media Industry
- Multimedia
- Music Industry
- Photography
- Recording Technology
- Sports Industry
- Sports Management
- Tech Industry

Each concentration integrates academic content, technical training, and opportunities for students to demonstrate applied learning through digital portfolios, performances, or field-based projects.

Field Experience

Field experience is a central component of SLA's CTE design. Students participate in approved field experiences and site-based learning opportunities coordinated by their CTE instructors. These experiences allow students to:

- Apply technical skills in real-world settings
- Explore professional roles within their area of study
- Receive feedback from mentors and industry professionals
- Build portfolios that document their achievements and competencies

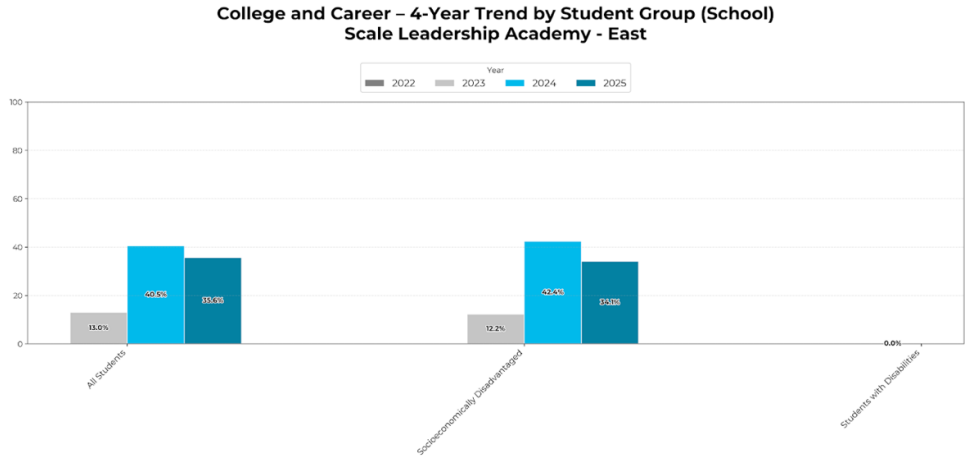
These experiences promote engagement, responsibility, and employability by connecting classroom learning directly to workplace applications.

Evaluation and Continuous Improvement

SLA uses a continuous improvement model to evaluate the effectiveness of its CTE program. Data is collected annually on pathway completion, certification attainment, and student outcomes to inform decision-making and program refinement.

Indicator	Outcome Measure
CTE Pathway Completion	% of students completing at least one CTE pathway
Industry Certification Attainment	% of students earning an industry-recognized credential

College & Career Indicator (CCI)	% of graduates classified as “Prepared” on the CCI
Work-Based Learning Participation	% of students completing a field experience or capstone project
Student Engagement	Survey data reflecting relevance, satisfaction, and engagement
Equity and Access	Participation and completion rates for English Learners, foster youth, students with disabilities, and socioeconomically disadvantaged students



This graph shows strong improvement in College and Career readiness over four years. All Students increased from 13% (2022) to 40.5% (2024) and remained steady in 2025. Socioeconomically Disadvantaged students show the same growth pattern. Students with Disabilities remain at 0%, indicating a continued need for targeted support. Overall, the data reflects substantial progress and the positive impact of our college and career readiness initiatives.

Conclusion

SLA’s Career Technical Education program provides a comprehensive and equitable approach to preparing students for success in college, careers, and civic life. By combining rigorous academics, technical proficiency, mentorship, and field experience, SLA ensures that every graduate leaves with the knowledge, skills, and confidence to thrive in an evolving workforce.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes" means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement schoolwide and for all groups of pupils served by the charter school, as defined in EC §47607(a)(3)(B), and shall align with the state priorities set forth in EC §52060(d), applicable to the grade levels served or the program operated. (EC §47605(c)(5)(B))

For purposes of charter renewal, pursuant to EC §47607.2, the chartering authority shall evaluate the charter school's performance on the California School Dashboard indicators for all students and for student subgroups. If the charter school does not meet the automatic renewal criteria under EC §47607(c)(2), the authorizer shall also consider verified data, including clear and convincing evidence that students have made at least one year's academic progress for each year in the school, or demonstrate strong postsecondary outcomes. Charter renewal decisions shall also consider whether continued operation is in the best interest of students. Alternative schools will be evaluated under Dashboard Alternative School Status (DASS) criteria as applicable. (EC §47607.3)

SCALE Leadership Academy- East maintains rigorous expectations for all students, with a commitment to high academic achievement and equity. The school will disaggregate performance data to monitor and address outcomes for each numerically significant student subgroup, as defined by the California School Dashboard and applicable sections of the Education Code.

The Executive Director, Principal, administration, teachers, and staff shall be held accountable to the Board of Directors for progress toward measurable pupil outcomes, including those outlined in the Local Control and Accountability Plan (LCAP) and aligned to the state priorities set forth in EC §52060(d). This accountability includes demonstrating student growth, addressing disparities in subgroup performance, and meeting charter renewal criteria pursuant to EC §47607.2.

SCALE Leadership Academy- East has established the following student outcome goals, which align with the state priorities described in Education Code §52060(d) and are reflected in the school's Local Control and Accountability Plan (LCAP). These goals are designed to support measurable academic growth, address the needs of all student subgroups, and demonstrate progress toward charter renewal criteria pursuant to Education Code §47607.2.

SCALE Leadership Academy- East: Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code §§ 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the following table outlines SCALE Leadership Academy- East's annual goals, actions, and measurable outcomes aligned with the eight state priorities, as described in EC §52060(d). These goals are designed to address the needs of all students and subgroups served by the school, with particular attention to equity, academic growth, and closing achievement gaps. The associated metrics will inform progress monitoring and identify where additional supports, made possible through the Local Control Funding Formula (LCFF), are needed to ensure student success.

Local Control Accountability Plan ("LCAP")

Pursuant to EC §47606.5, SCALE Leadership Academy- East will produce and annually update a Local Control Accountability Plan (LCAP), using the template adopted by the State Board of Education. This plan will reflect updates to the goals and actions presented herein and may include school-specific additions or amendments to support continuous improvement.

In compliance with EC §47604.33, SCALE Leadership Academy- East shall submit its LCAP to Riverside County Superintendent of Schools annually on or before July 1. The LCAP and any revisions made to implement it shall not be deemed material revisions to the charter and will be maintained as a living accountability tool by the school.

Deleted: the authorizing district and the

The following tables represent the annual measurable outcomes and targets from the current Local Control and Accountability Plan (LCAP) for 2024–2027. These outcomes will guide the Charter School's progress during the initial years of the renewal term (2026–2031) and remain aligned with the applicable State Priorities pursuant to Education Code § 52060(d). To review additional LCAP metrics, baseline data, or goal details, please see the attached LCAP document.

Goal 1: Conditions for Learning & Course Access

Description:
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; and (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.
Type: Maintenance of Progress Goal

State Priorities Addressed: Priority 1: Basic (Conditions of Learning) & Priority 7: Course Access (Conditions of Learning)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	% of teachers fully credentialed and appropriately assigned	98%	100%		100%	+2%
2	% of students with access to standards-aligned instructional materials	100%	100%		100%	0%
3	School safety evaluation accuracy / passing rate	80%	Met/Exceeded		80%	Exceeded baseline
4	% of staff completing Safe Schools training, CPR, First Aid	100%	100%		100%	0%
5	% of students enrolled in a broad course of study	100%	100%		100%	0%

Goal 2: Implementation of State Standards & EL Access
Description: SLA will maintain full implementation of the adopted academic content and performance standards set by the State Board of Education. Over the next three years, the school will focus on continuous improvement by initially meeting 50% of its metrics and progressing to 100% over the three-year cycle, ensuring that programs and services enable English learners to access both the Common Core academic content standards and the English Language Development standards. **Type:** Maintenance of Progress Goal **State Priorities Addressed:** Priority 2: State Standards (Conditions of Learning) & Priority 4: Pupil Achievement (Pupil Outcomes)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	100% of teachers will be trained to implement CA standards including how ELs will access CCSS & ELD standards	100%	100%		100%	0%
2	100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with consistent engagement of 60%	100% enrollment / 26% engagement	100% enrollment / 18% engagement		100% engagement 60%	–8% (from baseline engagement)
3	SLA East will implement targeted support strategies for ELs to achieve a minimum of 15% growth in English	15%	49.2%		15%	+34.2%

	language proficiency					
4	50% of ELs will either progress one ELPI level or maintain ELPI Level 4	30%	49.2%		50%	+19.2%
5	33% of ELs who maintained ELPI level <4 will progress one level	33%	N/A (due to data constraints)		33%	Not measurable
6	33% of ELs who declined by at least one ELPI level will either progress or maintain their level	33%	N/A (data constraints)		33%	Not measurable
7	100% of ELs who qualify for reclassification by scoring PL 4 on Summative ELPAC will be reclassified	100%	37.5%		100%	–62.5%

Goal 3: Academic Performance and Achievement
Description: SLA will improve by 9% each year, as measured by the successful completion of additional academic indicators, and will sustain pupil achievement across multiple measures. These indicators include, but are not limited to, assessment performance, college readiness benchmarks, and language proficiency growth. **Type:** Focus Goal **State Priorities Addressed:** Priority 4: Pupil Achievement & Priority 8: Other Pupil Outcomes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	50% of students will meet one of three readiness paths via CAASPP/SGP/DFS	19%	31.2%		50%	+12.2%
2	African American students will reduce DFS in ELA by 27.1 points	–86.4 pts	–83.1 pts		–59.3 pts	+3.3 pts
3	SPED students will reduce DFS in ELA by 36.1 points	–113.4 pts	–78.7 pts		–77.3 pts	+34.7 pts
4	EL students will reduce DFS in ELA by 24 points	–82.0 pts	–99.1 pts		–58.0 pts	–17.1 pts
5	Homeless students will reduce DFS in ELA by 18 points	–53.5 pts	–155.7 pts		–35.5 pts	–102.2 pts
6	Hispanic students will reduce DFS in Math by 36.1 points	–95.2 pts	–86.8 pts		–59.1 pts	+8.4 pts
7	EL students will reduce DFS in Math by 35 points	–101.1 pts	–118.7 pts		–66.1 pts	–17.6 pts
8	Homeless students will reduce DFS in Math by 29 points	–87.2 pts	–178.0 pts		–58.2 pts	–90.8 pts

9	40% of high school students will complete A-G requirements	40%	34.1%		40%	–5.9%
10	40% of high school students will complete CTE pathways	40%	22.7%		40%	–17.3%
11	100% of non-A-G/CTE students with at least one CTE course will be offered certification post-graduation	100%	100%		100%	0%
12	20% of high school students will complete both A-G and CTE pathways	20%	27%		20%	+7%
13	Reduce "Not Prepared" students by 15% annually	58.7%	50%		43.8%	–8.7%
14	50% of pupils that take AP exams will pass with 3+	N/A	N/A		50%	N/A
15	17% of 11th-graders will opt into EAP or equivalent assessments	17%	50%		17%	+33%
16	80% of 11th-graders opting into EAP will demonstrate college readiness	80%	67%		80%	–13%
17	100% of HS students will be offered A-G approved courses	100%	100%		100%	0%
18	100% of HS students will be offered dual enrollment	100%	100%		100%	0%
19	90% of 11th and 12th graders will complete 2+ CTE courses	90%	73.6%		90%	–16.4%
20	School will advertise Golden State Merit Diploma & specialized / personalized options	N/A	Met		N/A	Met

21	90% of K–6 students will demonstrate proficiency across core subjects	90%	91.9%		90%	+1.9%
22	90% of 7–8 grade students will demonstrate proficiency across core subjects	90%	86.7%		90%	–3.3%
23	African American students will improve DFS in Math by 10 points (2025–26 start)	–120.3 pts	N/A		–110.3 pts	N/A
24	EL students will improve DFS in Math by 15 points (2025–26 start)	–118.7 pts	N/A		–103.7 pts	N/A

Goal 4: Parent Engagement and School Climate

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

Type of Goal: Maintenance of Progress Goal
State Priorities Addressed:

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

Metrics #	*Metric*	*Baseline*	*Year 1 Outcome*	*Year 2 Outcome*	*Target for Year 3*	*Current Difference from Baseline*
1	*100% of parents will be solicited for input in decision-making*	*100%*	*100% achieved through surveys, conferences, newsletters, digital platforms*	*TBD*	*100%*	*Maintained at 100%*

2	*80% of parents participate in biannual parent-teacher conferences and ILP reviews*	*80%*	*95% (semester 1), 97% (semester 2)*	*TBD*	*80%*	*+17% (avg) above baseline*
3	*100% of parents of unduplicated pupils will be offered trainings linked to student learning and SEL*	*100%*	*5 training sessions offered (partnership with eLuma and counseling team)*	*TBD*	*100%*	*Goal maintained*
4	*100% of parents will be solicited for participation in programs for individuals with exceptional needs*	*100%*	*100%*	*TBD*	*100%*	*No difference from baseline*
5	*80% of stakeholders report school climate as positive and safe*	*80%*	*80% reported positive perception via annual surveys*	*TBD*	*80%*	*Goal met*

Goal 5: Pupil Engagement
Description: SLA will continuously improve and maintain pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation, with all metrics being met within 5%. **Type**: Broad Goal **State Priorities Addressed**: Priority 5: Pupil Engagement & Priority 6: School Climate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target (Year 3)	Difference from Baseline
1	Students will attend school at a rate of 93% or more	93%	97.54%		93%	+4.54%
2	80% of chronic absenteeism cases will be identified, addressed, and rectified	80%	80%		80%	0%
3	90% of middle school students will graduate, except for those who relocate	90%	100%		90%	+10%
4	SLA East will maintain a high school dropout rate of less than 5%	<5%	12.2%		<5%	–7.2%
5	90% of high school students will graduate within 4 or 5 years or matriculate into GED/CTE/Credit Recovery	90%	90.9%		90%	+0.9%
6	Pupil suspension rates will not exceed 10%	≤10%	0%		≤10%	–10%
7	Pupil expulsion rates will not exceed 5%	≤5%	0%		≤5%	–5%

ELEMENT C — METHOD BY WHICH STUDENT OUTCOMES ARE MEASURED

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report card (SARC). (Cal. Educ. Code § 47605(c)(5)(C).)

Approach to Assessments and Data

SCALE Leadership Academy- East integrates assessment into daily teaching so evidence of learning is gathered as learning happens. Grounded in constructivist practice, Universal Design for Learning, project-based learning, and mastery-based learning, teachers elicit multiple forms of evidence, performance tasks, discussions, projects, writing samples, observations, and rubric-based evaluations, so students can demonstrate understanding in different ways and at different times. Assessment results guide timely feedback to students, inform instructional adjustments and targeted supports, and drive continuous improvement of curriculum and pedagogy. The school emphasizes growth and progress rather than single test points, triangulating classroom evidence with interim and statewide measures to understand learning trajectories. Staff regularly review results for individual students and student groups to monitor equity, close opportunity gaps, and guide resources. In our virtual independent-study context, teachers analyze both synchronous interactions and asynchronous work samples and artifacts of learning, calibrating expectations through collaborative review of student work. Families receive clear, timely information about what assessments show and the next steps for learning. These frequent and systematic assessments provide the Executive Director, Principal, Vice Principals, Assessment Coordinator and teachers with valuable data that allows us to critique our academic program, continue to adapt instructional approaches, and establish new goals to best serve our student population.

Statewide Standardized Assessments

SCALE Leadership Academy- East administers California's required statewide assessments in secure, proctored settings and in alignment with the state testing calendar. Students in tested grades participate in the California Assessment of Student Performance and Progress (CAASPP) for English language arts, mathematics, and science; English Learners participate in the English Language Proficiency Assessments for California (ELPAC), Initial for identification and Summative for annual progress monitoring; and students in tested grades complete the Physical Fitness Test (PFT). Participation expectations apply to all enrolled students, including students with disabilities and English Learners; students receive universal tools, designated supports, and accommodations consistent with their Individualized Education Programs or Section 504 plans and language needs. Where applicable, students take approved alternate assessments (e.g., California Alternate Assessments; Alternate ELPAC).

The Assessment Coordinator oversees all statewide testing, planning, training, security, accommodations, technology readiness, and reporting. The coordinator trains test administrators and proctors, maintains security affidavits, monitors test incidents, validates rosters and accommodations prior to testing, and schedules make-ups to maximize participation. Families receive state score reports and plain-language explanations of results; the school communicates

purposes, schedules, and student supports in advance and follows state guidance regarding excusals and other requirements.

Additional Methods of Assessment

In addition to statewide testing, Scale Leadership Academy- East uses a coherent set of selected assessments to understand student learning, guide instruction, and monitor growth across the year. Tools may be refined over time; the assessment categories below remain constant. Results are used alongside classroom evidence to plan instruction, provide targeted support, and communicate progress to students and families. The Executive Director, Principal, Vice Principals, Assessment Coordinator and Teachers at the end of the year evaluate the success of the assessments to determine growth and next steps.

Figure 12. Other Assessments

Assessment	Content Areas	Purpose(s) / What It Tells Us	When / Window	Reporting & Use
Universal Reading Screening (K–2) *(currently UCSF Multitudes)*	Early literacy (phonological awareness, decoding, language)	Flags risk for reading difficulties early; informs Tier 1 adjustments and small-group supports; identifies students who may need additional diagnostic follow-up.	One time per year; new K–2 students screened within 45 days of entry.	Family notice sent in advance; results shared with families in plain language; flags prompt follow-up and progress checks.
Renaissance STAR 360	Reading, Early Literacy and Mathematics (grades TK–12)	Establishes baseline and monitors growth; provides growth percentiles and domain skill insights to inform instruction and intervention.	Fall, winter, spring; progress monitoring between windows as needed.	Results reviewed in team meetings/data dives; informs small-group plans/tutoring, progress goals, and LCAP reporting

Interim/Benchmark Assessments	Reading (e.g., foundational skills inventories, running records); Mathematics (domain diagnostics)	Clarifies specific skill gaps and placement needs for targeted instruction.	Throughout the school year.	Guides grouping, ILP goals, and selection of practice tasks; shared with families when instructional plans change.
Curriculum-Embedded Unit Assessments & Performance Tasks (Acellus)	All subjects	Checks mastery of taught standards and application in authentic tasks; supports calibration across teachers.	Per unit/module with common scoring rubrics.	Teacher reviews for consistency; feedback given to students with next steps; results contribute to course grades per policy.
On-Demand & Process Writing Tasks (Step Up to Writing)	Writing across content/subjects	Measures growth in organization, evidence, conventions, and purpose; supports vertical articulation.	Throughout the school year.	Rubric-based feedback to students; anchor papers used for calibration.
Student Work Samples & Portfolios	Cross-content	Curates evidence of learning over time; supports student reflection and conferences.	Ongoing; curated each learning period.	Used in student-led conferences; highlights growth and next goals; complements grades.

