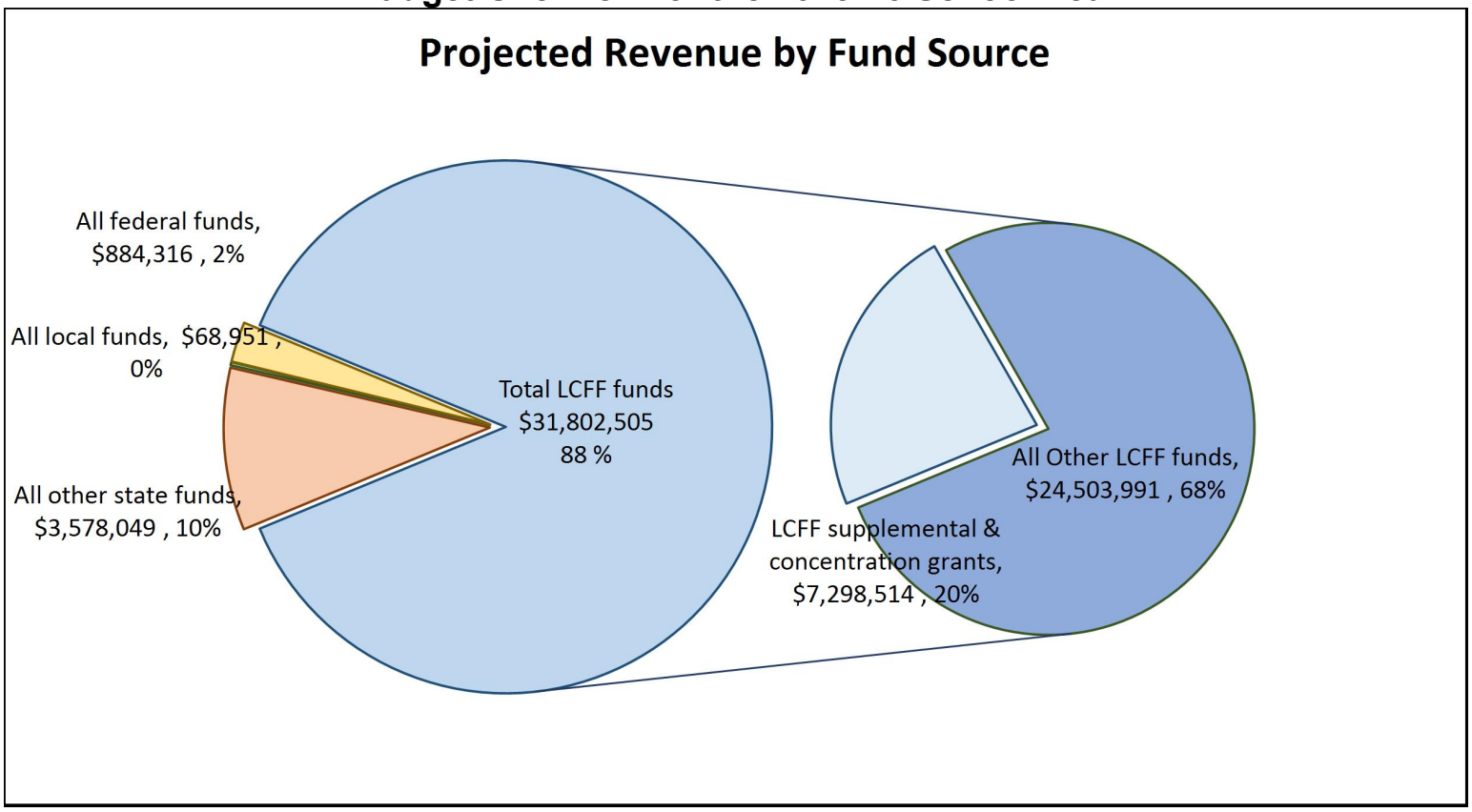
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: IQ Academy Los Angeles
CDS Code: 19-73452-0120600
School Year: 2025-26
LEA contact information:
Nick Stecken
Head of School
nicstecken@iqcala.com
805-581-0202

