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
School of Arts and Enterprise	Jon Gundry, Executive Director	jgundry@thesae.org, 909-622-0699

Plan Summary 2024-2025

General Information

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

The School of Arts and Enterprise is a charter middle and high school that is located in the Arts Colony in downtown Pomona, California, within the boundaries of Pomona Unified School District ("PUSD" or the "District"). Currently the Charter School offers grades 6-12 and serves approximately 675 students. Less than half of The SAE students live within a five-minute drive from the Charter School; and more than 50% of The SAE's students come from outside that radius, making the Charter School both a local and a regional magnet. The SAE Students are not academically or artistically screened, and the Charter School has both high ethnic diversity (80% Hispanic or Latino, 8% white, 5% African American and 5% mixed-race) and high economic diversity (70% of The SAE Students come from economically disadvantaged backgrounds). Reflecting the diverse community and student demographics, more than 40% of the faculty and staff of The SAE are Hispanic or Latino.

Reflections: Annual Performance

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

The SAE continued to see high graduation rate (4-year Cohort) and maintained good English Learner progress. Academic and school climate outcomes (ELA, Math, Chronic Absenteeism, Suspension Rate) improved significantly in grades 9-12. The SAE identifies the following areas as needing significant improvement with emphasis in grades 6-8: Hispanics, Socioeconomically Disadvantaged Students, and Students with Disabilities Student Achievement (CAASPP ELA & Math), Student Engagement (Chronic Absenteeism), and School Climate (Suspension Rate). The 2023 California Schools Dashboard also showed a decline in our College and Career Indicator. However, this was due to a back office reporting error that underreported our CTE completers.

Reflections: Technical Assistance

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

The SAE identifies the following areas as needing significant improvement according to our differentiated assistance status: Hispanics, Socioeconomically Disadvantaged Students, and Students with Disabilities Student Achievement (CAASPP ELA & Math), Student

Engagement (Chronic Absenteeism), and School Climate (Suspension Rate). The SAE has participated in LACOE sponsored professional development and have conducted root cause analysis sessions with teachers and parents.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
[School Site Council (SSC) meets monthly to monitor and update the LCAP. SSC calls on feedback from other school community groups and educational partners including the Instructional Leadership Team, Student Ambassadors, English Learner Advisory Committee, Executive Leadership team, Outreach and Engagement team. SSC then summarizes its discussions and actions during quarterly School as a Whole (SAW) meetings. The SAE also hosted a Parent Action Committee meeting to elicit further input on LCAP goals, actions, and budgets.	Community partners honed in on the $250k line for marketing as a significant area to cut. In the end, there was consensus that we need to keep recruitment efforts strong and fix our budget by increasing enrollment and retention rather than making cuts in this area. In an effort to increase enrollment, they also want us to reconsider a larger independent study program or partnership with an online school where students stay at home for academics and come onsite for the arts. Overall, educational partners are most concerned about addressing retention through improved school climate/culture and addressing chronic absenteeism.

Insert or delete rows, as necessary.

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

The SAE's 2024-2025 LCAP was specifically influenced by discussions on community engagement and school climate and culture resulting in significant increases to related actions and budgets.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Foster college and career readiness through arts and enterprise pathways using equitable pedagogy in an optimal learning environment with high expectations of academic achievement.**	**Broad Goal**

State Priorities addressed by this goal.

1 (Basic Services), 2 (Implementation of Academic Standards), 4 (Student Achievement), 5 (Student Engagement), 6 (School Climate), 7 (Course Access)

An explanation of why the LEA has developed this goal.

According to The SAE's 2022 Dashboard, 0% of English learners (EL) and 0% of students with disabilities (SWD) scored proficient in math. Although The SAE has focused more on improving our average distance from standard (DFS) rather than percent proficiency since the state adoption of CAASPP, the fact that 0% of our ELs and SWDs score proficient is also very concerning to The SAE.

Measuring and Reporting Results

Metric #	Metric	Baseline	Target for Year 3 Outcome	Midyear Review Dec 2024
1A	Credentialing - % of teachers teaching courses aligned to valid credential	100% (2023/2024)	100%	90%
1B	Mathematics average distance from standard on SBAC	All: -124.2 EL: -166.3 SED: -120.4 SwD: -202.9 Black: -145.6 Hispanic: -129.6 (*Dashboard 2023*)	All: -25 EL: -35 SED: -25 SwD: -35 Black: -25 Hispanic: -25	All: -121.3 EL: -154.2 SED: -117.3 SwD: -172.4 Black: -155 Hispanic: -130.7
1C	English language arts average distance from standard on SBAC	All: -52.3 EL: -102.4 SED: -52.0 SwD: -158.2 Black: -46.7 Hispanic: -55.7 (*Dashboard 2023*)	All: 0 EL: 0 SED: 10 SwD: 0 Black: 0 Hispanic: 0	All: -50.7 EL: -110.6 SED: 47.2 SwD: -114.2 Black: 96.2 Hispanic: -61.2
1D	Student access to sufficient standards aligned instructional materials percentage	100%	100%	100%
1E	English learner proficiency – CA Dashboard indicator % making progress	45.8% (*Dashboard 2023*)	60%	36.7%
1F	Facilities inspection rate - ratio of months when school inspections occurred & necessary repairs completed	100%	100%	100%
1G	Professional development satisfaction rating	77% (10/6/23 survey)	90%	Data not yet collected
1H	IEPs fully serviced percentage	100% (*SEIS 23/24*	100%	100%