Observations, Conferences, and Discussion-Based Assessments	Cross-content	Captures thinking, reasoning, and communication not always visible in products; strengthens relationships.	Ongoing in synchronous sessions and 1:1 check-ins.	Notes inform reteaching and small-group plans; feedback shared with students and families.
Habits of Work / Participation (feedback only)	Engagement behaviors	Provides students with feedback on preparation, persistence, collaboration, and digital citizenship.	Ongoing.	Reported separately from academic achievement unless explicitly included in a rubric category per course policy.
Textbook publisher created quizzes, chapter and unit tests	All subjects			

Data Analysis and Data-Driven Instruction

Student records and assessment data are maintained in School Pathways (student information system) and approved assessment platforms with role-based access and secure storage. The school prepares required submissions and reports to state and partner agencies using validated extracts from these systems. Rosters, accommodations, and test settings are verified prior to testing; after each window, staff reconcile participation and results to support accurate reporting and decision-making. The school follows applicable privacy laws and internal procedures for secure collection, storage, and sharing of assessment information.

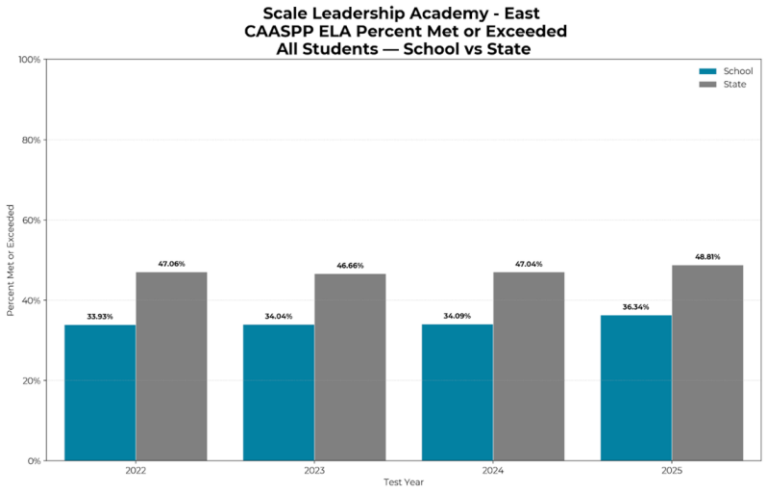
Our local assessment, Renaissance Star 360 is conducted in the fall, winter, and spring. Results post in the Renaissance platform. Teachers meet with the Assessment Coordinator, Vice Principals, Principal, and Executive Director to examine growth percentiles and domain skills and to produce short-cycle action plans that specify reteach targets, groupings, interventions, and check-in dates.

These action plans identify:

- Standards/skills to reteach to the whole class, flexible small groups, or individual students, including the planned approach (reteach, spiral review, tutoring/1:1) and the evidence of mastery to be collected next.
- Students requiring intensified support and the specific tiered interventions they will receive, with check-in dates for progress monitoring and next steps.
- Adjustments to small-group instruction in reading and mathematics based on benchmark domain data (Renaissance Star 360) and classroom evidence.
- Curriculum or pacing refinements for upcoming units and any supplemental tasks/materials to address identified gaps.
- Accessibility and language support (approved accommodations; designated and integrated English language development strategies) to be provided and by whom.
- Roles, timelines, and communication steps (teacher actions, coordinator/leadership follow-ups, and what/when to communicate to students and families).

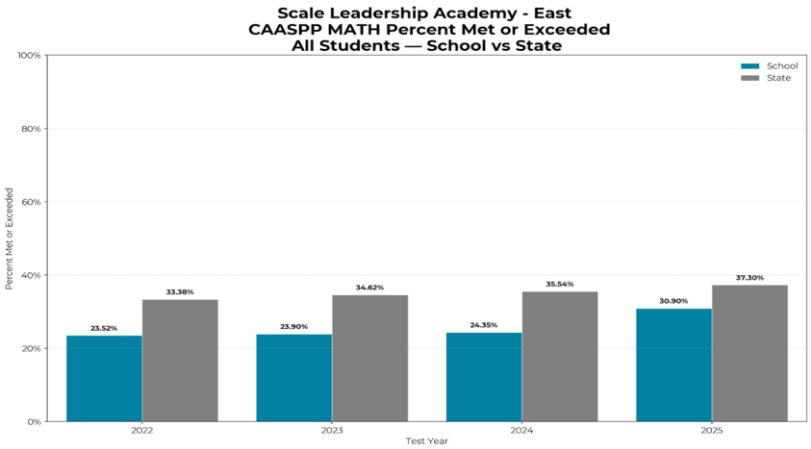
Teams implement the action plans during the ensuing instructional cycle and review progress at scheduled check-ins and during grade-level/content data meetings. The Assessment Coordinator and leadership monitor fidelity and impact, adjust groupings and supports, and schedule any needed make-ups. Professional learning focuses on needs surfaced in the plans, and coaching supports teachers in executing strategies.

English Language Arts (CAASPP)



ELA CAASPP results were stable through 2024, with a small gain in 2025. Percent met or exceeded was 33.9% in 2022, about 34% in 2023 and 2024, then 36.3% in 2025. The state stayed higher at about 46.7% to 48.8%. The 2025 gap of 12.5 points signals the need to accelerate literacy growth. Our charter renewal work will focus on stronger core ELA and targeted reading intervention.

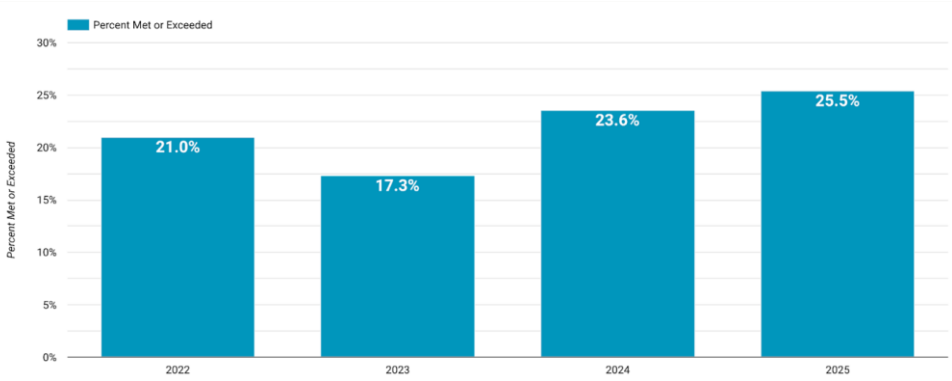
Mathematics (CAASPP)



Math CAASPP performance held steady through 2024, then improved notably in 2025. Percent met or exceeded rose from 23.5% (2022) to 24.4% (2024) and reached 30.9% in 2025. The state increased from 33.4% to 37.3% over the same period. Our gap narrowed to 6.4 points in 2025, but we remain below statewide levels. Charter renewal priorities include stronger Tier 1 math instruction and targeted supports for students not yet meeting standard.

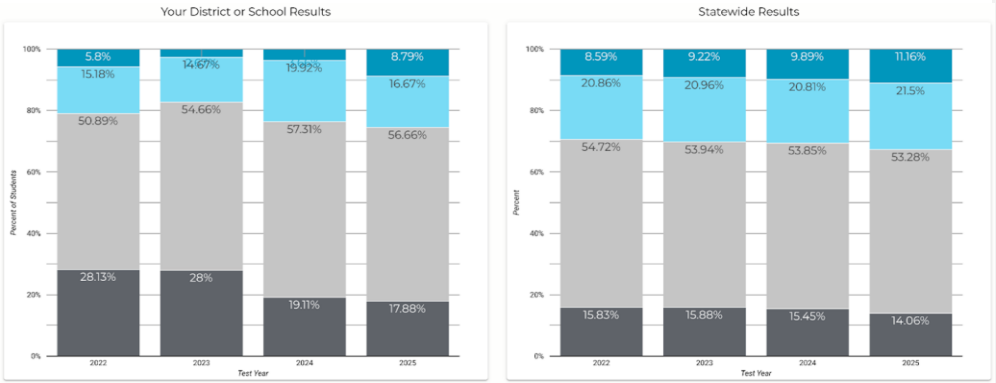
Science (CAST)

CA Science Test - 4 Year Trends

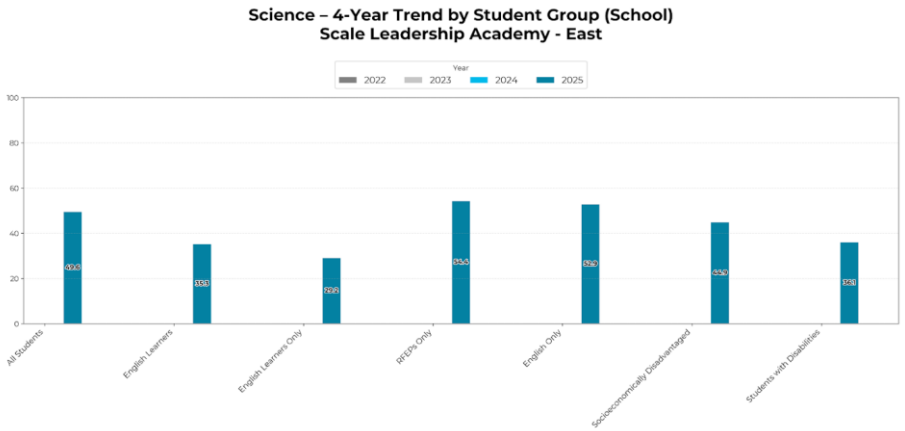


CAST Science results show improvement over the past two years after a 2023 dip. Percent met or exceeded decreased from 21.0% (2022) to 17.3% (2023), then rose to 23.6% (2024) and 25.5% (2025). This indicates growing alignment to NGSS expectations and stronger student performance in science. Even with gains, about three quarters of students are still not meeting standard. Charter renewal priorities include stronger NGSS instruction, hands-on inquiry routines, and targeted supports for students below standard.

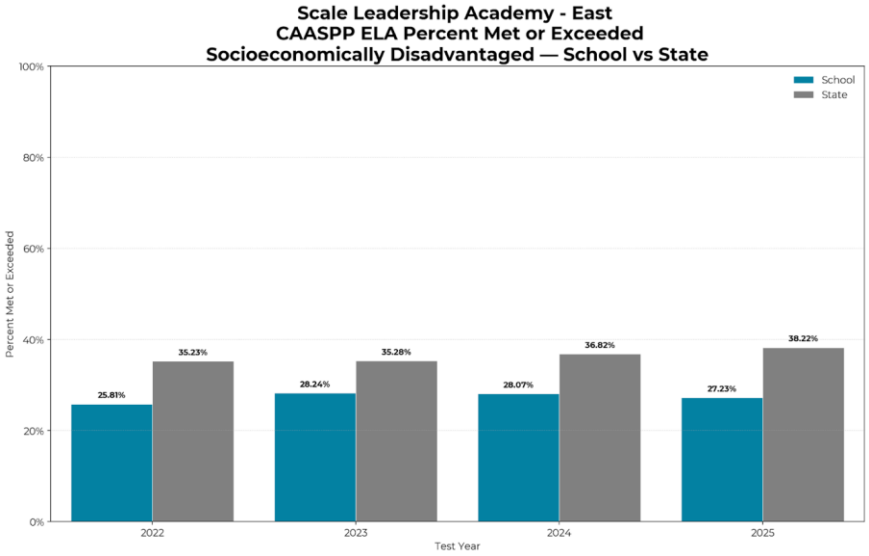
CA Science Test - 4 Year Trends vs State



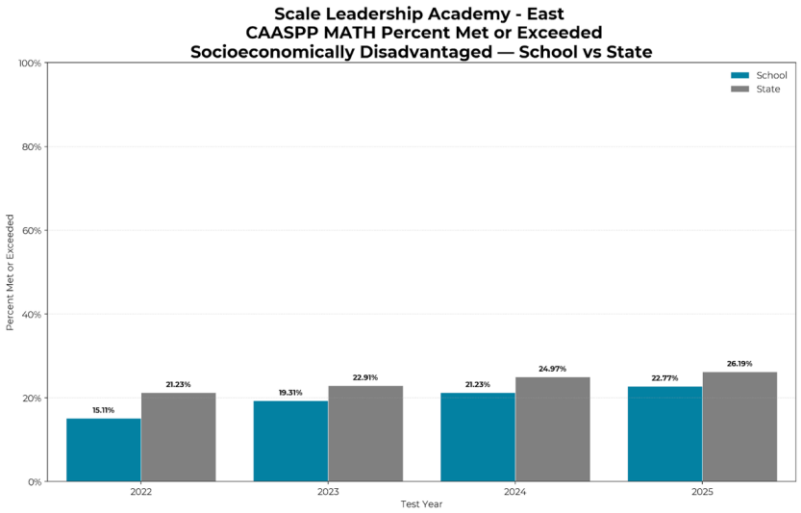
CAST results show the school improving after 2023, though performance remains below the statewide trend. Met or Exceeded dropped to 17.3% in 2023, then increased to 23.6% in 2024 and 25.5% in 2025, while the state rose from 29.5% (2022) to 32.7% (2025). The percent Not Met decreased from 28.1% (2022) to 17.9% (2025), a faster improvement than the state. Even so, the 2025 Met or Exceeded rate is still about 7 points below statewide. Charter renewal priorities include stronger NGSS aligned instruction, frequent inquiry based tasks, and targeted supports for students in Not Met and Nearly Met.



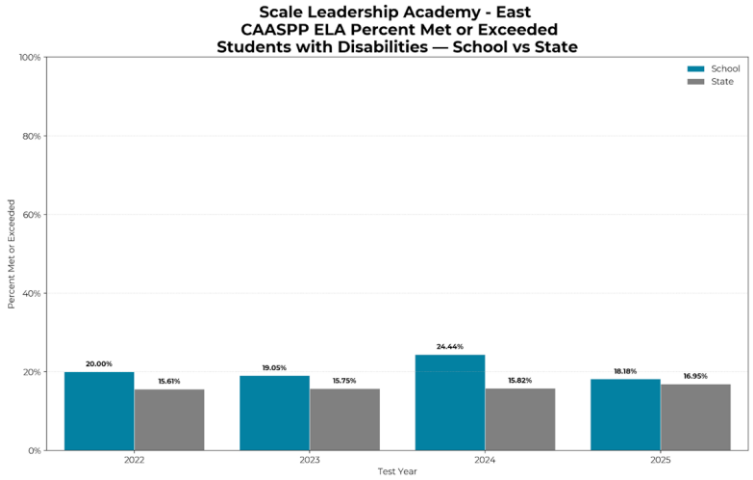
Science performance in the most recent year shown is strongest overall, with All Students at 49.6%. RFEP only (54.4%) and English Only (52.9%) lead the results and show many students are meeting expectations in science. Socioeconomically Disadvantaged students are at 44.9%, slightly below the overall rate. English Learners (35.3%), EL only (29.2%), and Students with Disabilities (36.1%) highlight the greatest need. Charter renewal priorities include stronger NGSS-aligned instruction and targeted supports for these groups.



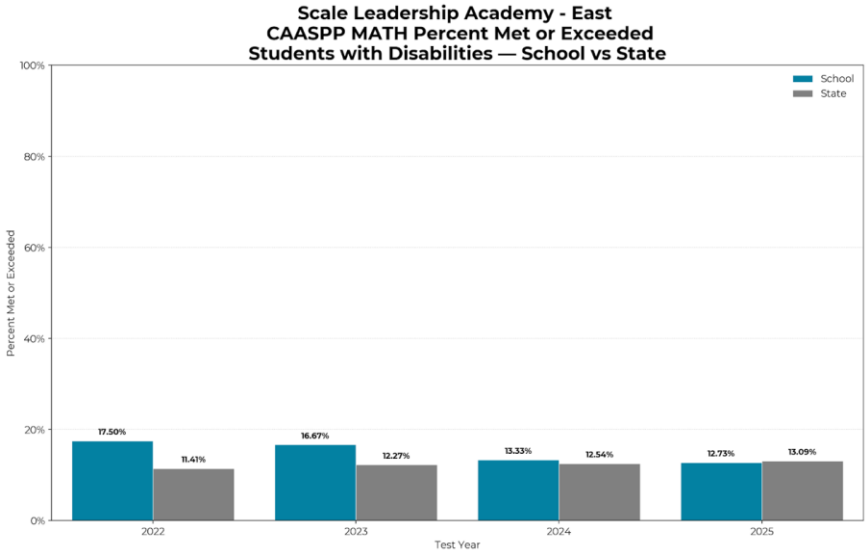
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East demonstrate consistent performance in ELA over four years, maintaining results between 25%–28%. Although the state continues to perform higher, the gap has remained stable, indicating that SCALE is holding steady while serving a high-needs population. This consistency reflects strong literacy supports, structured ELA instruction, and targeted intervention efforts.



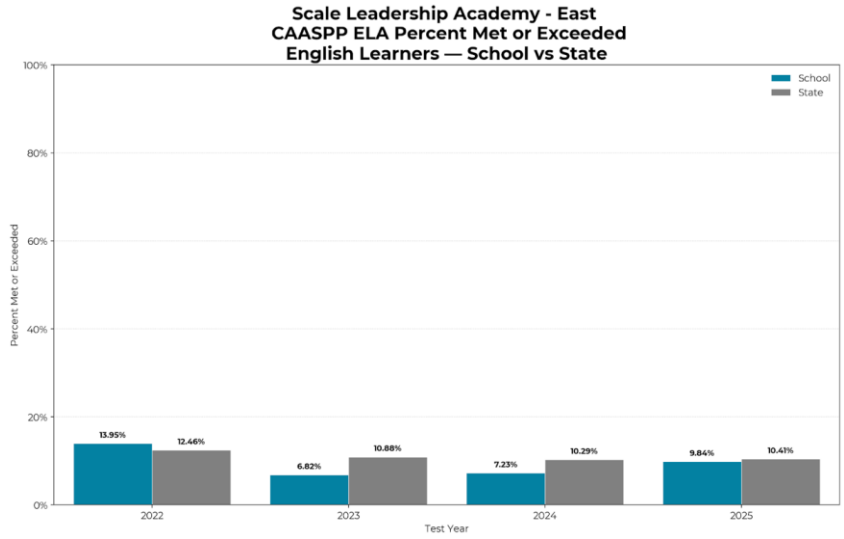
Socioeconomically Disadvantaged students at SCALE Leadership Academy–East show steady, consistent growth in CAASPP Math over four years. Performance increased from 15.11% in 2022 to 22.77% in 2025, reflecting an upward trajectory. Although the state continues to outperform the school, the gap has narrowed each year—showing meaningful progress in closing achievement gaps. This improvement highlights the impact of targeted math interventions, small-group instruction, and individualized learning supports.