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

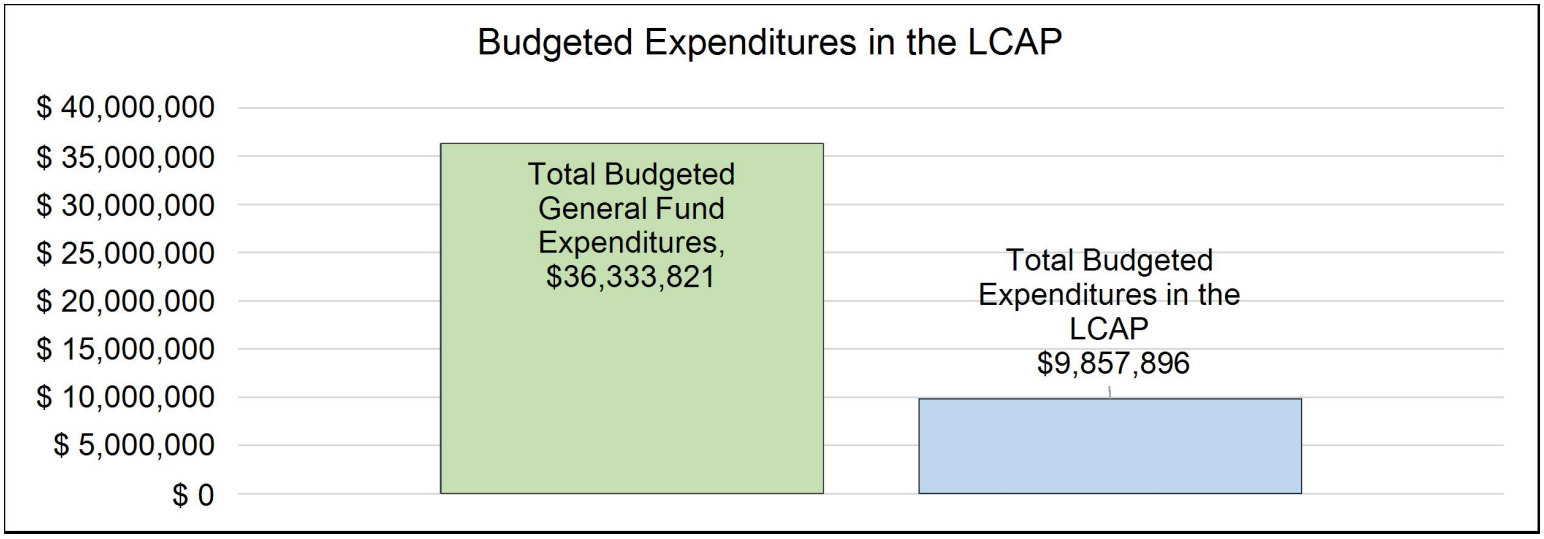


This chart shows the total general purpose revenue IQ Academy Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for IQ Academy Los Angeles is $36,333,821, of which $31,802,505 is Local Control Funding Formula (LCFF), $3,578,049 is other state funds, $68,951 is local funds, and $884,316 is federal funds. Of the $31,802,505 in LCFF Funds, $7,298,514 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 IQ Academy Los Angeles 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: IQ Academy Los Angeles plans to spend $36,333,821 for the 2025-26 school year. Of that amount, $9,857,896 is tied to actions/services in the LCAP and $26,475,925 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

