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