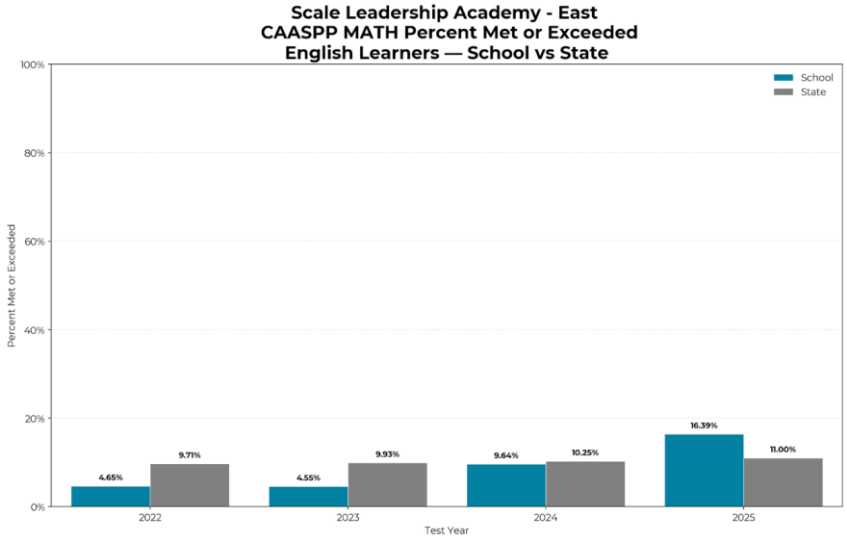
Students with Disabilities at SCALE Leadership Academy–East consistently perform at or above the statewide average in ELA. From 2022–2025, school performance ranged from 18–24%, while the state remained between 15–17%. Notably, SCALE outperformed the state in all four years, including a peak of 24.44% in 2024, demonstrating the effectiveness of targeted literacy supports, integrated ELA intervention, and alignment with IEP goals. Although performance dipped slightly in 2025, results remain above the state average, highlighting both progress and an opportunity to strengthen sustained growth.



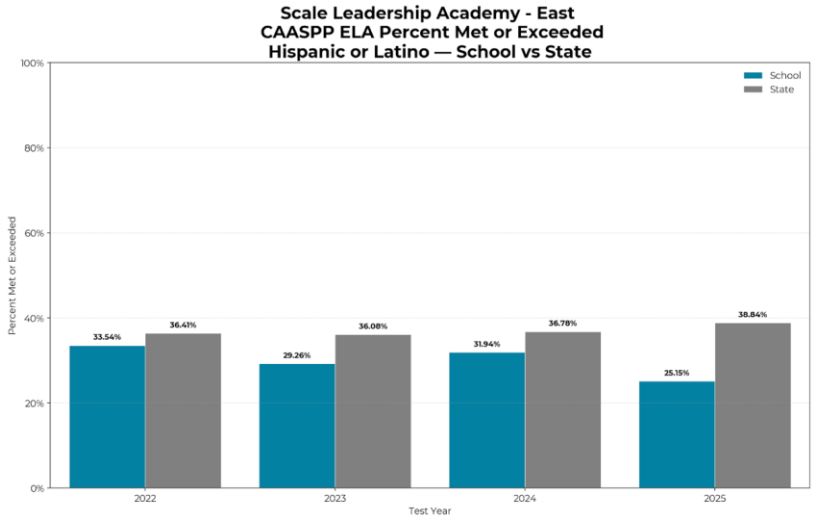
For Students with Disabilities, SCALE Leadership Academy–East demonstrates consistent performance that remains comparable to or above the state each year. The school maintained levels between 12–17% from 2022–2025, outperforming the state in two of the four years and closely aligning with it in the remaining years. While performance dipped slightly from 2022 to 2025, the subgroup remains stable.



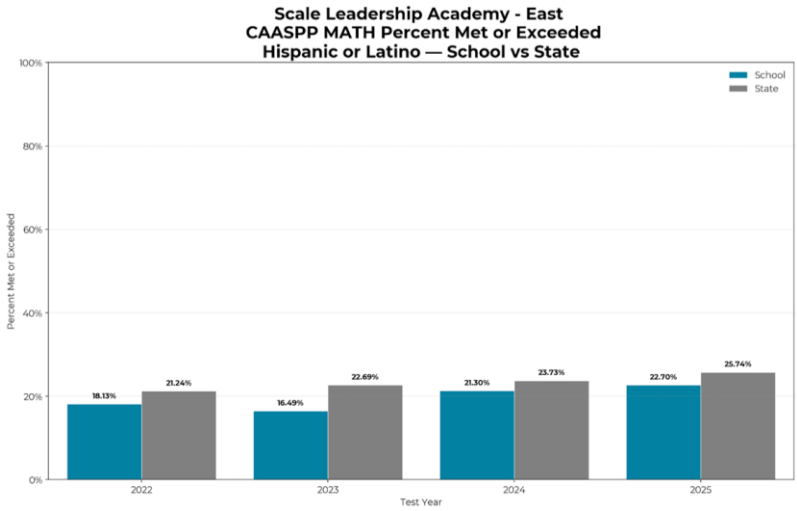
ELA CAASPP for English Learners is improving after a 2023 dip. SLA East went from 13.95% (2022) to 6.82% (2023) and 9.84% (2025). The state stayed around 10% to 11% in 2023 to 2025. In 2025 we are 0.57 points below the state. Renewal work focuses on designated ELD, stronger core literacy, and progress monitoring.



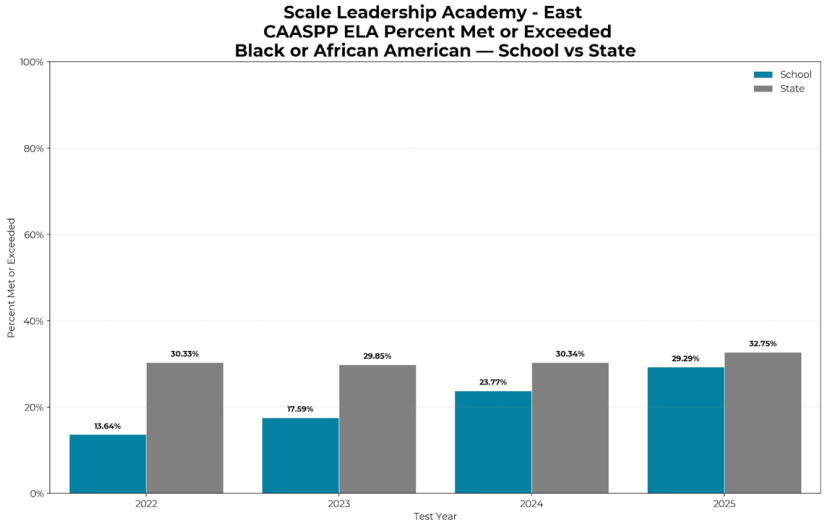
The data shows clear upward progress for English Learners in CAASPP Math at SCALE Leadership Academy–East. Performance increased from 4.65% in 2022 to 16.39% in 2025, demonstrating steady and meaningful growth. By 2025, English Learners at SCALE outperformed the statewide average for this subgroup (16.39% vs. 11.00%). This improvement reflects the effectiveness of targeted ELD supports, math intervention blocks, and individualized small-group instruction. Continued investment in integrated ELD, foundational math skills, and progress monitoring is expected to sustain and accelerate this positive trend.



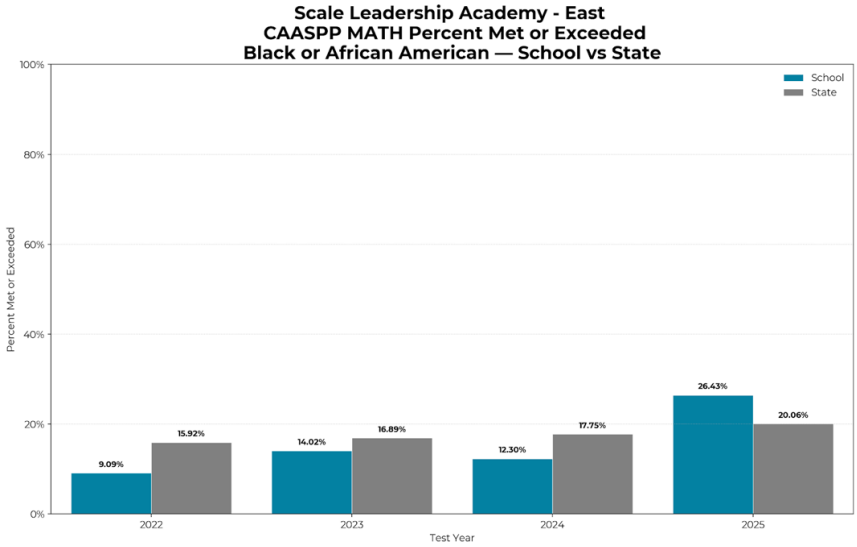
The data shows fluctuating but overall stable ELA performance for Hispanic/Latino students at SCALE Leadership Academy–East. While proficiency decreased from 33.54% in 2022 to 25.15% in 2025, the school remained within a consistent range across years. Although state performance remained higher, the gap has remained relatively steady. This trend highlights the need for continued targeted ELA supports.



The chart shows steady improvement in CAASPP Math performance for Hispanic/Latino students at SCALE Leadership Academy–East. Scores increased from 18.13% met/exceeded in 2022 to 22.70% in 2025, demonstrating consistent year-over-year growth. Although state averages remain slightly higher, the gap has narrowed, indicating the effectiveness of targeted math supports, intervention blocks, and small-group instruction. Continued focus on foundational skills, progress monitoring, and differentiated intervention will support further improvement for this subgroup.



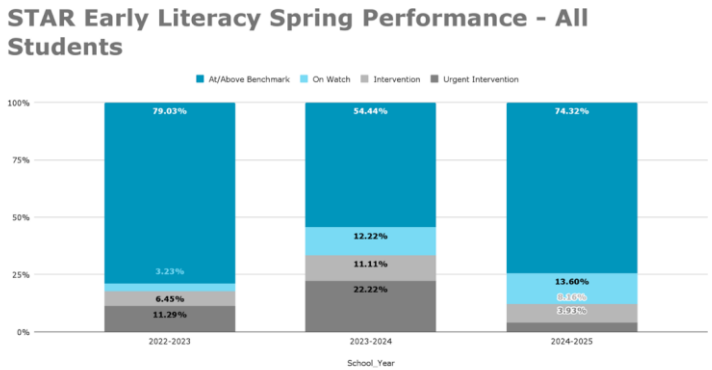
The graph shows consistent improvement in ELA performance for Black/African American students at SCALE Leadership Academy–East. Scores increased from 13.64% meeting/exceeding standards in 2022 to 29.29% in 2025, reflecting steady year-over-year gains. Although the state average remains higher, the gap has narrowed significantly, demonstrating the positive impact of targeted literacy supports, intervention blocks, and individualized tutoring. Continued focus on reading comprehension, writing skills, and progress monitoring is expected to sustain this upward trajectory.



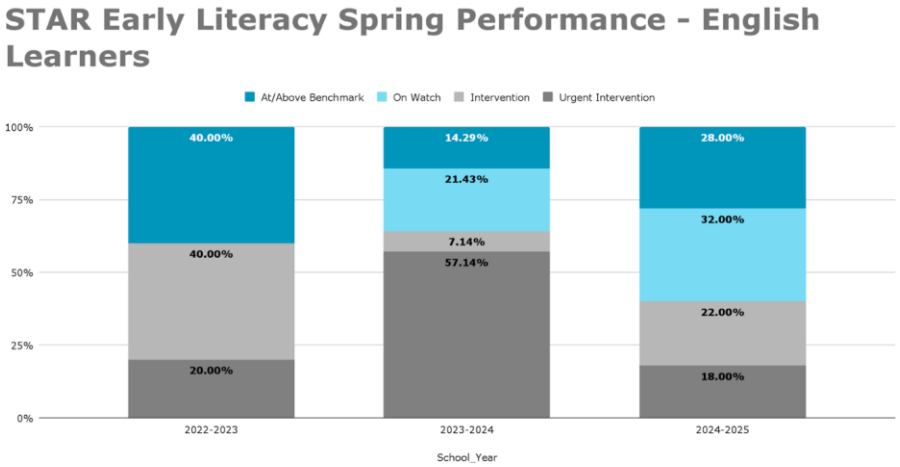
The graph shows steady improvement in CAASPP Math performance for Black/African American students at SCALE Leadership Academy–East. Between 2022 and 2025, the percentage of students meeting or exceeding standards increased from 9.09% to 26.43%, surpassing the state's performance for this subgroup in 2025 (20.06%). This upward trend demonstrates meaningful progress and reflects the impact of targeted interventions, small group supports, and individualized tutoring provided to students. Continued focus on instructional support and monitoring is expected to sustain and further accelerate growth.

Local Verified Measures

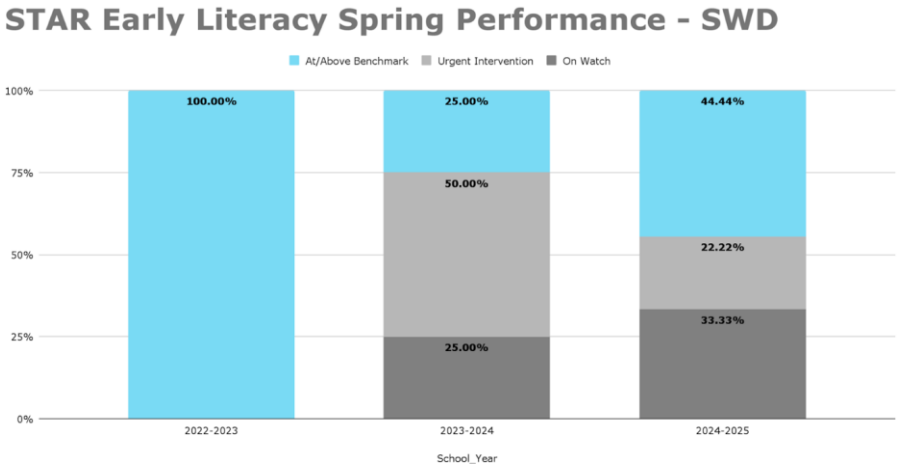
In addition to state accountability indicators, SLA-East uses Local Verified Measures such as Renaissance STAR assessments to provide ongoing, evidence-based monitoring of student learning. These locally administered measures offer timely checkpoints for early identification of need, placement into appropriate supports, and progress monitoring across the school year. The charts that follow summarize STAR performance and growth overall and by student group to guide instructional planning, strengthen MTSS decisions, and ensure equitable access to effective intervention.



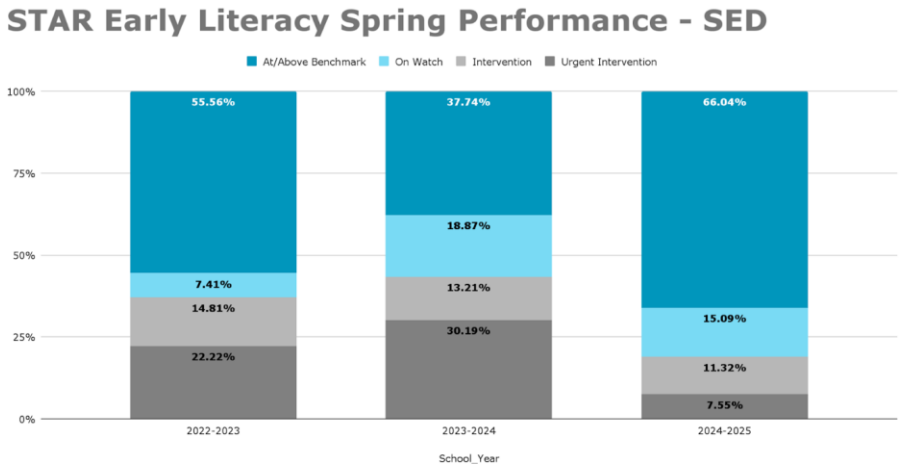
Spring STAR Early Literacy results for all students show a dip in 2023–2024 followed by a strong rebound in 2024–2025. The percent At or Above Benchmark moved from 79.03% (2022–2023) down to 54.44% (2023–2024), then back up to 74.32% (2024–2025). The highest need band, Intervention plus Urgent Intervention, peaked at 33.33% in 2023–2024 and decreased to about 12.09% in 2024–2025. While overall performance improved, the On Watch group increased to 13.60% in 2024–2025, showing a larger "bubble" of students who could slide without timely support. Next steps should prioritize targeted small group instruction and progress monitoring to move On Watch students into At or Above Benchmark and prevent reentry into intervention levels.



Spring STAR Early Literacy results for English Learners show meaningful improvement from 2023–2024 to 2024–2025, though performance remains mixed overall. The percent At or Above Benchmark rose from 14.29% to 28.00%, doubling year over year. The highest need level, Urgent Intervention, dropped sharply from 57.14% to 18.00%, signaling stronger support and/or improved access to instruction. At the same time, the On Watch group increased to 32.00%, indicating a growing group of ELs who are close to benchmark but still need targeted, language-supported instruction to keep progressing. Next steps should focus on moving On Watch students into At or Above Benchmark through explicit foundational skills practice paired with structured language supports, while maintaining intensive intervention for the remaining urgent needs students.