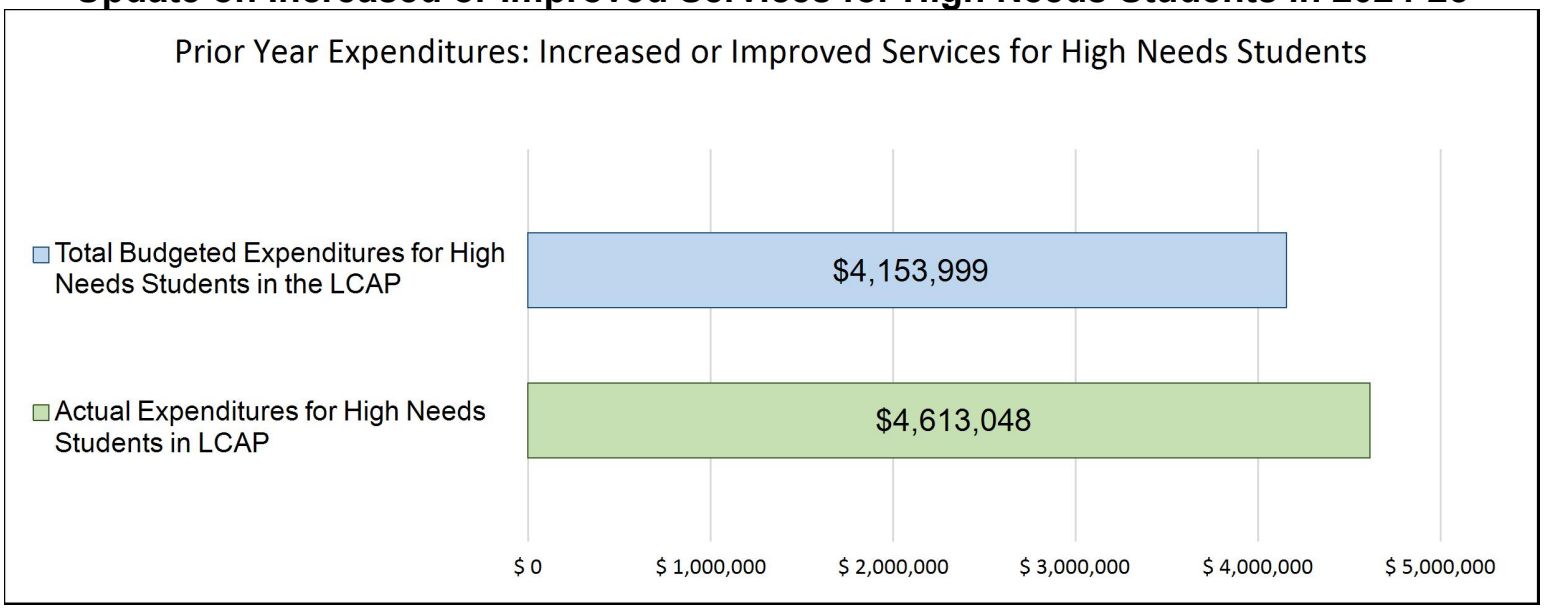
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, IQ Academy Los Angeles is projecting it will receive $7,298,514 based on the enrollment of foster youth, English learner, and low-income students. IQ Academy Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. IQ Academy Los Angeles plans to spend $8,442,218 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 IQ Academy Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what IQ Academy Los Angeles 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, IQ Academy Los Angeles's LCAP budgeted $4,153,999 for planned actions to increase or improve services for high needs students. IQ Academy Los Angeles actually spent $4,613,048 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
IQ Academy Los Angeles	Nick Stecken Head of School	nicstecken@iqcala.com 805-581-0202

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.

iQ Academy California - Los Angeles (iQLA) is an online public charter school chartered by Rowland Unified School District. iQLA is known as the "public school that feels like a private school," due to our individualized and hands on approach. We serve approximately 1429 students in grades K-12. iQLA helps students become independent, self-motivated learners by giving them a strong foundation and opportunities to explore interests and reach their academic potential. Serving residents of five southern California counties, the accredited online school offers an innovative use of technology, a rigorous and engaging curriculum, and a personalized approach tailored to different learning styles. We believe that education is most effective when we work together, as a partnership between teachers, parents and students.

Our student body is diverse, with approximately 8.9% English Learners. 74.5% of our students qualify for free or reduced lunch. Our population is made up of 17.6% African American, 59.8% Hispanic or Latino, 1.9% Filipino, 11.9% White; 5.5% "2 or more races", 2% Asian, 0.8% American Indian or Alaska Native, and 0.3% Pacific Islander. Approximately 14.3% of our population qualifies for special education services.

iQ Academy of California-Los Angeles helps students become independent, self-motivated learners by giving them a strong foundation and the tools they need to reach their academic potential.
* Targeted teaching in student's area(s) of strengths and weaknesses.
* State-certified teachers provide instruction synchronously and asynchronously.

* Broad, rigorous, highly interactive curriculum enriches and inspires.
* College-and-career counseling and community volunteering enrich the education experience.
* In-person and virtual outings help students connect.
* Concurrent enrollment program lets qualified students earn college credits for select courses.
* Service Learning opportunities in our high school program.
* Grad Plans for high school students showing the pathway from 9th grade through graduation.