1I	Students in at least one art class	98%	100%	99.1%
1J	College/Career readiness – CA Dashboard Indicator % prepared (A-G + CTE Pathway Completers)	24.4% Prepared	90% Prepared	52.6%
1K	Rigorous college preparatory courses – student survey % agree or strongly agree: SAE courses prepare students to be successful in college	73% (22/23 Survey)	95%	Data not yet collected

Goal Analysis for 2023-2024

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

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

All actions implemented as planned.

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 material differences (adjusted to 1.02 and 1.07 combined and 1.05 and 2.05 combined)

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

Academic outcomes increased significantly in grades 9-12, but continue to be a challenge in grades 6-8.

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

Upon reflection, The SAE increased emphasis on academic outcomes, specifically 1.05 and 1.06

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	Midyear Review
1.01	Teacher Retention	The SAE will maintain sufficient core and CTE staffing to ensure a robust college/career program. This action includes costs for salaries and benefits for the following credentialed personnel: a. CTC Credentialed Teacher/Sub compensation ($4,183,141) b. CTE Credentialed Teacher compensation ($1,225,882)	$ 5,409,023 SEE= $163,156	1,582,540
1.02	General Education Student Support Providers	General and Special Education Paraprofessional educators and other student/classroom support providers compensation	$ 521,411	112,032
1.03	Administrators	Administrator compensation	$ 1,098,898 Title I=$200,000	589,163
1.04	Administrative support staff	Administrative, facility, and nutrition support staff compensation	$ 1,166,799 Title I=$48,492	658,497
1.05	Curriculum, Instructional, and Assessment resources	a. Increase academic achievement for all significant subgroups ($291,000) b. Expand high quality CTE Arts and CTE Business programs ($410,500)	$ 701,500 Title IV=16,200 CTEIG= $230,000	240,234
1.06	Professional Development	In-services, conferences and workshops, educational coaches and consultants	$ 263,400.00 Title II = $32,059 EEG = $39,562 CTEIG = $72,500	61,103
1.07	Special education services	a. Specialist service provider and evaluator compensation b. Instruction and Evaluation resources c. Appropriate Setting	$ 309,410	184,786

Action #	Title	Description	Total Funds	Midyear Review
1.08	English language development	Instructional materials, testing and materials	$ 2,349	3,357
1.09	Nutrition services	Food and supplies for nutrition services FCNP=$205,000	$ 309,410	76,359
1.10	Non-instructional services	Audit Services, Banking and Payroll Service Fees, Depreciation, District Oversight Fee, Dues and Memberships, Employee Tuition Reimbursement, Equipment Rental/Lease Expense, Equipment Repair, Financial Services, Fundraising Expense, Insurance, Interest Expense, IT Services, Legal Services, Legal Settlements, Services Student Activities, Business Operations, Emergency preparedness	$ 1,409,916	639,338
1.11	Facilities	Maintenance, utilities, Rent/Lease, IT	$ 993,391	366,926

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	**Engage family and community involvement in student learning and growth.**	**Broad Goal**

State Priorities addressed by this goal.

5 (Student Engagement), 3 (Parent Engagement)

An explanation of why the LEA has developed this goal.

The SAE must keep parents and students engaged in school processes for effective school governance and to meet enrollment needs. Families continue to request improved translation services to help all families stay engaged with the school and participate in school governance. Student engagement in school is also imperative to academic achievement, and our community expects The SAE to keep students engaged in school through the arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Target for Year 3 Outcome	Midyear Review Dec 2024
2A	Average daily attendance	91% (SIS 23/24)	92.5%	93% (SIS Dec 2024)
2B	Chronic absentee rate	**All: -34.1%** EL: 43.5% SED: 34.2% SwD: 31.4% Black: 27.8% Hispanic: 36.1% (*Dashboard 2023*)	5% All subgroups	**All: 34.1%** EL: 41.7% SED: 32% SwD: 39.1% Black: 47.1% Hispanic: 33.2% (*Dashboard 2024*)
2C	School Community Engagement meetings per year	12	16	Data not yet collected
2D	Student Engagement Survey - % of students who agree or strongly agree they feel engaged with the school community	81% (22/23 Survey)	90%	Data not yet collected

Insert or delete rows, as necessary.

Goal Analysis for 2023-2024

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

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

> All actions implemented as planned.