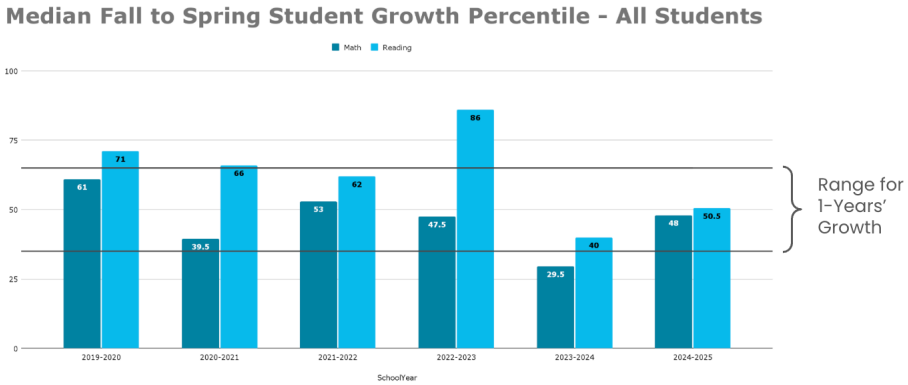


Spring STAR Early Literacy results for students with disabilities show meaningful improvement in 2024–2025 compared to the prior year, alongside a continued need for targeted support. After a challenging 2023–2024 distribution, 44.44% of students moved to At or Above Benchmark in 2024–2025, while Urgent Intervention decreased to 22.22%. At the same time, 33.33% of students remained in the On Watch band, signaling a sizable group that is close to benchmark but still vulnerable without consistent intervention. Overall, the pattern suggests progress is returning, with the next step being tighter alignment between core instruction and IEP supports, plus frequent progress monitoring to move On Watch students into benchmark and prevent urgent needs from increasing again.

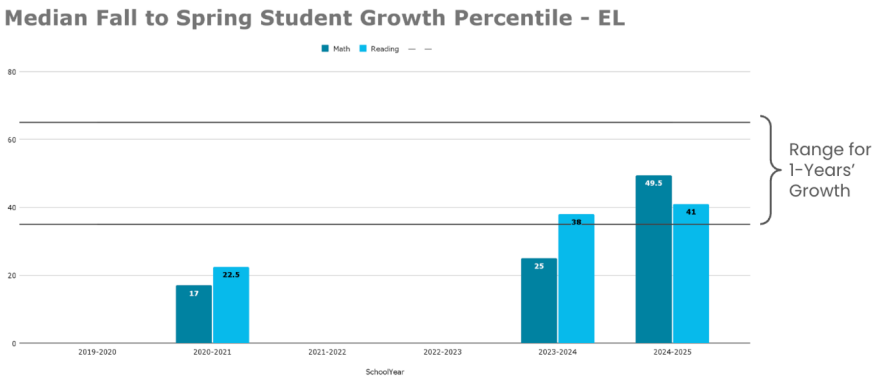


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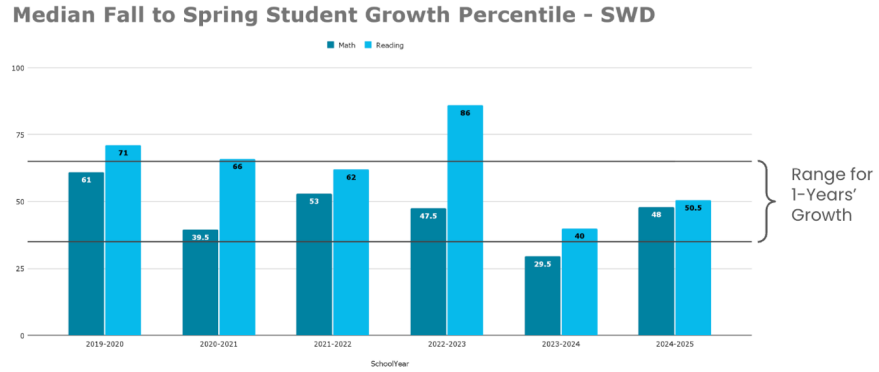
Spring STAR Early Literacy results for socioeconomically disadvantaged students show a strong rebound in 2024–2025 after a dip the prior year. The percent At or Above Benchmark increased to 66.04% (up from 37.74% in 2023–2024 and higher than 55.56% in 2022–2023). At the same time, Urgent Intervention decreased substantially to 7.55% (down from 30.19% in 2023–2024), indicating fewer students in the highest need band. The On Watch group grew to 15.09%, suggesting a larger set of students who are closer to benchmark but still require consistent targeted support to prevent backsliding. Overall, the distribution shifted away from intensive intervention and toward stronger core outcomes, with the next priority being tightening Tier 1 instruction and short cycle supports to move On Watch students into At or Above Benchmark while keeping urgent needs from reemerging.



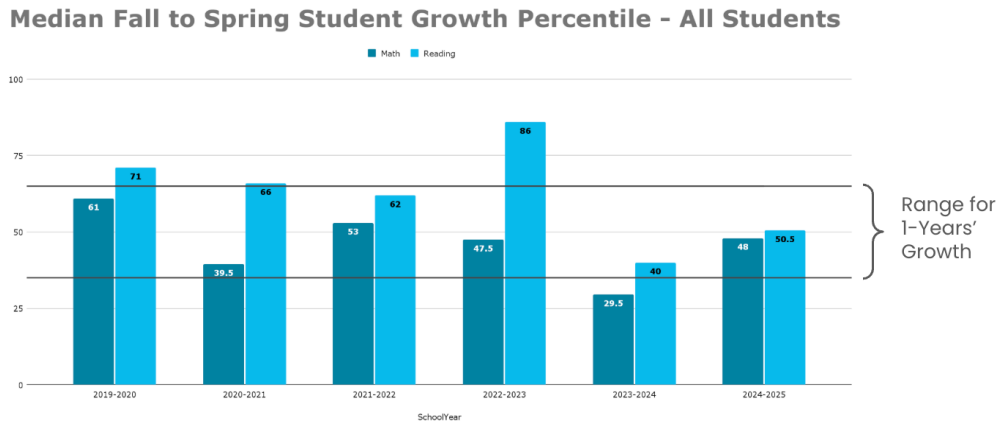
Median Fall to Spring SGP shows recovery in 2024-25 after a low point in 2023-24. Reading growth was above the 1-years range in several years, peaking at 86 in 2022-23, then dropping to 40 in 2023-24 before rising to 50.5 in 2024-25. Math growth was stronger earlier (61 in 2019-20, 53 in 2021-22), fell to 29.5 in 2023-24, and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical growth range. We will focus on sustaining this momentum and closing gaps for students below benchmark.



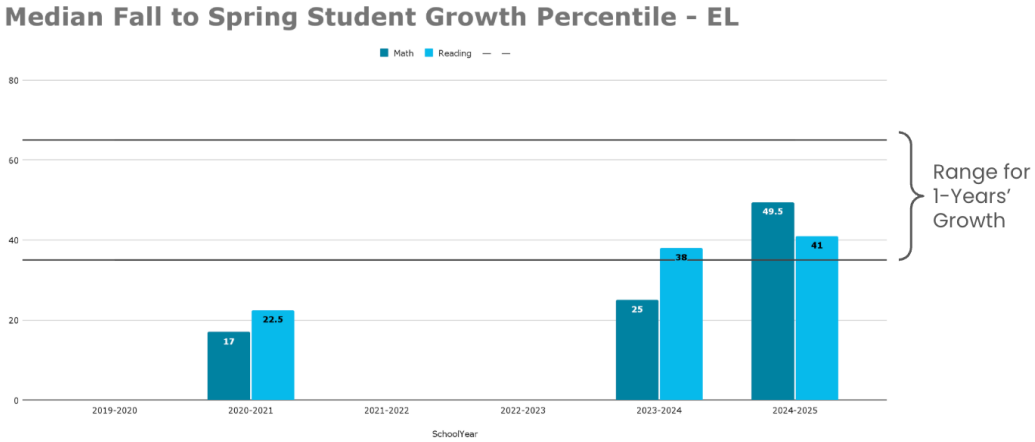
EL median Fall to Spring SGP shows strong improvement in 2024-25 after very low growth in earlier years. In 2020-21, growth was well below the 1-years range (Math 17; Reading 22.5). In 2023-24, reading reached 38 while math remained low at 25. In 2024-25, EL growth moved into the typical range, with Math at 49.5 and Reading at 41. This indicates EL students are making more expected academic progress year over year. We will sustain these gains through consistent designated ELD, targeted literacy supports, and ongoing progress monitoring.



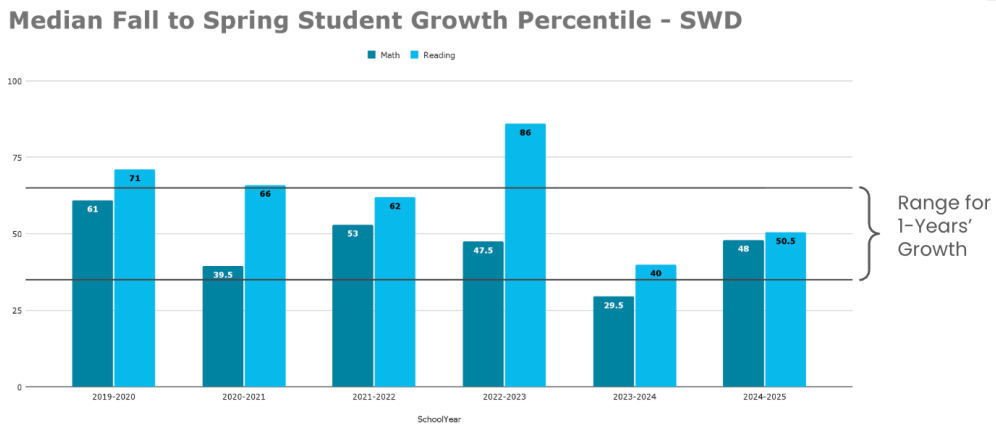
SWD median Fall to Spring SGP shows strong growth in several years, a sharp dip in 2023-24, and recovery in 2024-25. Reading growth peaked at 86 in 2022-23, dropped to 40 in 2023-24, then rose to 50.5 in 2024-25. Math growth fell to 29.5 in 2023-24 and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical 1-year growth range. We will strengthen individualized supports and progress monitoring to sustain gains and close skill gaps.



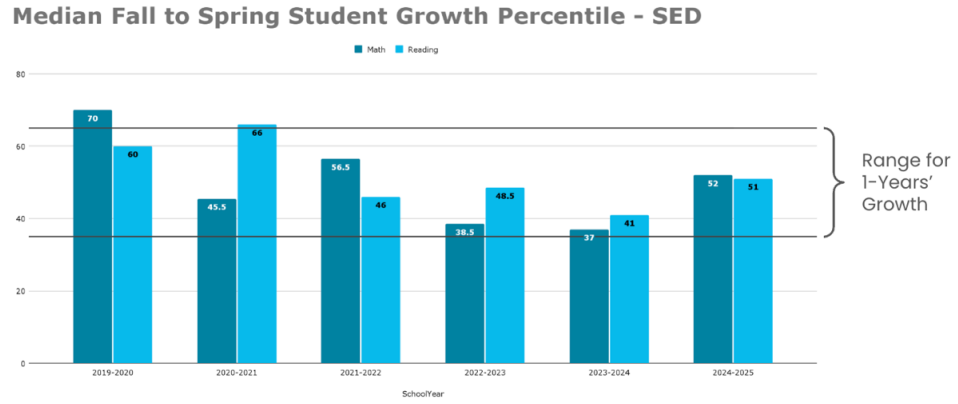
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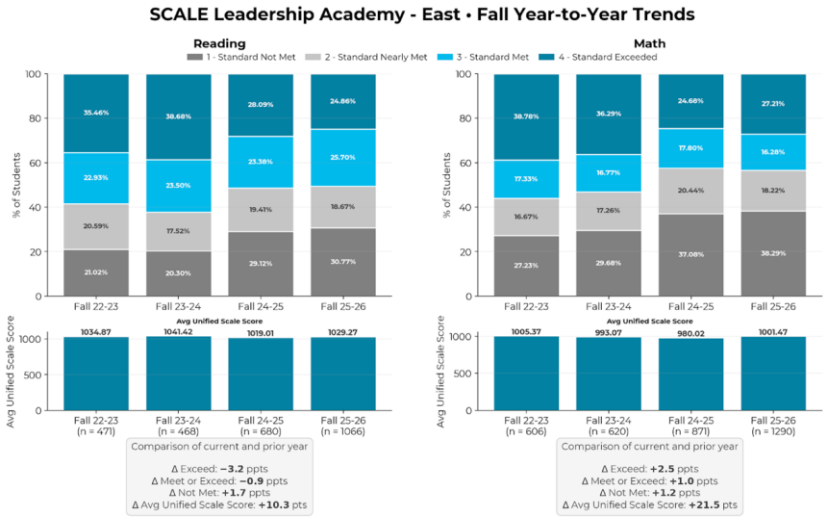
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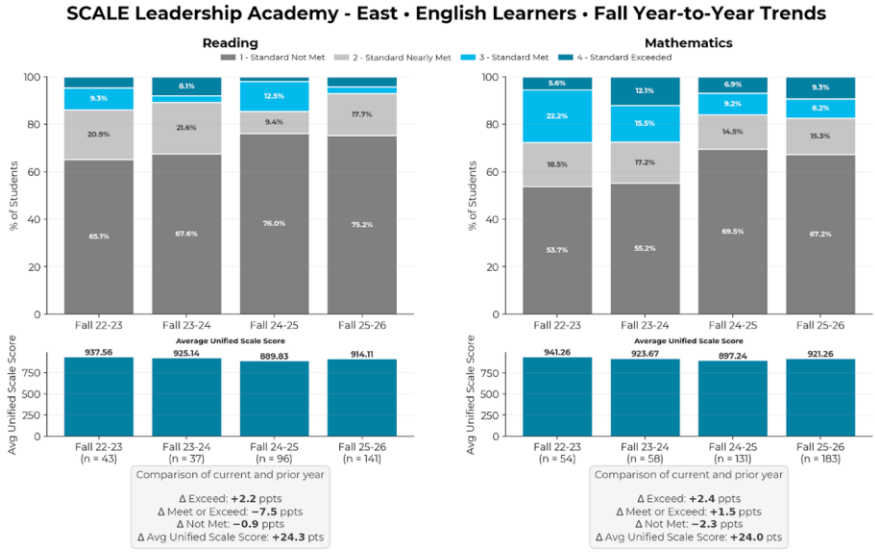
SWD median Fall to Spring SGP shows strong growth in several years, a sharp dip in 2023-24, and recovery in 2024-25. Reading growth peaked at 86 in 2022-23, dropped to 40 in 2023-24, then rose to 50.5 in 2024-25. Math growth fell to 29.5 in 2023-24 and improved to 48 in 2024-25. In 2024-25, both subjects are back within the typical 1-year growth range. We will strengthen individualized supports and progress monitoring to sustain gains and close skill gaps.



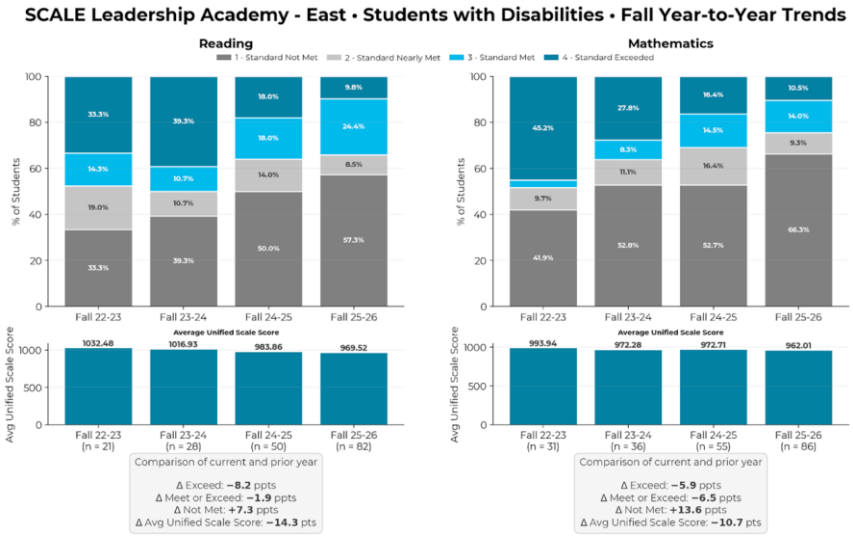
SED median Fall to Spring SGP shows recent improvement after softer growth in 2022-23 and 2023-24. Math growth was strong in 2019-20 (70) and 2021-22 (56.5), dipped to 38.5 in 2022-23 and 37 in 2023-24, then rose to 52 in 2024-25. Reading growth stayed within or above the typical range most years, reaching 51 in 2024-25. In 2024-25, both subjects are back in the 1-year growth range. We will build on this by targeting students still below benchmark and monitoring progress each window.



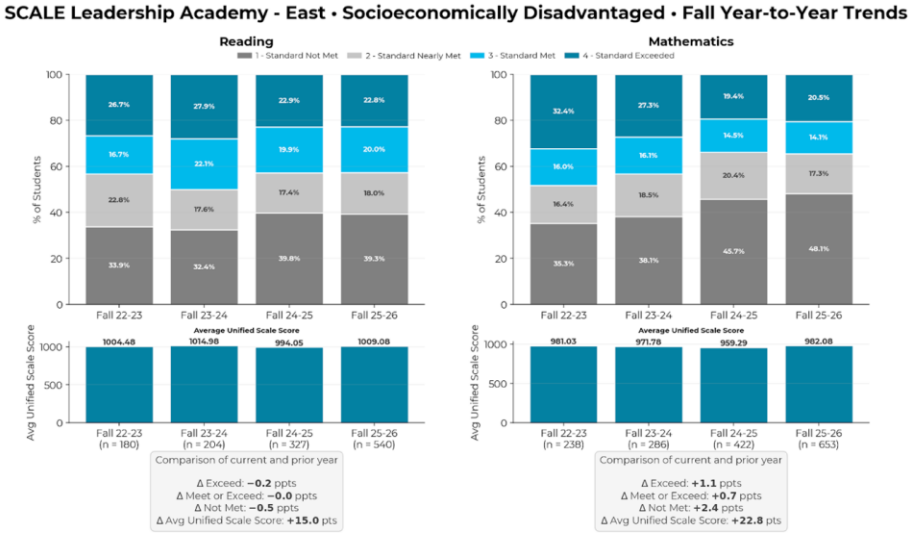
Fall STAR trends show higher average scores in 2025-26 with mixed shifts across performance levels. Reading average Unified Scale Score increased from 1019.0 to 1029.3, while Exceeded fell 3.2 points and Not Met rose 1.7 points. Math rebounded from 980.0 to 1001.5, with Exceeded up 2.5 points. This fall tested far more students, strengthening the signal. We will use STAR to target intervention and monitor growth.