Reflections: Annual Performance

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

Updates for 2023-2024 State Dashboard Data:

General Summary: IQ Academy saw a large increase in overall enrollment in 23-24. Our student population grew from 1,289 to 1,429 students (9.7% increase). The school demographics have shifted too, serving more EL students (increase in 2.4% as a proportion of our student population) and serving more special education students (Increase around a half a percent as a proportion of our student population). This mirrors a trend IQ has experienced since the COVID period where YOY enrollment continues to increase, along with a steady climb in subpopulations as a proportion of our student population. This combined with our schools more transient population and the scaling necessary to serve this increasing YOY student populations has continued to contextualize the schools state indicator performance.

Specific breakdowns in YOY performance are listed below with additional context.

Local Indicator: Implementation of Academic Standards: Met

Academic Indicators Summary by Indicator:
Math and ELA Indicator: While the school did experience a decrease in distance from standard in both ELA and Math in 23-24 it did see an increase in the overall proficiency rating for our student performance on the CAASPP assessment. IQ's ability to predict student performance on the state assessment and its focus on measuring growth as it's primary bellwether for the academic programs effectiveness remains an essential component of our ability to iterate on our academic program to improve student outcomes. The schools overall academic program which focuses on using state and STAR 360 data to target student needs by standard remains an effective way to target YOY growth in Math and ELA. We are seeing decreases manifest primarily in the grade bands that experienced higher YOY enrollment growth and the juxtaposition of the growth in STAR 360 performance in middle and high school compared to elementary suggests a correlation between the enrollment growth manifesting more in one grade band vs the others. The fact that the school saw increases in overall proficiency YOY suggests that IQ still has an effective program to target student needs where they are, but still struggles as any school would with dramatic increases in its overall student population. It's important to note that the "distance from standard" decrease observed in ELA and Math are juxtaposed against the improvements the school saw in our EL Indicator and College and Career indicator between 22-23 and 23-24. Both of these state indicators saw dramatic improvements and the context of that improvement is mostly related to the improvements the school made in hiring for both these related needs. The ELD department in 23-24 had been scaled up by the end of 22-23 and was ready for the additional increase in the EL population that came with the increases in enrollment YOY.

English Language Arts 23-24 performance:
All Students – Orange – 35.7 points below standard

Subgroups:
African American – Orange – 41.8 points below standard
English Learners – Red – 87.8 points below standard
Students with Disabilities – Red – 89.9 points below standard
Hispanic – Orange – 43.2 points below standard
Socioeconomically Disadvantaged – Orange – 44.4 points below standard
White – Orange – 18.0 points below standard

English Language Arts 23-24 YOY change:
All Students – Decrease of 10.9 points distance from standard

Subgroups:
African American – Decrease of 6.7 points distance from standard
English Learners – Decrease of 34.5 points distance from standard
Students with Disabilities – Decrease of 13.5 points distance from standard
Hispanic – Decrease of 11.2 points distance from standard
Socioeconomically Disadvantaged – Decrease of 14.4 points distance from standard
White – Decrease of 14.5 points distance from standard

23-24 Proficiency Rating:
ELA proficiency - +2.2% increase YOY

ELA Growth:
Elementary:
K-2nd: Decrease 2.73%
3rd - 5th: Decrease 2.78%
Middle School: Increase 14.39%
High School: Increase 0.42%

Math 23-24 performance:
All Students – Orange – 79.6 points below standard

Indicators where a student group received the lowest performance level on the 2023 dashboard:
2023: Students with Disabilities Red
2023: English Learners Red

Subgroups:
African American – Yellow – 80.5 points below standard
Students with Disabilities – Orange 136.3 points below standard
English Learners – Red – 108.6 points below standard
Hispanic – Orange – 88.1 points below standard
Socioeconomically Disadvantaged – Orange – 86.0 points below standard
White – Orange – 67.8 points below standard

Math 23-24 YOY change:
All Students – Decrease of 5.0 points distance from standard

Subgroups:
African American – Increase of10.2 points distance from standard
Students with Disabilities – Increase of 3.0 points distance from standard
English Learners – Decrease of 8.7 points distance from standard
Hispanic – Decrease of 7.2 points distance from standard
Socioeconomically Disadvantaged – Decrease of 2.9 points distance from standard
White – Decrease of 18.0 points distance from standard