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

> The SAE spent significantly more on our Academic Expo (Action 2.01) than planned in an effort to increase community engagement in our students' academic projects. The SAE underspent in Community Engagement (Action 2.04) in other areas (ie Marketing) in an effort to balance the budget. No material differences to 2.05 budget to actual when combined with 1.05.

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

> The SAE experienced increased engagement from parents this school year as indicated by attendance at school events, including Expo, SAW, and our Academic Awards Ceremony.

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

> The plans to increase school community engagement in an effort to increase academic and school culture outcomes.

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

Actions

Action #	Title	Description	Total Funds	Midyear review
2.01	Academic Expo	a. Venue Rentals / facilities b. Materials, equipment and supplies	$ 7,000	~7,000
2.03	Community Engagement	a. Materials, supplies, printing a. Designer fees	$ 367,000	95,916
2.04	School community communication	a. Accountability groups meeting supplies b. Communication systems	$ 87,000	36,538

Action #	Title	Description	Total Funds	Midyear review
		b. Translation services		
2.05	CTE Visual and performing arts shows	a. Venue Rentals b. Performance Production c. Gallery	$ 130,000	54,058
2.06	Extended Learning Opportunities	Facilities, Materials, equipment and supplies	$ 101,000 (ELOP = $ 101,000)	13,028
2.07	Graduation and Promotion	Venue and operations	$ 30,000	904

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	**Foster a safe school environment that promotes social-emotional growth of our diverse student population.**	**Broad Goal**

State Priorities addressed by this goal.

State Priorities: 6 (School Climate), 8 (Other Student Outcomes)

An explanation of why the LEA has developed this goal.

Supporting socioemotional needs after over a year of distance learning is crucial for learning loss mitigation.

The SAE historically attracts a high number of students with mental health and social-emotional needs. Recent years have also seen the need to develop supports for chronic absenteeism and alternatives to suspension. The SAE continues to strive for a strong social emotional learning curriculum that will help the SAE continue this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Target for Year 3 Outcome	Midyear Review Dec 2024
3A	Graduation rate	Current seniors = 98% 4-yr cohort = 95.4% (*Dashboard 2023*)	Current seniors = 100% 4-yr cohort = 95%	Current seniors = 98% 4-yr cohort = 96.2% (*Dashboard 2024*)
3B	Suspension rate	All: 4.6% EL: 4.5% SED: 4.9% SwD: 6.6% Black: 12.1% Hispanic: 3.7% (*Dashboard 2023*)	All: 3% EL: 3% SED: 3% SwD: 3% Black: 3% Hispanic: 3%	All: 7% EL: 5.8% SED: 6.2% SwD: 13% Black: 20% Hispanic: 6.5% (*Dashboard 2024*)
3C	Expulsion rate	0%	0%	0%
3D	PBIS rewards rate - % of students receiving PBIS rewards monthly	100% (*PBIS Rewards 23/24*)	100%	Data not yet collected

Goal Analysis for 2023-2024

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

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

All actions implemented as planned.

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.

Additional funding needed for security for overnight security to due to facility break-ins occurring at the beginning of the year. (Overnight services discontinued after December.) Additional funds allocated for 3.03 and 3.04 in an effort to promote positive behavior and attendance.

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

Behavior and attendance increased significantly in grades 9-12, but continue to be a challenge in grades 6-8.

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

The SAE significantly increased funding for alternative to suspension resources, PBIS rewards, and attendance incentives.

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	Midyear Review
3.01	Counseling	a. Academic counselor compensation Social emotional counselor compensation	$ 211,297	66,598
3.02	Campus security	Security personnel compensation	$ 159,200	116,945
3.03	Social emotional learning and behavior intervention	a. Expand Alternative to Suspension programs b. Maintain Social Emotional Learning & Restorative Justice programs Maintain Positive Behavior Intervention Systems (PBIS) rewards program	$ 20,000	6,083
3.04	Student attendance	Increase Monitoring, Positive Incentives, and Family Collaboration to increase significantly reduce chronic absenteeism	$ 10,000	600

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,200,055	$237,074

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
28.97%	0%	$0	28.97%

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 #(s)	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
1.03; 1.08; 2.04; 3.01; 3.03; 3.04	English learners, low-income, and foster youth academic achievement and school engagement	English learners, low-income, and foster youth will benefit first from increased academic support from schoolwide paraeducators and increased socioemotional support with counseling and alternatives to suspension programs. Low income students will benefit from increased technology resources available for home check out.	CAASPP Math and ELA; Suspension Rate; Chronic Absenteeism; Student survey

Insert or delete rows, as necessary.

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
1.08	English Learner English Language Development	Increased resources for curriculum, instruction and assessment	English Learner Progress (CA Schools Dashboard)

Insert or delete rows, as necessary.

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.

N/A

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.

Additional staffing for ELD teacher and for Homeless and Foster Youth Liaison

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	N/A	1:38
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15