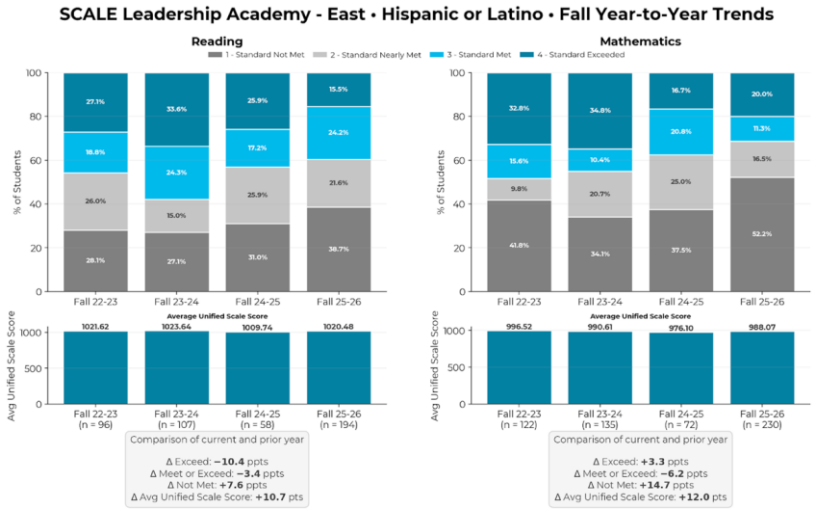
Fall STAR results for English Learners show modest recovery in 2025-26 with continued performance-level need. Reading average Unified Scale Score increased from 889.8 to 914.1 (+24.3), while Meet or Exceed decreased 7.5 points. Math average score also rose from 897.2 to 921.3 (+24.0) and Meet or Exceed improved 1.5 points. Not Met remains high (75.2% reading; 67.2% math). We will intensify targeted EL supports and monitor growth each window.



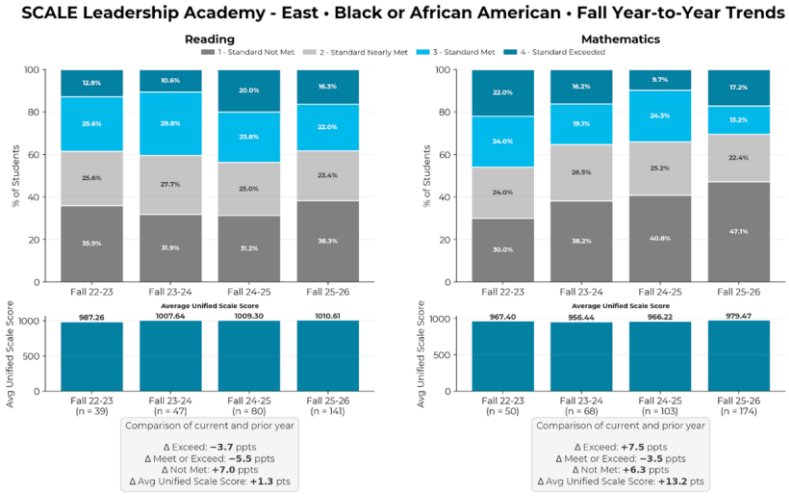
Fall STAR results for Students with Disabilities show a decline in 2025–26 after steadier performance in prior years. Reading average score fell from 983.9 to 969.5 (down 14.3), with Not Met rising to 57.3% and Exceeded down 8.2 points. Math average score dropped from 972.7 to 962.0 (down 10.7), and Not Met increased to 66.3%. Participation also grew (reading n=82; math n=86). We will intensify targeted SPED supports and monitor progress each STAR window.



Fall STAR results for Socioeconomically Disadvantaged students show score gains in 2025-26 with steady performance levels. Reading average score rose 15 points to 1009 and Meet or Exceed stayed flat at about 43%. Reading Not Met remained 39.3%. Math rebounded 22.8 points to 982, but Not Met increased to 48.1%. With stronger participation, we will target supports to move students into Met and Exceeded.



Fall STAR results for Hispanic or Latino students show higher average scores in 2025-26, but more students remain below benchmark. Reading average score increased 10.7 points to 1020.5, while Not Met rose to 38.7% and Exceeded dropped 10.4 points. Math average score increased 12.0 points to 988.1, yet Not Met climbed to 52.2% and Meet or Exceed declined 6.2 points. With larger participation this fall (reading n=194; math n=230), we have a stronger picture of current needs. We will target priority skills and monitor growth each window to accelerate readiness for CAASPP.



Fall STAR trends for Black or African American students show higher average scores in 2025-26, alongside a larger share of students below benchmark. Reading average score rose to 1010.6 (+11.3), but Not Met increased to 38.3% and Meet or Exceed decreased 5.5 points. Math average score increased to 979.5 (+13.2), yet Not Met rose to 47.1% and Meet or Exceed declined 3.5 points. With higher participation (reading n=141; math n=174), we will target priority skills, monitor growth each window, and strengthen supports to move more students into Met and Exceeded.

Reporting of Data

SCALE Leadership Academy- East publishes an annual report that summarizes school demographics, student achievement and growth, significant accomplishments, and financial information. The report is posted on the school website and is provided to the school's authorizer and the County Office of Education, and to other parties upon request.

SCALE Leadership Academy- East prepares and posts a School Accountability Report Card (SARC) each year using the state template. The SARC includes, at minimum:

- Demographic information;
- School safety and climate for learning;
- Academic performance (including CAASPP results and California School Dashboard indicators);
- Graduation/completion rates (as applicable by grade span);
- Class sizes;
- Teacher and staff information (assignments/credentials);
- Curriculum and instruction descriptions, including access to standards-aligned materials;
- College and career readiness information (as applicable); and
- Fiscal and expenditure data.

The SARC is updated annually and made available to the public on the school website.

The school develops, adopts, and annually updates a Local Control and Accountability Plan (LCAP) that describes goals, actions, services, and expenditures for all students and student groups. The LCAP and required annual update are posted on the school website and submitted to the authorizer consistent with state timelines.

Communication of Data with Students and Families

SCALE Leadership Academy- East treats assessment communication as part of teaching and learning. Students receive timely, actionable feedback that helps them understand where they are, what quality looks like, and the next steps to improve. Families receive clear, jargon-free updates that distinguish attendance, work samples, artifacts of learning, grades, and growth so they can support learning at home.

What we share and when:

- State assessments: After state testing, families receive the official Student Score Reports (CAASPP, ELPAC, and alternate assessments as applicable) with plain-language explanations of what the results mean and how they connect to instruction and support
- Renaissance STAR 360: After each testing window, teachers share a brief summary of growth and priority skills, along with the instructional plan (reteach, small-group focus, enrichment) and how progress will be checked
- K–2 universal screening: For Multitudes early literacy screening, the school provides advance notice and opt-out information consistent with law; results are communicated as flags for follow-up, not labels, with the specific next steps the school will take and how families can help at home

- Course progress and feedback: Teachers provide ongoing feedback on classroom tasks, projects, and writing using common rubrics, and post grade updates per course policy. Where helpful, teachers share exemplars/anchor papers so students and families can see what success looks like
- Individualized supports: For students with language development needs or disability-related supports, communication includes the accommodations or services in place and how progress toward goals is monitored

How we communicate:

- Information is shared through school-adopted platforms (e.g., the student information system and approved assessment tools), email or messaging, and conferences (virtual or in person)
- Updates are provided in family-friendly language and, when required, in the home language and accessible formats
- Teachers offer opportunities for student-led or family conferences to review work, reflect on growth, and set goals aligned to upcoming learning

Privacy and stewardship:

- Communications include only the information necessary to support student learning. Data is handled consistent with school procedures and applicable privacy laws

Grading Policy

Purpose and Principles

Grades at SCALE Leadership Academy- East represent a student's level of academic achievement toward clearly defined standards. Grading is consistent, equitable, and transparent; it emphasizes quality of evidence and growth over time, not task completion alone. Practice activities primarily inform feedback; summative work demonstrates mastery.

What Grades Reflect

- Standards-aligned achievement shown through performance tasks, projects, writing, discussions, quizzes/tests, and other classroom-embedded assessments scored with common rubrics
- Multiple opportunities to demonstrate learning within a reporting period, with timely feedback that supports revision and improvement
- Triangulation of evidence over time; statewide tests and universal screeners inform instruction but are not used as the basis for course grades

What Grades Do Not Reflect

- Behavior or compliance unrelated to academic learning
- Screener flags or benchmark growth metrics—used to plan instruction and supports, not to determine grades

Course Syllabi and Calculation
Many courses publish a syllabus that describes grade categories, weights that sum to 100%, and the major standards assessed. Categories prioritize standards-aligned summative performance; routine practice/homework carries limited weight. No single assignment disproportionately determines a final grade. Extra credit, if used, aligns to standards and does not distort achievement.

Make-Up, Revision, and Reassessment
Students have reasonable opportunities within established timelines to submit missing work due to excused circumstances and to revise or reassess after receiving feedback. Reassessment options preserve assessment integrity and may use alternate tasks addressing the same standards. Policies are applied consistently across the school.

Accessibility and Fairness
Grades reflect what students know and can do with required accommodations in place. Approved accommodations do not change what is being measured; modifications (if used) are documented and communicated so grades accurately represent modified expectations. Language-development supports are embedded; grades do not penalize English Learners for language acquisition needs unrelated to the standard being assessed.

Academic Integrity
Students complete and submit authentic work. The school communicates expectations and responses to academic dishonesty; consequences focus on learning restoration (redo/reassess) alongside appropriate disciplinary steps per policy.

Communication
Teachers maintain up-to-date gradebooks in the student information system and provide clear, rubric-based feedback. Progress reports and conferences (student-led when appropriate) help students and families understand current performance and next steps.

ELEMENT D – GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." Education Code Section 47605(c)(5)(D)

Non-Profit Public Benefit Corporation

SLA will be a directly funded independent charter school and will be operated by SCALE Leadership Academy- East ("SCALE"), a 501(c)(3) California non-profit public benefit corporation pursuant to California law upon approval of this charter. SCALE currently operates and governs one charter school, SCALE Leadership Academy- East, which is authorized by the Palo Unified School District. Upon approval of this charter for SLA, SCALE will operate as a multi-school network organized as a single nonprofit corporation (otherwise known as a "Charter Management Organization" or "CMO"), as described herein.

SLA will operate autonomously from the County, with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the County and SLA. Pursuant to Education Code Section 47604(c), the County shall not be liable for the debts and obligations of SLA, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SLA as long as the County has complied with all oversight responsibilities required by law.

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Organizational Structure

The governance, leadership, and staffing structure of SLA is designed to ensure that SLA meets its mission of setting students on a path for success in high school, college, and beyond. The Board of Directors shall involve parents and use expert service providers to ground the school in the best practices of charter school management and oversight.

Board of Directors

SLA shall be governed by the SCALE Board of Directors ("Board") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have at least five (5) and no more than eleven (11) directors. In accordance with Education Code Section 47604(b), the County may appoint a representative to sit on the Board of Directors. A minimum of two (2) seats shall be reserved on the Board for authorizer representatives. The Board shall also designate a minimum of one (1) seat for each of the charter schools operated by SCALE to be filled by a parent or community member representing each charter school.

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All directors shall be designated by the existing Board of Directors, with the exception of the County-appointed representative, should the County choose to exercise this option.

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Each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been designated and qualified.

The Board shall seek to nominate and appoint members with experience in one or more of the following areas: education, government, law, business, public finance/accounting, fundraising, facilities, philanthropy, or public relations. The Board will also seek candidates who understand and support SCALE's mission, culture, and goals. The qualifications sought in those candidates will include, but not be limited to, the following:

- A dedication to furthering the vision and mission of each charter school operated by-SCALE
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work within a team structure
- Expectation that all children can and will realize high academic achievement
- Specific knowledge, experience, and/or interest in at least one element of governance for SCALE

Additionally, to be qualified to serve as a director, all directors shall be of the age of majority in California. Other qualifications required are as follows:

- Have a college degree;
- Have education, nonprofit experience or other relevant professional experience (i.e., finance, education, law, business, facilities or real estate, public relations);
- Have a passion for community and public service; and
- Have a passion for school reform

In accordance with the bylaws, no persons serving on the Board of Directors may be an interested person. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor otherwise, excluding any reasonable compensation paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Board Meetings and Duties

The Board of Directors shall meet regularly, at least once a month (except during the summer). Meetings shall be held at designated locations near or at SCALE's operating charter schools or corporate headquarters, alternating every other month, to ensure broad access to all parents, community members, and other stakeholders. In addition, SCALE shall ensure public access and participation in Board meetings through teleconference and/or videoconference. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act including, but not limited to, those related to notice, agenda preparation, posting and reporting.

The Board of Directors is fully responsible for the operation and fiscal affairs of the charter schools it operates, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director
- Approve all contractual agreements
- Approve and monitor the implementation of general policies. This includes effective human resource policies for career growth and compensation of the staff

- Approve and monitor each school's annual budget and budget revisions
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of each charter school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of each charter school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly measure progress of both student and staff performance
- Involve parents and the community in charter school programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration
- Approve annual independent fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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The Board has adopted a Conflict-of-Interest Code which complies with the Political Reform Act and Corporations Code conflicts of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

The Board will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at a minimum, conflicts of interest and the Brown Act.

All meetings of the Board shall conduct business for all charter schools governed by SCALE Leadership Academy-East. The Board recognizes that each charter school will have individual student demographics and will view each school as a separate entity and will govern each school according to the identified needs and student composition of each school governed by SCALE.

The SCALE Executive Director shall be responsible for the management and day-to-day operations of each charter school's program and ensuring all Board directives, policies, and procedures are followed by each charter school governed by the SCALE Board. Each charter school shall have a Principal that will report to the Executive Director. The Principal operates under the policy direction of the Executive Director and SCALE Board of Directors.

SCALE will operate with an Administrative Office to support each independent school under the Board's governance. The Administrative Office will house all cumulative files, special education files, as well as all files maintained by the SCALE Executive Director, Controller, and Registrars. Offices will also be maintained at the Administrative Office for use by the Executive Director, Controller, Registrars, and Special Education Support Facilitator.

As a multi-school network organized as a single nonprofit corporation (or "CMO"), SCALE has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). SLA and its non-profit network home office, SCALE, will use GAAP to recognize

revenues (state, federal and local) and expenditures directly through SLA. SLA, as well as its network home office, will generate legally compliant, GAAP-aligned financial statements. While a complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by "unduplicated" pupils under the Local Control Funding Formula at the SLA level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.
- Generate financial statements at the SLA level that enable us to submit GAAP-aligned forms to request a "determination of funding" under the laws governing non-classroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, SCALE will use the above data to generate financial statements that are specific to SLA, as well as a consolidated statement for network-wide purposes. Doing so will allow us to meet both state and federal requirements.

Executive Director

The Executive Director will be the leader of the school. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences.

The Executive Director must report directly to the Board of Directors, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Executive Director is assigned to perform assigned tasks directed from the Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee School finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at School of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the County

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- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote and publish the charter program in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend County administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the School annual performance report and the SARC
- Present independent fiscal audit to the Board of Directors and after review by the Board of Directors present audit to the County Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

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Parent Participation

As SLA is being established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. SLA will encourage the establishment of a Parent/Teacher Council (PTC) to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the school community.

The PTC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of SLA students
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of SLA and contribute to the fulfillment of its mission. These committees will work with various bodies within SLA, providing support activities as appropriate
- Coordinate PTC fundraising activities and oversee the allocation and disbursement of funds raised by the PTC
- Report as needed to the SCALE Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the PTC

Additional Opportunities for Parent Involvement

- Parent/Staff meetings – Parents, students, and teachers meet regularly to plan and assess the student's learning progress and determine goals
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of SLA
- Volunteer opportunities – the Executive Director & Principal will maintain a list of various opportunities for parents to volunteer at SLA. For example, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips, and serve on parent committees. Volunteering shall be completely optional and not mandatory at SLA.
- Fundraising – parents and community members work with SLA to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources
- LCAP – parents will be involved in the development and updating of the SLA LCAP each year.

ELEMENT E – EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

SLA will employ a group of professionals passionate about educating all students and dedicated to fulfilling our mission. Education research consistently demonstrates that teacher quality has the most significant impact on student achievement. As a result, it will be a top priority to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.

Equal Opportunity Employer

SLA will not discriminate against any potential or current employee based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SLA will comply with all requirements for employment set for in applicable provisions of law, including background checks and tuberculosis screenings, as further described in Element F.

Credentials

In accordance with Education Code Section 47605(l), teachers of core content areas at SLA (English Language Arts, math, science, and social studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As provided in state law, SLA shall be given flexibility with regard to noncore, non-college preparatory courses.

Employee Records

SLA will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection by the County. The Executive Director or designee shall be responsible for reviewing teacher credentials and compliance on a regular basis.

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Terms and Conditions of Employment

All employees of SLA will be at-will employees. The terms and conditions for employment at SLA will be reviewed in detail during the interview process and reiterated in an offer of employment.

Staff Selection

SLA will utilize a screening process to ensure selection of the highest quality staff. The SCALE Board will hire the Executive Director. All staffing decisions will be made by the Executive Director.

Our selection process will typically include:

- Development of job qualifications and a thorough job description
- Posting of job openings and participation in career fairs
- Request of a resume, cover letter, and supplementary application materials
- Introductory interview (in-person or by phone)
- Extensive interview with multiple members of the school's existing staff
- Verification of credential and previous employment, state and federal background checks, and professional and personal reference checks of strong candidates
- Offers of employment to the strongest candidates

General Employee Qualifications

All faculty and staff must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at SLA, regardless of their position, will consistently demonstrate the following:

- Unwavering belief in and commitment to fulfill SLA's mission
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Comfort with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials

Job Descriptions for Key Personnel

The staff of SLA will include the following key personnel:

- Executive Director
- Principal
- Vice Principal
- Teachers
- Academic Counselors
- Office Manager
- Administrative Assistant
- Instructional Aides/ ParaEducator

- Human Resources Director
- SPED Director
- SPED Education Specialist/ Teacher/ Case Manager
- Compliance Officer
- CTE Teacher
- CTE Fieldwork Coordinator
- Assessment Coordinator
- English Language Development Coordinator

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

Executive Director

Position Summary
The Executive Director will be directly accountable to the Board of Directors for the school's academic success, rigorous culture, mission advancement, financial stability, and organizational viability.

Reporting
The Executive Director will report directly to the SCALE Board of Directors.