23-24 Proficiency Rating:
Math proficiency - +.5% increase YOY

Math Growth:
Elementary:
K-2nd: Decrease 6.47%
3rd - 5th: Decrease 1.15%
Middle School: Increase 7.05%
High School: Increase 0.12%

College/Career indicator Summary: As a bit of background the school has been developing our college and career program since 2020. IQ has made a consistent effort to establish partnerships with local community colleges (we have 2 MOUs in place as of 25-26) and has fully transitioned our high school program to a career prep model where students are highly encouraged to select a CTE pathway that they complete with IQ. We expect our first pathway completers to really come online in 25-26. These efforts have been long in the making and has resulted in a dramatic increase in our indicator performance. IQ's CTE program remains our most effective plan of action for seeing consistent improvements in this indicator and we expect that to manifest into further improvements in our CCI indicator in the coming school year.

College/Career indicator performance:
All Students – Yellow – 29.4 % prepared

Subgroups:
Hispanic – Yellow – 22.0 % prepared
Socioeconomically Disadvantaged – Yellow – 28.3 % prepared

College/Career YOY change:
All Students – Increase 13.1 %

Subgroups:
Hispanic – Increase 11.1 %
Socioeconomically Disadvantaged – Increase 14.2 %

College and Career contributions to indicator score:
Source: Met UC/CSU Requirements and CTE Pathway Completion Report
1.2% Increase - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate
2.4% Increase - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the
1.6% Increase - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate

Source: College/Career Levels and Measures Report & Data - How Students Met Prepared
Graduation Cohort: increased by 21 students
Increased - 13.1% Prepared
Decrease - 13.5% - Approaching Prepared
Increase - .4% - Not Prepared
Increase - 19.4% - Students Earning College Credit

English Learner Indicator Summary: In the prior year (22-23) we saw a dramatic increase in our ELD population. Scaling the school staff and resources to serve these students was executed on, but sourcing qualified ELD teachers took time and training these teachers into our ELD program also took time. In 23-24 the department had grown and it's teachers had been effectively onboarded into our ELD program. While we did see increases in the ELD population in 23-24 the larger ELD department was able to absorb these increases and scale with limited disruption to the schools ability to serve students. The increases that manifested YOY showcase and effective response by the school and our ELD students making progress is now higher then the state average (45.7%)

Indicators where a student group received the lowest performance level on the 2023 dashboard:

English Learner Progress:
2023: English Learners Red

English Learners Green - 48.6%
English Learner Change YOY: 10.8% Increase

English Learner reclassification rate: 10.6%
English Learner reclassification rate change YOY: Decrease of .7%

Academic Engagement Indicator:

Local Indicator Access to a Broad Course of Study: Met

Chronic Absenteeism Summary: As a virtual school the ability to identify, monitor, and intervene to encourage student participation and engagement in school is the most critical component of our programs ability to serve students. As with other metrics increases in overall enrollment YOY and the scaling of support departments and onboarding of new staff remain thematic elements that impact our ability to monitor and respond to student engagement. The school has continued to iterate on it's monitoring tools, engagement intervention practices, and early identification/intervention methods. Just some examples from 23-24;
*IQ had better data feeds for homeroom teachers and their supporting administrators to identify student disengagement and intervene earlier (having dedicated funding to for engineering of data reporting that allowed us to better organize our various KPI's that impact student engagement)
*IQ had increased the size of our dedicated engagement intervention team and transitioned to a case management model for these students that improved parental involvement in the monitoring of student engagement.
*IQ made sure to improve both teacher training and student/LC understanding of our attendance requirements through revisions of our onboarding program over the summer term.
*IQ worked to create a predictive measurement to identify trends in student engagement overtime, this allowed the school to pivot engagement resources to where need was manifesting vs when it had already manifested.

Indicators where a student group received the lowest performance level on the 2023 dashboard:

Chronic Absenteeism:
2023 All Students Red
2023 African American Red
2023 Hispanic Red
2023 Socioeconomically Disadvantaged Red
2023 Students with Disabilities Red
2023 White Red

Overall the data tells a story of all of these YOY changes having a dramatic and positive impact, fully reversing the decline observed in 22-23.