Job Expectations
The Executive Director's responsibilities are expansive. As the leader of SCALE, the Executive Director must be prepared to successfully carryout many different tasks, including, but not limited to the following:

- Providing day-to-day leadership of the school, including all instructional, financial, and operational components
- Recruitment of students, including a random public lottery, when needed
- Recruitment, selection, hiring, evaluation, and firing of all staff
- Providing high quality professional development for teachers and support staff
- Developing and managing the school's leadership team (Principal, Vice Principal, Office Manager, Administrative Assistant)
- Utilizing student assessment data to maximize student achievement
- Building and maintaining a school culture based on preparation, respect, integrity, determination, and enthusiasm
- Implementing effective communication processes with all stakeholders
- Enforcing student discipline policies
- Creating structures for meaningful parental involvement
- Overseeing the annual budget and monthly cash flow, and ensuring sound financial conditions
- Overseeing acquisition and maintenance of the facilities
- Ensuring the physical and emotional safety of all students and employees
- Developing internal and external goals, evaluating school performance on multiple measures, and adjusting program elements accordingly
- Managing relationships and overseeing the work of contracted service providers
- Preparing and presenting thorough and accurate monthly reports to the Board

- Working closely with the Chair of the Board and Board Committees to ensure the school's success
- Advocating on the school's behalf and serving as the school's primary spokesperson to all external audiences, including investors, media, community partners, local leaders, elected officials, and the County ensuring the school follows all applicable County policies and state and federal laws.

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Specialized Qualifications
In addition to the general expectations of all school employees, the Executive Director should possess:

- At least three (3) years teaching experience and two (2) years leadership experience, ideally in urban and/or charter schools
- Demonstrated classroom success
- Demonstrated experience managing leading adults toward increased student achievement
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Proven understanding of statistical data and analysis, particularly with student achievement data
- Master's degree in education or related field (preferred but not required)
- Administrative credential or comparable school leadership training

Principal

Position Summary
The Principal will work with the Executive Director to implement the mission of SLA.

Reporting
The Principal will report to the Executive Director.

Job Expectations
The Principal's primary duties include:

- Support the teachers with achieving school goals.
- Assisting in the development of structures and systems to create a safe, orderly school environment
- School culture and maintain consistency within the school
- Develop schoolwide celebrations and recognition of student success
- Observing and providing feedback to teachers
- Analyzing and creating plans based on student achievement and behavioral data
- Coordinating with special education service providers
- Overseeing program, including the recruitment
- Selection, training, and on-going support of volunteers
- Leading community meetings and other schoolwide events
- Communicating regularly with parents and creating meaningful parent events
- Coordinating end-of-year field trips and other excursions throughout the year
- Serving as liaison to the parent's organization
- Overseeing student placement
- Completing other tasks as directed by the Executive Director

Specialized Qualifications

In addition to the general expectations of all school employees, the Principal should possess:

- At least three (3) years successful teaching experience, ideally with urban youth
- Strong achievement data and strong classroom relationships
- Proven ability to lead adults
- Ambition and desire to grow as a school leader
- Effective communication with parents, especially conflict resolution
- Strong knowledge of transitional kindergarten through twelfth grade content standards and curricular materials
- Working knowledge of special education law, documentation, and best practices (preferred but not required)

Vice Principal

Position Summary

The Vice Principal supports and takes guidance from the principal in leading instructional, operational, and compliance initiatives that align with the charter's vision and non-classroom-based (NCB) model. Working collaboratively with the principal, this role helps oversee academic programs, student supports, and staff supervision to ensure that every student receives equitable access to a high-quality education and holistic support. The Vice Principal serves as a collaborative leader, driving continuous improvement through data-informed decision-making, clear communication, and a student-centered approach.

Reporting

The Vice Principal reports to the Principal and Executive Director

Job Expectations

- Instructional Leadership
- Support the Principal in implementing high-quality, standards-aligned instruction across grade levels.
- Oversee curriculum adoption, lesson plan reviews, and teacher observations to ensure rigor, engagement, and ELD/EDI integration.
- Support and guide TK–5 and high school teachers through coaching, collaboration, and data-informed instructional feedback to strengthen teaching practices and student outcomes.

Compliance & Accountability

- Support the Principal in preparing documentation for charter renewal, LCAP goals, and Dashboard Alternative School Status (DASS) reporting.
- Monitor student data systems and verify accuracy for CAASPP, CCI, graduation, and subgroup reporting.

Student Support & Engagement

- Oversee academic counseling to improve student outcomes and engagement.
- Supervise and support the ELD Coordinator to ensure English Learners receive targeted instruction and monitoring aligned to state compliance.

Operational Leadership

- Assist with staff evaluations, timesheet verification, and adherence to HR and operational procedures.
- Support with hiring, onboarding, and compliance training for new staff.
- Collaborate on logistics and execution of schoolwide events, including Graduation, Promotion, Field Trips, and Holiday Programs.
- Ensure alignment between instructional programs and operational systems (attendance, student records, and compliance tracking).
- Perform other duties as assigned by Principal, and Executive Director

Specialized Qualifications

- Master's Degree in Education, Educational Leadership, or related field preferred.
- Valid California Administrative Services Credential preferred, not required.
- Minimum of three (2) years of successful teaching or counseling experience in a TK–12 educational setting.
- Experience in charter school leadership and non-classroom-based or independent study environments strongly preferred.
- Demonstrated success in instructional supervision, compliance oversight, and program management.

Academic Counselors

Position Summary

The Academic Counselor provides comprehensive academic, social-emotional, and college/career guidance to students in grades TK–12. This position ensures that each student receives the support needed to meet academic milestones, develop personal growth, and prepare for postsecondary success. The counselor collaborates with teachers, administrators, students and families to create a nurturing, inclusive, and achievement-oriented school culture aligned with the mission and LCAP goals of the school.

Reporting

The Academic Counselors reports to Vice Principal, Principal, and Executive Director

Job Expectations

- Develop and update Individual Learning Plans (ILPs) for all assigned students.
- Provide academic counseling related to course selection, grade-level progression, credit recovery, and graduation planning.
- Support elementary and middle school students with academic goal-setting, behavior management, and foundational skill development.
- Guide high school students in meeting A–G, CTE, NCAA & graduation requirements, as well as college and career exploration.
- Conduct credit evaluations, transcript audits, and data entry to ensure accuracy and compliance with state and charter requirements.
- Monitor academic progress and attendance, intervening early to support at-risk students.
- Participate in and/or facilitate SST, and 504 meetings, ensuring appropriate support and documentation for student success.

- Collaborate with teachers and the Assessment Coordinator to interpret data from STAR 360, CAASPP, ELPAC, and other benchmarks to drive interventions.
- Provide social-emotional counseling and referrals for additional services when appropriate.
- Maintain detailed and confidential student records in accordance with FERPA and organizational policies.
- Assist in organizing and promoting college, career, and family engagement events.
- Contribute to a positive and inclusive school culture through collaboration, communication, and continuous improvement.
- Participate in professional development and model ethical, student-centered practice.
- Perform other duties as assigned by the Vice Principal, Principal, and Executive Director

Specialized Qualifications

- Minimum two years of counseling experience (TK–12 or charter setting preferred).
- Knowledge of California graduation, A–G, CTE & NCAA requirements.
- Experience supporting diverse student populations, including English Learners, Foster and Homeless Youth, and students with 504s.
- Strong understanding of data-driven decision-making and student support processes (e.g., STAR 360, Pathways, CalPADS).
- Excellent interpersonal, communication, and organizational skills.
- Ability to work collaboratively with multidisciplinary teams and families.
- Staying abreast of and understanding current and emerging trends in their fields of practice
- Preferred but not required:
- Master's degree in School Counseling, Educational Counseling, or related field
- Valid California Pupil Personnel Services (PPS) Credential

Teachers

Position Summary

Teachers at SLA perform the most critical work of our school - the daily instruction, evaluation, and support of our students.

Reporting

Teachers will report to the Principal, Vice Principal(s), and Executive Director.

Job Expectations

A teacher at SLA's primary duties include:

- Providing student supervision as assigned and as necessary
- Planning and delivering thorough, challenging, standards-based lessons that ensure all students master required content
- Assessing students through informal measures and at least one formal test or quiz each week
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
- Reinforcing schoolwide rules and expectations
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Working with students to ensure that all students excel

- Identifying students who are academically at risk and initiating effective intervention strategies
- Completing other tasks as directed by the Executive Director, Principal, Vice Principal(s)

Specialized Qualifications

In addition to the general expectations of all school employees, the teachers should possess:

- Bachelor's degree (advanced degree preferred)
- Appropriate California teaching credential
- Successful manager of an urban classroom, who has used structure and high expectations to drive student success
- Experience as a classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community

Office Manager

Position Summary

The Office Manager of SLA will ensure the efficient operation of the school's main office and work with members of the administrative team to ensure the success of the school.

Reporting

The Office Manager will report to the Executive Director.

Job Expectations

The Office Manager's primary duties include:

- Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
- Implementing systems to support the work of teachers and administrative staff
- Preparing and maintaining a variety of student, personnel, and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Overseeing parent volunteers and other school guests
- Assisting in the coordination of special events
- Assisting the Executive Director and members of the administrative team, as directed

Specialized Qualifications

In addition to the general expectations of all school employees, the Office Manager should possess:

- A minimum of an Associate's Degree or two (2) years of college
- A minimum of two (2) years experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies

- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred

Administrative Assistant

Position Summary
To work collaboratively with all stakeholders to ensure the efficient daily operation of the school program

Reporting
Executive Director or designee

Job Expectations
Perform all secretarial duties pertaining to the administrative functions of the school office including, but not limited to:

- Maintains calendar of events, meetings, and other appointments for the Executive Director or designee
- Receives visitors to the building in a prompt and professional manner
- Receives and initiates telephone communications in a professional, courteous manner, and delivers messages in an effective fashion to the appropriate party
- Performs general typing and filing functions
- Prepares and maintains files as directed
- Prepares routine correspondence, announcements, bulletins, and other communications
- Duplicates materials as necessary or directed
- Receives, processes, and distributes materials, mailings, and other information and items
- Maintains office supplies through inventory and requisitions supplies as needed
- Has knowledge of office machines and equipment and operates such in a resourceful and efficient manner
- Maintains data and provides accurate, up-to-date reports
- Responds to emergency duty assignments when required
- Participates in in-service and professional development training programs as directed
- Provides assistance in planning, securing items, and follow through for special events and activities
- Performs other job-related duties and responsibilities as assigned by the immediate supervisor

Specialized Qualifications

- A minimum of an Associate's Degree or two years of college
- A minimum of two (2) years experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred

Instructional Aides/Para Educator

Position Summary
To assist the teacher by performing tasks which are assigned and directed by the teacher. The tasks must not infringe upon the responsibilities reserved for certified teachers. It is vital that both the teacher and aide fully understand the limitations as well as the tasks of the aide. If assigned as an instructional technology aide, individual will provide technological assistance in the computer laboratory or classroom setting.

Reporting
Principal and/or Teacher

Job Expectations
Carries out the planned instruction under the guidance of the teacher including, but not limited to:

- Works with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by instructional staff
- Assists instructional staff in devising strategies to reinforce learning based on a sympathetic understanding of individual students, their needs, interest, and abilities
- Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the instructional staff
- Informs the instructional staff of any educational information pertinent to individual students
- Performs clerical, classroom maintenance, and instructional duties as assigned by the instructional staff as follows, but not limited to:
    - Collaborates with all stakeholders to insure a free appropriate public education for all students in their least restrictive environment
    - Assists as directed by instructional staff in the effort to successfully maintain students with special needs in an inclusive setting as determined by the Individualized Educational Program
    - When requested, serves as a resource person to the general education classroom
    - Provides students with assistive or supportive technology as needed
    - Performs other such duties/assignments as directed by the Principal or classroom teacher.

Specialized Qualifications:

- Hold a high school diploma or GED certificate; and
- A minimum of an Associate's Degree or two (2) years of college

Human Resources Director

Position Summary
Human Resources supports the school's mission by ensuring that all personnel processes align with state and federal employment standards, California Education Code, and the school's non-classroom-based model. This position manages key HR functions including recruitment, onboarding, employee relations, leave administration, policy compliance, and personnel documentation. Human Resources maintains a professional, confidential, and service-oriented approach to supporting staff, families, and administration.

Reporting
Reports to: Executive Director

Job Expectations
Employee Relations & Support
- Serve as the primary point of contact for employee HR inquiries, guidance, and policy interpretation.
- Support a positive, inclusive, and collaborative work culture by addressing employee concerns with professionalism and discretion.
- Facilitate onboarding, fingerprinting, reference checks, background checks, and separation procedures.
- Schedule and coordinate staff interviews in collaboration with administrators.
- Provide employees with accurate information regarding compensation, benefits, and time-off policies.
- Manage employee leaves, including FMLA, CFRA, and ADA accommodations ensuring compliance with applicable state and federal regulations.

Compliance & Documentation
- Maintain accurate and secure personnel files, contracts, certifications, and background documentation per state and federal law.
- Ensure adherence to labor law, Education Code, FERPA, and charter-specific HR policies.
- Update the Employee Handbook annually and present policy changes and updates to staff during yearly orientations.
- Track and document completion of annual required trainings including, but not limited to TB clearance, CPR/First Aid, Mandated Reporter, OSHA, and Sexual Harassment Prevention.

Recruitment & Hiring
- Post job openings on EdJoin and other recruitment platforms.
- Attend local and virtual job fairs to support the school's hiring needs.
- Screen applicants and coordinate interviews with leadership teams.
- Ensure equitable and consistent hiring practices aligned with school policy and nondiscrimination laws.

Data Management & Reporting
- Maintain employee records, and digital files in compliance with HR and audit standards.
- Support data collection and preparation for audits, renewals, and board reporting.

Collaboration & Communication
- Partner with administrators, supervisors, and department leads on staffing needs, evaluations, and organizational updates.

Specialized Qualifications
- Bachelor's Degree in Human Resources, Business Administration, or a related field preferred.
- Minimum two (2) years of HR or administrative experience in a school or public agency setting.
- Knowledge of California Education Code, labor law, and school personnel procedures.

- Experience in a charter school or TK–12 educational environment preferred.

Special Education Director

Position Summary

The Special Education Director provides administrative oversight and leadership for the school's special education programs and services, ensuring full compliance with federal and state laws, SELPA requirements, and charter authorizer expectations. This position manages all aspects of the Individualized Education Program (IEP) process, oversees service delivery and staffing, and ensures that students with disabilities receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

The Director collaborates closely with the Principal, Executive Director, county representatives, and SELPA staff to maintain alignment with the Local Plan, funding model, and all related MOU and assurance agreements. This collaboration with the county ensures consistent interpretation of policy, accurate reporting, coordinated professional development, and equitable access to supports and services for all students with disabilities.

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Reporting

Reports to: Principal and Executive Director

Job Expectations

- Serve as the administrative lead for all special education programs, services, and compliance at SCALE Leadership Academy- East.
- Ensure adherence to all provisions under the Individuals with Disabilities Education Act (IDEA), Section 504, and California Education Code §56000 et seq.
- Act as liaison between SCALE Leadership Academy- East, the SELPA, and the authorizing county.
- Oversee implementation of the SELPA Local Plan and all associated policies, procedures, and funding requirements.
- Lead, train, and supervise Education Specialists, paraprofessionals, and related service providers in compliance with charter, SELPA, and county policies.
- Ensure completion and accuracy of all IEPs, Assessment Plans, Prior Written Notices, progress reports, and compliance documentation.
- Monitor state and federal reporting requirements, including SEIS and CALPADS data submission related to special education.
- Review all assessment reports for quality and compliance; approve IEP goals and service recommendations in coordination with staff and parents.
- Manage the annual special education budget, ensuring funds are used exclusively for instruction and related services consistent with SELPA assurances.
- Coordinate compensatory education and extended school year (ESY) services as determined by IEP teams.
- Represent the school in due process hearings, mediations, Alternative Dispute Resolution (ADR), and compliance reviews in coordination with Principal, Executive Director, legal counsel and the SELPA.

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- Recruit, contract, and communicate with related service providers (SLP, OT, PT, Psychologist, Nurse, and other specialists) to ensure appropriate placement, timely service delivery, and accurate documentation of services rendered.
- Oversee and monitor all service providers for compliance with IEPs, SELPA policies, and state and federal timelines.
- Ensure completion of service logs, session notes, and progress reports in collaboration with the Principal and Executive Director.
- Facilitate collaboration between service providers, Education Specialists, and general education teachers to ensure continuity of support for students across instructional settings.
- Maintain detailed, confidential records in compliance with FERPA and all applicable privacy laws.
- Participate in schoolwide leadership meetings and contribute to LCAP goals related to student achievement, inclusion, and intervention.
- Plans and delivers targeted professional development for teachers, service providers, and support staff on topics such as compliance, instructional best practices, IEP implementation, inclusion, and behavior intervention
- Perform other duties as assigned by the Principal and Executive Director.

Specialized Qualifications

- Valid California Education Specialist Credential (Mild/Moderate or Extensive Support Needs)
- Minimum three years of experience as a Special Education teacher, case manager, or coordinator, with at least one year in a leadership or compliance role.
- Deep understanding of IDEA, California Ed Code, Section 504, and the SELPA governance structure.
- Demonstrated success in managing compliance, IEP development, and multi-disciplinary collaboration.
- Strong knowledge of SEIS, CALPADS, and data management systems.
- Excellent communication, problem-solving, and organizational skills.

Preferred but not required

- Experience working within a SELPA framework and collaborating with SELPA partners on program implementation and compliance.
- Familiarity with charter school special education operations and funding models.
- Autism Authorization or equivalent certification.
- Background in mediation, ADR, or due process preparation.

Special Education Specialist / Teacher / Case Manager

Position Summary

The Special Education Specialist (Education Specialist/Case Manager) provides individualized instructional and case management support to students with disabilities in grades TK–12. This position ensures access to the general education curriculum through high-quality virtual and in-person instruction, effective collaboration, and full compliance with IDEA and California Education Code. The Education Specialist delivers Specialized Academic Instruction (SAI), monitors related services, and facilitates all aspects of the IEP process to support student achievement and inclusion within SCALE's independent study model.