Chronic Absenteeism performance:
All Students – Yellow – 12.2 %

Subgroups:

African American – Yellow – 14.5 %
English Learners – Green – 9.8 %
Hispanic – Yellow – 13.1 %
Socioeconomically Disadvantaged – Yellow – 13.6 %
Students with Disabilities – Yellow – 14.6 %
White – Green – 5.6 %
Asian - No Performance Color

New Subgroup: Homeless – Orange – 23.3 %

Chronic absenteeism Dashboard change YOY:
All Students – Decrease 6.1 % | Red to Yellow

Subgroups:
African American – Decrease 5.7 % | Red to Yellow
English Learners – Decrease 5.8 % | Orange to Green
Hispanic – Decrease 6.5 % | Red to Yellow
Socioeconomically Disadvantaged – Decrease 6.4 % | Red to Yellow
Students with Disabilities – Decrease 7.4 % | Red to Yellow
White – Decrease 9.6 % | Red to Green

Overall Attendance rate:
96.12% (P2 Attendance Measurement for 23-24) - 3.08% Increase YOY.

Chronic Absenteeism All grade levels:
23-24 All Students - 16.1%

Subgroups:
English Learners 16.6%
Homeless Youth 22.7%
Students With Disabilities 18.9%
Socioeconomically Disadvantaged 17.3%
African American 16.3%
American Indian or Alaska Native 15.0%
Asian 11.1%
Filipino 7.1%
Hispanic or Latino 16.9%
White 13.7%
Two or More Races 14.8%

Chronic Absenteeism all grade levels YOY change:
All Students – Decrease 8.8 %

Subgroups:
English Learners – Decrease 7.3 %
Homeless Youth – Decrease 12.1 %
Students with Disabilities – Decrease 7.4 %
Socioeconomically Disadvantaged – Decrease 9.3 %
African American – Decrease 9.0 %
American Indian/Alaska Native – Decrease 3.5 %
Asian – Decrease 10.5 %
Filipino – Decrease 16.2 %
Hispanic/Latino – Decrease 8.3 %
White – Decrease 11.4 %
Two or More Races – Decrease 9.0 %

Graduation Rate Summary: IQ Academy continues to see YOY improvements in graduation rate and has now seen our graduation rate improve beyond the state average (86.7%). This is a part of a sustained effort that included CCI related changes to our offerings, dual enrollment partnerships to give students additional ways to earn credits, targeted summer school offerings that are directly tied to observed credit deficiency, and improved tracking methods that identify our graduation students by cohort year and be sure our state reporting is updated and accurate. The last piece has been especially important for IQ's improvements in graduation rate as our transient population requires us to have follow ups in place that ensure students who leave IQ are being enrolled somewhere else. Graduation performance in our indicators reflect the effectiveness of these programs in sustaining and expanding our improvements in graduation rate.

Graduation Rate indicator performance:
All Students – Green – 89.7%

Subgroups:
Hispanic – Yellow – 85.2%
Socioeconomically Disadvantaged – Green – 88.4%

Graduation Rate YOY Change:
All Students – Increase 7.0 %

Drop out rate: 9.2% (23-24 Dataquest) - Maintained YOY.

Subgroups:
Hispanic – Increase 0.2 % | Green to Yellow
Socioeconomically Disadvantaged – Increase 8.6 % | Yellow to Green

Conditions and Climate:

*iQLA has exceeded the state average in Suspension Rate with a score of “Blue” compared to the state average of “Orange”. All Subgroups are listed as “Blue” for this state priority.
*iQLA is met on the Local Indicator: Basics: Teachers, Instructional Materials, Facilities
*iQLA is met on the Local Indicator: Parent and Family Engagement
*iQLA is met on the Local Indicator: Local Climate Survey

Learning Recovery Emergency Block Grant:
The school has used the learning recovery emergency block grant to support students that have identified needs according to our 2023-2024 LCAP:

Indicators where a student group received the lowest performance level on the 2023 dashboard:
Funds were allocated to our intervention program IQ Boost (Goal 1 Action 5), our College and Career Action (Goal 1 Action 4) our engagement intervention action (Goal 4 Action 1). All of these actions are meant to focus on our high needs subgroups as it relates to academic achievement and engagement improvements in the identified subgroups listed below.

For Goal 1 Action 5: Related allowable uses: "Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." are applicable as IQ Boost staff are paraprofessionals who assist identified students with standards based small group instruction and reading literacy support.