Reporting
Reports to: Special Education Director, Principal, and Executive Director

Job Expectations
- Provide Specialized Academic Instruction (SAI) in reading, writing, and mathematics using evidence-based, data-driven instructional practices.
- Deliver virtual instruction aligned with students' IEP goals, ensuring lessons incorporate scaffolds, accommodations, and universal design for learning (UDL).
- Collaborate with general education teachers to co-teach, adapt curriculum, and maintain high expectations for all students.
- Collect and analyze work samples, benchmark data, and progress-monitoring results to inform instruction and goal updates.
- Submit progress reports, service logs, and required documentation accurately and on time.
- Serve as case manager for assigned students; schedule and facilitate all IEP meetings (initials, annuals, triennials, amendments).
- Prepare and maintain all required documentation in SEIS, including Assessment Plans, Present Levels of Performance, measurable goals, and service recommendations.
- Ensure compliance with all federal and state timelines and documentation requirements, including Prior Written Notices (PWNs), meeting notices, and consents.
- Collaborate with related service providers (SLP, OT, PT, Psychologist, Nurse, etc.) to ensure timely service delivery and accurate reporting.
- Monitor compensatory and make-up minutes and resolve scheduling barriers promptly.
- Partner with general education staff, counselors, and families to promote inclusive practices and coordinate student supports.
- Participate in professional learning communities, staff meetings, and professional development to ensure continuous improvement and alignment with school goals.
- Provide consultation regarding accommodations, modifications, and intervention strategies for students with disabilities.
- Maintain accurate and up-to-date IEP documentation in SEIS and service logs in SpedCare.
- Utilize Google Workspace, SEIS, and video conferencing platforms (Google Meet/Zoom) for instruction, IEP meetings, and collaboration.
- Ensure all records comply with FERPA and organizational confidentiality standards.
- Perform other duties as assigned by the Special Education Director, Principal, and Executive Director to support compliance, instructional quality, and student success.

Specialized Qualifications
- Valid California Education Specialist Credential (Mild/Moderate or Extensive Support Needs) (For SPED Teachers only)
- Demonstrated knowledge of IDEA, IEP procedures, California Education Code, and assessment practices.
- Experience in developing and implementing transition plans and measurable goals.
- Skilled in data-driven instruction and virtual teaching environments.
- Excellent written and verbal communication, organization, and documentation skills.

Preferred but not required

- English Learner Authorization (CLAD/BCLAD).
- Autism Authorization or equivalent certification.
- Proficiency in SEIS and SpedCare.
- Experience supporting diverse student populations, including English Learners, Foster Youth, and Homeless Youth.

Compliance Officer

Position Summary

The Compliance Officer ensures that SCALE Leadership Academy- East operates in full compliance with federal, state, and charter requirements. This position is responsible for monitoring, documenting, and verifying compliance across all operational areas, including independent study attendance, work samples, academic records, enrollment documentation, and state reporting. The Compliance Officer provides direct support to school leadership and instructional staff to ensure timely submission of required documents, accurate recordkeeping, and adherence to school policies and authorizer expectations.

The role requires a high degree of organization, confidentiality, and attention to detail, with a commitment to maintaining audit readiness and compliance with independent study regulations under California Education Code.

Reporting

Reports to: Executive Director and Principal

Job Expectations

- Monitor compliance with independent study laws, charter policies, and California Education Code related to attendance, engagement, and instructional minutes.
- Review and audit student records for accuracy, including enrollment forms, work samples and Master Agreements.
- Track and verify the collection of work samples and teacher documentation to ensure proper attendance claims and ADA compliance.
- Support teachers and staff in understanding and implementing compliance procedures, providing regular communication, guidance, and clarification of expectations.
- Ensure timely submission of required documentation for CALPADS, attendance, testing, and enrollment reporting.
- Coordinate with internal teams to prepare for audits, renewal reviews, and oversight visits from the authorizing county or SELPA.
- Coordinate directly with auditors from start to finish, ensuring all required documents, data, and evidence are collected, reviewed, and submitted accurately and on time. Facilitate communication between auditors, staff, and leadership throughout the entire audit process.
- Conduct internal mock audits to verify completeness and accuracy of compliance data and records.
- Collaborate with the school's operations, enrollment, and data teams to maintain integrity of student information within School Pathways, CALPADS, and other systems.
- Maintain detailed compliance trackers, forms, and documentation logs for audit purposes.
- Support and communicate with the Executive Director and Principal in developing and implementing systems for ongoing monitoring and process improvement.

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- Assist in maintaining alignment with SELPA and authorizing county expectations for special education and general operations documentation.
- Maintain confidentiality and ensure adherence to FERPA and all applicable state and federal laws governing student data.
- Attend required compliance trainings and professional development to remain informed of updated state and federal guidelines.
- Supports the development, monitoring, and implementation of the school's Local Control and Accountability Plan (LCAP) to ensure alignment with state priorities and compliance with California Department of Education (CDE) requirements.
- Perform other duties as assigned by the Executive Director and Principal.

Specialized Qualifications
- Minimum of three years of experience in school operations, compliance, or administrative auditing (charter or independent study setting preferred).
- Strong knowledge of independent study compliance, attendance documentation, CALPADS, and student information systems (School Pathways or equivalent).
- Working knowledge of California Education Code related to independent study, attendance, and student record retention.
- Excellent written and verbal communication skills and the ability to train and support staff with clarity and consistency.
- Strong organizational and analytical skills with exceptional attention to detail.
- Ability to manage confidential information with discretion and accuracy.

Preferred but not required
- Associate or Bachelor's degree in Education, Public Administration, or Business.
- Experience working in a charter or non-classroom-based educational setting.
- Familiarity with state reporting systems (CALPADS, SIS, Pathways).
- Experience with audit preparation, coordination, and oversight review documentation.

Career Technical Education (CTE) Teacher

Position Summary

The Career Technical Education (CTE) Teacher provides high-quality instruction in assigned CTE pathways aligned to California CTE Model Standards and industry sector frameworks. The CTE Teacher delivers both theory and applied learning experiences that prepare students for college and career readiness while maintaining full compliance with independent study, credentialing, and CTE program requirements.

The CTE Teacher fosters meaningful connections between academic content, technical skills, and real-world applications through projects, fieldwork, and virtual learning environments. The position requires strong collaboration with general education teachers, counselors, and industry partners to ensure that students develop employability skills, earn certifications, and complete pathway requirements.

Reporting

Reports to: Principal, Acuity and Executive Director

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Job Expectations

- Deliver engaging instruction that aligns with assigned industry pathway standards and prepares students for postsecondary education and employment.
- Design, plan, and implement curriculum that integrates theory, lab, and fieldwork hours in accordance with the school's CTE instructional model.
- Provide synchronous and asynchronous instruction using digital platforms such as the Acuity Platform and other industry-aligned tools.
- Develop and maintain syllabi, pacing guides, and course outlines reflecting CTE competencies, safety protocols, and performance standards.
- Assess student learning and maintain accurate gradebooks, and documentation of completed projects, theory, lab, and fieldwork hours.
- Support students in completing CTE Waivers/Surveys, Concentration Projects, and Capstone Assignments to document mastery of technical skills.
- Collaborate with the school's CTE Coordinator, Counselor, and pathway teams to align instruction with credential, certification, and work-based learning goals.
- Communicate regularly with students and parents regarding progress, attendance, and expectations for CTE coursework.
- Coordinate with community and industry partners to facilitate fieldwork activities, guest speakers, virtual tours, or other opportunities where applicable.
- Participate in professional development to stay current on CTE standards, credential requirements, and industry trends.
- Ensure all instructional activities meet the requirements of the school's independent study program and charter authorizer.
- When needed, submit work samples and documentation that align with attendance verification, instructional standards, and audit compliance.
- Contribute to a positive, professional learning environment through collaboration, initiative, and clear communication.
- Perform other duties as assigned by the Executive Director and Principal.

Specialized Qualifications

- Valid California CTE Teaching Credential in an appropriate industry sector (e.g., Arts, Media, and Entertainment; Business and Finance; Information and Communication Technologies, etc.).
- Industry certification or recent experience within the CTE sector being taught.
- Proficiency with instructional technology tools, including the Acuity Platform and industry-specific software.
- Strong written and verbal communication skills and the ability to engage students in both virtual and project-based environments.
- Ability to design lessons that connect academic content to industry skills and career readiness outcomes.

Preferred but not required

- Experience teaching in a virtual or non-classroom-based instructional setting.
- English Learner Authorization (CLAD/BCLAD).
- Knowledge of CTE standards, pathway structures, and course sequences.

CTE Fieldwork Coordinator

Position Summary
The CTE Fieldwork Coordinator supports SCALE Leadership Academy- East's Career Technical Education (CTE) program by coordinating, facilitating, and supervising fieldwork experiences that extend classroom learning into real-world environments. This position serves as the primary liaison between vendor partners, students, parents, and staff to ensure smooth registration, communication, and participation in fieldwork activities.
The CTE Fieldwork Coordinator assists with the planning and execution of fieldwork events, coordinates transportation logistics, and supports student engagement during activities to ensure teachers can deliver instruction effectively. The role requires excellent communication, organization, and a student-centered approach to ensure that all fieldwork experiences are safe, purposeful, and aligned with CTE program goals.

Reporting
Reports to: Executive Director and Principal
Job Expectations
- Serve as the primary point of contact for vendor partners, students, and parents regarding fieldwork registration, schedules, and participation requirements.
- Coordinate and oversee the registration process for all fieldwork activities, ensuring that required forms, permission slips, registrations, and surveys are completed and submitted accurately.
- Collaborate with CTE Teachers, the CTE Coordinator, and AcuityCTE to plan, schedule, and organize fieldwork events that align with instructional goals and student learning outcomes.
- Support teachers in executing fieldwork experiences by managing logistics, assisting with materials, and coordinating on-site needs.
- Assist in transporting students to and from fieldwork events as needed, ensuring adherence to school safety and transportation protocols.
- Communicate regularly with vendor partners to confirm event details, attendance expectations, and student readiness.
- Maintain accurate records of fieldwork attendance, participation, and student engagement in Acuity CTE Platform or other designated systems.
- Support students during fieldwork activities by encouraging active engagement, professionalism, and connection to course content.
- Ensure all fieldwork events meet health, safety, and supervision standards in compliance with school and state requirements.
- Assist in resolving scheduling conflicts, student concerns, or communication issues related to fieldwork participation.
- Coordinate with the Executive Director, Principal, and Operations Team to verify fieldwork documentation and reporting requirements.
- Contribute to the ongoing improvement of fieldwork processes and communication systems to enhance efficiency and engagement.
- Attend CTE-related meetings, trainings, and professional development sessions as directed.
- Perform other duties as assigned by the Executive Director and Principal.

Specialized Qualifications

- Experience working in education, student services, workforce development, or event coordination (charter or independent study experience preferred).
- Strong communication, organizational, and interpersonal skills with the ability to coordinate effectively among multiple stakeholders.
- Knowledge of CTE pathways, industry sectors, and work-based learning concepts.
- Ability to support students in professional environments with tact and encouragement.
- Proficiency with Acuity CTE Platform and digital recordkeeping systems.
- Valid driver's license and reliable transportation.
- Age 25 or older for insurance purposes

Preferred but not required

- Bachelor's degree in Education, Business, or a related field.
- Experience working with vendors, industry partners, or student internship programs.
- Familiarity with CTE industry pathways

Assessment Coordinator

Position Summary

The Assessment Coordinator oversees all local and state academic assessments for students in grades TK–12, including universal screeners, local/benchmark assessments, and state accountability testing. This position ensures that assessment systems are implemented with fidelity, that data is accurate and usable, and that results are leveraged to support instruction, intervention, and school improvement. The Assessment Coordinator collaborates with teachers, administrators, counselors, and specialized program leads (e.g., ELD, SPED) to build a culture of continuous improvement aligned to the school's mission and LCAP goals

Reporting

Reports to: Principal and Executive Director

Job Expectations

- LEA Test Coordinator (CAASPP, ELPAC, PFT as applicable): Ensure test security, staff training, administration fidelity, irregularity reporting, and participation compliance.
- Local Assessments & Screeners: Lead STAR 360, Multitudes/early literacy/phonics, and benchmarks/interims; ensure all required students test within published windows.
- Systems & Guidance: Publish and maintain assessment calendars/windows and clear proctoring + step-by-step guides for all grade bands/program models.
- Rosters & Accessibility: Maintain accurate rosters (grade, EL/SPED/504/Foster/Homeless) and pre-assign/document accessibility resources in coordination with SPED/ELD/Teacher leads.
- Monitoring & Make-Ups: Track completion in real time; communicate deadlines and coordinate make-ups to meet participation goals.
- Data Quality & Security: Collect, clean, validate, and reconcile data (TOMS, CALPADS-aligned rosters, STAR/local tools); maintain secure, FERPA-compliant records and test security documentation.
- Reporting & Dashboards: Produce clear, actionable reports on performance, growth, and risk by teachers/grade/subgroup/student; brief administrators, teachers, and families.

- Data-Informed Action & Compliance: Partner with leadership, teachers, counselors, SPED, and ELD to drive intervention, placement, reclassification review, and graduation planning; support LCAP/charter/accreditation dashboard reporting (participation, performance, SGP, DFS).
- Capacity Building & Continuous Improvement: Train and coach staff on administration, security, logging completion, data literacy, and UDL-aligned assessment practices; refine systems based on feedback and outcomes.
- Perform other duties as assigned by Principal, and Executive Director

Specialized Qualifications

- 2+ yrs TK–12 assessment/data role; charter/IS preferred.
- Assessment fluent: CAASPP, ELPAC, STAR 360, Multitudes.
- Data to action: interprets SGP, ELPI, DFS, credits for supports.
- Systems/compliance: Comfortable with Pathways SIS and CALPADS-aligned processes; understands accommodations and compliance for EL, SPED/IEP, 504, Foster, and Homeless student groups.
- Reliable & organized: meets deadlines across sites/tracks.
- Collaborative communicator: partners with admin/counselors/teachers/ELD/SPED/IT; family-friendly.

Preferred but not required:

- Master's (Ed/Measurement/Data/Instructional Leadership or related).
- CALPADS/TOMS, SIS exports (Pathways), dashboards; audit prep (charter/LCAP/accreditation).
- CA credential: teaching or admin.
- MTSS/RTI: Tier 2/3 tracking; reclassification support.
- Bilingual (Spanish/English or other high-frequency).

<u>English Language Development Coordinator</u>

Position Summary

The ELD Coordinator oversees English Language Development services and compliance for multilingual learners in grades TK–12. This role is responsible for coordinating designated and integrated ELD, monitoring instructional access and language development, training and supporting teachers, supporting ELPAC planning and follow-up, managing reclassification review, and ensuring that English Learners receive legally required services and supports aligned to state and federal guidelines. The ELD Coordinator partners closely with teachers, administrators, counselors, aides, families, and support staff to ensure that multilingual learners have full access to academic content and make measurable progress in English language proficiency.

Reporting

Reports to: Vice Principal, Principal, and Executive Director

Job Expectations

- ELPAC support: Coordinate schedules, family/staff comms, accommodations lists, groupings, and completion follow-ups with the LEA ELPAC Coordinator to meet timelines.

- Design & run ELD services: Plan and monitor Designated ELD by grade/proficiency; pull-out/small-group supports in a virtual Independent Study setting; and Integrated ELD strategies in core classes.
- PD & coaching: Deliver ongoing PD + follow-up on Designated vs Integrated ELD, scaffolding/differentiation, LTEL supports, and effective use of language-development tech (e.g., Rosetta Stone).
- Data action: Track ELPAC domains, growth, LTEL flags, platform usage, and classroom indicators to drive interventions and reclassification readiness.
- Reclassification & RFEP monitoring: Lead/support reviews; gather teacher input; communicate decisions; maintain audit-ready RFEP files; monitor RFEP Y1–Y4 and follow up on concerns.
- MTSS alignment & meetings: Prep EL data/notes for SST/504/IEP; ensure language needs are addressed before referrals.
- Family partnership: Provide clear, multilingual updates on services, schedules, progress, and next steps.
- Records & compliance: Maintain accurate, confidential documentation (services, attendance, MTSS notes, ELPAC/RFEP/LTEL) consistent with FERPA and charter/LCAP needs.
- Culture: Advocate for multilingual learners; reinforce high expectations and the "asset" view of bilingualism.
- Perform other duties as assigned by Principal, and Executive Director

Specialized Qualifications

- 2+ yrs TK–12 EL/ELD role (coordination, instruction, coaching, or intervention); charter/IS preferred.
- Credentials: CA teaching w/ EL authorization (CLAD/BCLAD) or Admin Services.
- Instructional expertise: Designated & Integrated ELD, SDAIE, UDL, academic language across content.
- Compliance savvy: ELPAC timelines/notifications, reclassification criteria, LTEL identification, RFEP Y1–Y4 monitoring.
- Data literacy: Interpret ELPAC domain/overall, growth trends, platform usage, class performance for decisions.
- PD/coach ready: Plans and delivers teacher PD with practical follow-up.
- Organized & responsive: Manages schedules, attendance/usage tracking, documentation, and rapid issue resolution while maintaining confidentiality.

Preferred but not required:

- Master's (Education/TESOL/Linguistics/Bilingual Ed or related).
- Experience: LTEL supports; coaching for academic language with grade-level access; assisting with ELPAC scheduling/accommodations/family comms.
- Bilingual (Spanish/English or other high-frequency home language).

Staff Compensation and Benefits

The Executive Director of SLA, in consultation with the Board of Directors, will develop a salary schedule for the school. This salary schedule will be based on, but not limited to, the salary schedule of the County, the salaries of leading private and charter schools in Riverside County and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate's experience and responsibilities. The salary of the Executive Director will be set by the Board of Directors. A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation.

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ELEMENT F – HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

i. that each employee of the charter school furnish the charter school with a criminal record summary as described in section 44237.

ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, SLA shall implement health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts, as already developed and maintained by SCALE. These policies shall be incorporated into SLA's student and staff handbooks and reviewed on an ongoing basis by the Executive Director and Board of Directors. SLA shall ensure that staff are trained annually on the health and safety policies. A full draft of SCALE's policies are available to the County upon request. The following is a summary of the health and safety policies of SCALE:

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Criminal Background Checks

Employees and contracted service providers of SLA will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two (2) sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SLA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The HR Department shall monitor compliance with this policy and report to the Executive Director as necessary. The SCALE Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Child Abuse Reporting

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. SLA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

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Medication in School

SLA will adhere to Education Code Section 49423 regarding administration of medication in school. SLA will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Medical and Immunization Records

All students enrolled at SLA will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Vision, Hearing, and Scoliosis Screenings

SLA will adhere to Education Code Section 49450 *et seq*., as applicable to the grade levels served by the school. Students will be screened for vision, hearing, and scoliosis to the same extent as students attending non-charter public schools.

Blood Borne Pathogens

SLA shall meet state and federal standards for dealing with blood borne Pathogens and other potentially infectious materials in the work place. The SCALE Board shall maintain a written infectious disease control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including Human Immunodeficiency Virus (HIV) and Hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

SLA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of
these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. SLA shall implement a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at SLA (including employee to employee, employee to student, and student to employee misconduct). Inappropriate behavior of this nature is very serious and will be addressed in accordance with SLA's anti-discrimination and harassment policies.

Comprehensive Safety Plan

SLA shall adhere to an Comprehensive Safety Plan drafted specifically to the needs of the school's facility, in conjunction with law enforcement and the Fire Marshall. This plan shall include detailed responses for fire drills, disaster/earthquake drills, bomb/terrorist/active shooter threats, and evacuation plans.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Diabetes

SLA shall provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code, Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of Type 2 Diabetes
2. A description of the risk factors and warning signs associated with Type 2 Diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes
4. A description of treatments and prevention of methods of Type 2 Diabetes
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

SLA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Drug-, Alcohol-, and Smoke-Free Environment

SLA will be a drug, alcohol, and tobacco free environment.

Facility Safety

SLA will ensure that its facility complies with all state and local building codes, the Federal Americans with Disabilities Act (ADA) requirements, and other applicable fire, health, and structural safety requirements. SLA will maintain readily accessible records documenting such compliance on file for inspection.

SLA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. SLA will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

ELEMENT G – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law:
The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the a charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G)

As described in our Element A of this charter, SLA seeks to serve the families of the County and surrounding counties, with a particular emphasis on reaching out to and recruiting in underserved communities and high-risk students.

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SLA will actively recruit students in traditionally underserved areas using the means described below in order to enroll a student population that reflects the racial and ethnic balance of the County.

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Marketing Materials: Design flyers and distribute informational materials to appeal to various racial and ethnic groups. Flyers shall be distributed at local markets, coffee shops, libraries, churches, middle schools, and businesses. Materials will be developed in English, and Spanish, and any other common languages in the target neighborhoods.

Host Community Events: SLA will host community events in preparation for the school's opening. Events will be inclusive of international fests, Pre-Open Houses, Community Fun Runs/Walks, and other similar promotional activities.

Advertising: SLA will advertise in the local newspapers, its website and digital newsletter. SLA may also advertise in local publications specific to the target community.

Attend and Establish Presence at Community Events: SLA will make significant efforts to establish visibility in the community. SLA founders will attend upcoming community events, such as the Family Fest, Concerts, etc. to ignite interest about the school. SLA may also set up information tables/booths in high traffic and high visibility areas during well–attended local and regional community events.

Establish Partnerships with Community Organizations: SLA will explore potential partnerships within the local and regional communities inclusive of our community colleges and business sectors.

Social Media and Online Advertising: SLA has designed a website for interested parents and community members to visit to learn more about the school.
SLA may also utilize social media platforms to reach potential students.

In addition, SLA intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Following the first year of enrollment, SLA will continue to engage in ongoing recruitment and outreach efforts as described above. The SLA budget includes financial resources allocated to outreach efforts. SLA will maintain annual documentation of ongoing recruitment and outreach efforts and adjust strategies as necessary.

ELEMENT H – ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision. (e). Education Code Section 47605(c)(5)(H).

SLA shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

SLA shall admit all students who wish to attend the school, except as limited by Education Code Section 51747.3, and up to the school's enrollment capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into SLA. SLA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Admission Requirements

SLA shall require students who wish to attend the school to complete an application form. As required by Education Code Section 51747.3, because SLA is a non-classroom-based charter school, admission is limited to students who reside in Riverside County or an adjacent county.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, SLA will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random lottery shall be given to students in the following order:

1. In-county siblings of currently enrolled SLA students
2. Out-of-county siblings of currently enrolled SLA students
3. In-county children of SLA staff
4. Out-of-county children of SLA staff
5. All other County resident students
6. Other California residents

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All applicants will be notified regarding the date, time, and location of the lottery, and rules for the lottery process. The lottery will be facilitated by an uninterested third party and fair execution of the lottery will be verified by a member of the SCALE Board of Directors. The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Copies of all application packets, lottery results, and waiting lists will be readily available for inspection by the County.

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Acceptance letters will be distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified. All admitted students must return acceptance letters to secure their seat.

ELEMENT I – ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of SLA will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of SLA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Finance Committee of the Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

At the conclusion of the audit, the Executive Director and Finance Committee will review any audit exceptions or deficiencies and report them to the SCALE Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

A copy of the annual audit will be forwarded to the County, the County Superintendent of Schools, the State Controller, and the CDE by December 15 each year.

The independent fiscal audit of SLA is public record to be provided to the public upon request.

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ELEMENT J – SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the pupil has the right to bring legal counsel or an advocate. (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Native American child as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Native American child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Native American child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Native American child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (iv) A foster child's educational rights holder, attorney, and county social worker and an Native American child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code section 47605 (b)(c)(5)(J).

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

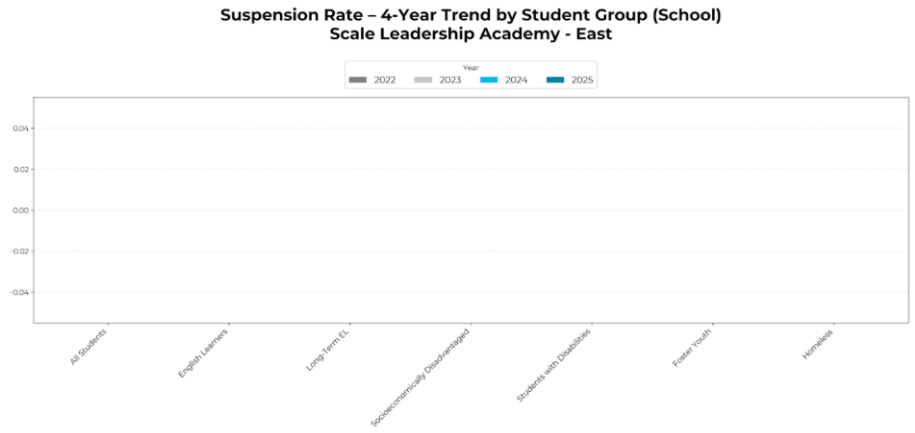
Discipline Policy

SLA will create a school culture where students are able to focus on learning. Our goal is to create a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior will be clearly articulated to students and families during orientation and will be provided as written policy in a *Student and Family Handbook*.

Teachers will be trained to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be schoolwide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning: verbal, and/or written
- Loss of privileges
- Referral to the Principal
- Notices to parents by telephone or letter
- Parent conference
- Suspension
- Expulsion

Suspension and Expulsion Policy and Procedure



SCALE Leadership Academy East has consistently maintained a 0% suspension rate across all student groups over the four-year period shown. While the school operates within an independent study environment, this outcome is the result of intentional systems and practices, not the absence of accountability. Students are held to clear behavioral expectations, participation requirements, and engagement standards aligned to the school's instructional model. Behavioral concerns are addressed through proactive communication, individualized supports, and restorative practices, ensuring that issues are resolved without exclusion from learning. The sustained 0% suspension rate reflects a school culture focused on relationship-building, early intervention, and maintaining student access to instruction across All Students and all identified subgroups.

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at SLA ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code, Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the *Student and Family Handbook* and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him

or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: (a) while on school grounds, (b) while going to or coming from school, (c) during the lunch period, whether on or off the school campus, (d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person
    b) Willfully used force of violence upon the person of another, except self-defense
    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
    e) Committed or attempted to commit robbery or extortion
    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil
    i) Committed an obscene act or engaged in habitual profanity or vulgarity
    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
    k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
        (1) Except as provided in Education Code, Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
m) Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4
o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
r) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family
s) Committed sexual harassment, as defined in Education Code, Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive
u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial

disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

i. A pupil, who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

ii. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

i. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

i. Caused, attempted to cause, or threatened to cause physical injury to another person

ii. Willfully used force of violence upon the person of another, except self-defense

iii. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
iv. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
v. Committed or attempted to commit robbery or extortion
vi. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
vii. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
viii. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil
ix. Committed an obscene act or engaged in habitual profanity or vulgarity
x. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
xi. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
xii. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
xiii. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4
xiv. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
xv. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
xvi. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
xvii. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written

or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family

xviii. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

xix. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive

xx. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

xxi. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

4) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School

5) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

6) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one (1) year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or

is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: (1) the pupil's presence will be disruptive to the education process, or (2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing Board. Each entity shall be presided over by a designated neutral hearing chairperson.

The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed- circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence.

    In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay.

Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student, and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name, and (b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Discipline Procedures for Students with Disabilities

   Because the Charter School operates as its own SELPA and LEA for special education, all special education discipline procedures shall be implemented directly by the Charter School in accordance with IDEA, 34 CFR §300.530–300.536, and Education Code §§48900–48915.

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's 504/IEP Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.
3. Procedural Safeguards/Manifestation Determination

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the 504/IEP Team shall review all relevant information in the student's file, including the child's 504/IEP Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b) If the conduct in question was the direct result of the local educational agency's failure to implement the 504/IEP Plan.

   If the Charter School, the parent, and relevant members of the 504/IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

   If the Charter School, the parent, and relevant members of the 504/IEP Team make the determination that the conduct was a manifestation of the child's disability, the 504/IEP Team shall:
   a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

   b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; or
   c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

   If the Charter School, the parent, and relevant members of the 504/IEP Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the 504/IEP Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

   The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

   When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.
   In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

   In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

   Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

   a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
   b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

   The student's interim alternative educational setting shall be determined by the student's 504/IEP Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b) The parent has requested an evaluation of the child.
c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K – EMPLOYEE RETIREMENT COVERAGE

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Retirement Coverage

SLA certificated teachers and eligible administrators shall participate in the State Teachers' Retirement System (STRS). Teachers will accumulate service credit years in the same manner as all other members of STRS.

Non-certificated employees shall participate in the Public Employees' Retirement System (PERS), as appropriate to their position. If PERS is unavailable to employees, social security will cover such employees.

Additional retirement plans, such as a 403(b) plan, shall be made available to employees pursuant to policies adopted by the SCALE Board of Directors.

Reporting

Retirement reporting will be contracted out to a qualified service provider, however, the HR Department will be responsible for ensuring that such retirement coverage is arranged for all employees.

SLA shall forward all required STRS/PERS payroll reporting and contributions to CalSTRS/CalPERS or the County Office of Education, as applicable, in accordance with Education Code § 47611 and § 47611.3.

ELEMENT L – ATTENDANCE ALTERNATIVES

Governing Law: The public-school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

SLA is a school of choice and, as such, no student may be required to attend. Students who choose not to attend SLA may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

Parents and guardians of each student enrolled in SLA will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SLA, except to the extent that such a right is extended by the local education agency.

ELEMENT M – RETURN RIGHTS OF DISTRICT EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school employee shall be required to work at SLA. Employees of the District who choose to leave the employment of the District to work at SLA shall have no automatic rights of return to the District after employment at SLA unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Former District employees must consult with the District to determine their eligibility for leave.

SLA employees shall have any right upon leaving the District to work in SLA that the District may specify, any rights of return to employment in a school district after employment in SLA that the District may specify, and any other rights upon leaving employment to work in SLA that the District determines to be reasonable and not in conflict with any law.

All employees at SLA will be considered exclusive employees of SCALE Leadership Academy-East and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SLA. Employment at SLA provides no rights of employment at any other entity, including any rights in the case of closure of SLA.

ELEMENT N – DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between SLA and the County

SLA recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. SLA is willing to consider changes to the process outlined below as suggested by the County.

SLA and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SLA and the County, SLA staff, employees and Board members, and the County, agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Executive Director of SCALE or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code, Section 47607, SLA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event, this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective governing boards who shall jointly meet with the County Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Coutny Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and SLA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and SLA.

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Internal Disputes

SLA shall maintain an internal dispute resolution process to be used for all internal disputes related to SLA's operations. SLA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at SLA shall be provided with a copy of SLA's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to SLA.

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ELEMENT O – CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of SLA will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of SLA, the Riverside County Office of Education, SLA's SELPA, the retirement systems in which SLA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

SLA will ensure that the notification to the parents and students of SLA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the board's decision to close SLA.

SLA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, SLA will provide parents, students and the County Office of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. SLA will ask the County to store original records of SLA students. All student records of SLA shall be transferred to the County Office of Education upon school closure. If the County Office of Education will not or cannot store the records, SLA shall work with the County Office to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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As soon as reasonably practical, SLA will prepare final financial records SLA will also have an independent audit completed within six months after closure. SLA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SLA and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SLA.

SLA will complete and file any annual reports required pursuant to Education Code, Section 47604.33.

On closure of SLA, all assets of SLA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SLA, remain the sole property of the SCALE Leadership Academy- East and, upon the dissolution of the SCALE Leadership Academy- East non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon SLA's closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, SCALE shall remain solely responsible for all liabilities arising from the operation of SLA.

As SLA is operated by SCALE, a non-profit public benefit corporation, should the corporation dissolve with the closure of SLA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in attachments to this petition, SLA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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MISCELLANEOUS CHARTER PROVISIONS

A. Budget and Financial Reporting

Governing Law: Pursuant of Education 47605 (g), charter schools are required to provide financial statements that that include a proposed operational budget and multi-year financial projection.

To satisfy Education code 47605 (g), SCALE Leadership Academy- East provides:

- A detailed operational budget for the first year of the renewal term;
- Multi-year financial projections covering the full five-year charter term (FY 2026–2031);
- Cash-flow statements demonstrating maintained solvency; and
- Budget assumptions that explain enrollment, ADA, staffing, reserves, and programmatic expenditures.

These documents collectively demonstrate fiscal soundness and compliance with Education Code § 47605(g).

Budget Development

Each spring SCALE establishes an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director will present the budget and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget includes all estimated revenues and expenditures for the year and shall include ample reserves to accommodate cash flow challenges.

The budget development process begins in March of the preceding fiscal year and continue through the Governor's May revisions of the State budget. The budget and three-year projections are then be presented to the SCALE Board of Directors for discussion and approval.

The Executive Director and Finance Committee review monthly cash flow statements and present comprehensive budget updates to the Board at least four times each fiscal year. The Executive Director and Board of Directors also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.
The SCALE Board maintains formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

Financial Reporting

SLA shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SLA annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of SLA receipts and expenditures for the preceding fiscal year.

SLA shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

SLA agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, SLA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

B. Insurance

SLA shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be based on recommendations provided by the County and SLA's insurer. The shall be named as an additional insured on all policies of SLA. Prior to opening, SLA shall provide evidence of the above insurance coverage to the County.

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C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The Executive Director will assume the lead responsibility for administering SLA under the policies adopted by the SCALE Board of Directors. SCALE Leadership Academy- East will conduct all administrative and business services on behalf of SLA on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, business and executive management, technology, and administrative services from SCALE Leadership Academy- East at its Administrative Office located at 1880 Compton Ave Suite 101 Corona, CA 92881.

Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the SCALE Leadership Academy- East Board of Directors.

SCALE Leadership Academy- East procures its own administrative services through an appropriately qualified third-party contractor. Currently, SCALE Leadership Academy- East contracts with a back-office provider for services including, but not limited to, budgeting, accounting, accounts receivable/payable, payroll processing and reporting, monthly financial reporting, compliance and grant reporting, audit process management, and student data support.

Should the County be interested and willing to offer certain services to SLA for a fee from the County, SLA shall consider the possibility of purchasing some of these or other services from the County. The specific terms and cost for these services will be the subject of an annual memorandum of understanding (MOU) between SLA and the County, and subject to County availability and willingness to provide such services.

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SCALE Leadership Academy- East may work with various consulting organizations and advisors to ensure the successful operations of the school. SCALE Leadership Academy- East shall ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. SCALE Leadership Academy- East shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

D. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

Education Code sections 47605, subdivisions (d)(1) and (d)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency.

Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a non-classroom-based/independent study charter school accept all residents of the "home county" (i.e., the county in which the charter school's authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable pupils to complete the independent study successfully, including resource centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).) These facilities allow a non-classroom-based independent study charter school to provide a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that "the independent study option is expected to be equal or superior in quality to classroom instruction." (California Department of Education Independent Study Manual [2000 Edition, revised as of 2015], Ch. 1, pg. 1.)

As SLA is a non-classroom based/independent study charter school, the County and SLA understand and agree that SLA must serve any interested students throughout Riverside County and adjacent counties pursuant to Education Code Section 51747.3, and 47605, subdivisions (d)(1) and (d)(2)(A). Additionally, SLA must provide appropriate services and resources to enable SLA's students to complete their independent study successfully. As such, SLA shall utilize resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings. All resource centers will comply with Education Code Section 47605.1, including all location restrictions, adjacency rules, notification requirements, and subsequent amendments under AB 1505 and AB 1507.

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SLA shall locate and operate within County boundaries as follows: Riverside County

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Resource Center

In accordance with the terms of an applicable MOU between the County and Charter School upon approval, the Charter School may facilitate the opening of a resource center within the County, subject to approval by the County.

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The proposed Palo Verde Resource Center would consist of a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions that allow each student to fulfill their personalized learning plan. The proposed Palo Verde Center would have up to classrooms, a kitchen, a large group meeting space and outdoor space.

In addition, SLA may also locate resource centers in other locations within adjacent counties per Education Code Section 47605.1(c) or as permitted under the law. SLA will adhere to any legal guidelines or restrictions regarding learning centers as required by law.

For any resource centers that are operated and permitted under the law, such resource centers are (1) used exclusively for the educational support of students who are enrolled in SLA's non-classroom-based independent study program, and (2) SLA provides its primary educational services in, and a majority of the pupils it serves are residents of, Riverside County or any adjacent county as permitted by law.

E. Transportation

SLA will not provide transportation to and from school, except as required by law.

F. Attendance Accounting

SLA will continue to implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

SLA shall be operated by SCALE Leadership Academy-East, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by SLA if the authority has complied with all oversight responsibilities required by law. SLA shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of SLA.

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Further, SLA intends to enter into a memorandum of understanding with the County, wherein SLA shall indemnify the County for the actions of SLA under this charter.

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The SCALE bylaws provide for indemnification of the SCALE Board, officers, agents, and employees, and SCALE shall purchase and maintain general liability insurance, Board Members and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and SCALE's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of SLA.

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SLA shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The petitioners are eager to work independently, yet cooperatively with the County to raise the bar for what a charter school can and should be. To this end, the petitioners pledge to work cooperatively with the County to answer any concerns over this document, to negotiate a mutually agreeable memorandum of understanding, and to present the County with the strongest possible proposal requesting a five-year renewal term to continue operation in July 2026. SLA shall be considered approved as of the date of charter approval. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607 and its implementing regulations, as applicable.

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Signature: _____

Date: _____