For Goal 1 Action 4: Our College and Career action involves supporting students with opportunities and expanding CCI qualifying opportunities (like CTE pathway certifications, dual enrollment). Certiport (A certification support program related to CTE certifications) is an example of allowable uses that qualify in the "Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility." category.

For Goal 4 Action 1: Our IQ Connect engagement coaches and our Attendance Advocate conduct data monitoring and caseload management to identify student disengagement early and intervene/case manage the students with intent of eliminating or mitigating chronic absenteeism. This qualifies under the allowable use of: "Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff."

All actions focus on identified subgroups that showed need in our 2023 dashboard.

Math:
2023: Students with Disabilities Red
2023: English Learners Red

College and Career Indicator:
Hispanic - Low - 10.9% prepared

Socioeconomically Disadvantaged - Low - 14.1% Prepared

Chronic Absenteeism:
2023 All Students Red
2023 African American Red
2023 Hispanic Red
2023 Socioeconomically Disadvantaged Red
2023 Students with Disabilities Red
2023 White Red

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Administrators host online feedback sessions throughout the year such as the Educational Partner and the Title I feedback sessions. The Parent Advisory Committee meets monthly to review student data and school programs, providing feedback and input throughout the year. Surveys are incorporated as an opportunity to collect feedback from educational partners. All sessions and surveys are offered in English and Spanish. Parents have the opportunity to communicate and hold discussions about school programs and policies through the Learning Coach app on their phone. Parent Conferences are held twice a year to involve parents in their child's educational plan. We have a strong ELAC that allow parents an opportunity to provide input on support for multilingual learners. Parents are invited to participate in our SEL committee that provides input on our SEL, trauma informed and restorative practices initiatives. Parent-Teacher Conferences: We scheduled regular parent-teacher conferences to discuss students' academic progress, as well as school programs and policies. These provided an opportunity for parents to share their feedback on what was working well and what could be improved. Parent/Teacher/Student Surveys: We developed and distributed surveys to parents, teachers and students to collect feedback on school programs and policies. Surveys were distributed electronically

Educational Partner(s)	Process for Engagement
	and included questions that addressed specific areas of interest, such as academic programs, school climate, and parent involvement. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community. LC APP: Parents have access to and participate in discussions about school programs and policies through an application on their phone that functions much like social media and allows parents to collaborate with each other and with administration in real time.
Students	Students are given a comprehensive survey at the time of their enrollment to collect mindsets and input. Part of this survey includes the school climate survey. They are also invited to participate in the educational partner surveys and the educational partner feedback sessions that happen 3 times a year. Students are invited to participate in the SEL committee that provides insight and feedback for our SEL, trauma informed and restorative practices initiatives. Additionally, our high school holds a leadership club where students can lead out events, plan school outings and provide feedback on school programs and offerings. Finally, students at iQ Academy create and run school clubs that are sponsored by a teacher. Parent/Teacher/Student Surveys: We developed and distributed surveys to parents, teachers and students to collect feedback on

Educational Partner(s)	Process for Engagement
	school programs and policies. Surveys were distributed electronically and included questions that addressed specific areas of interest, such as academic programs, school climate, and parent involvement. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community. Student Clubs: Students have the opportunity to create and run clubs that are focused on their passions and areas of interest. Leadership Club: Students have the opportunity to participate in both middle school as well as high school leadership clubs in which they take an active role in leading out events and outings for the school.
Teachers	Teachers are sent a teacher pulse check survey several times a year that collects feedback on their experience in the school in general. They are also sent a survey at the conclusion of the three professional development days we hold each year. This allows teachers to let us know what they need in terms of professional development. Teachers are sent a survey at the end of the year regarding their experience with instructional coaching. This allows teachers to let us know if their coaching experience was effective and what they would like to see in terms of coaching for the following school year. Each department sends end of year surveys as well to get feedback specific to their processes such as data conferences and PLC's. Teachers are invited to participate in our SEL committee

Educational Partner(s)	Process for Engagement
	in which they provide feedback on our SEL, trauma informed and restorative practices initiatives. They are also invited to participate in the Educational Partner surveys and feedback sessions. Parent/Teacher/Student Surveys: We developed and distributed surveys to parents, teachers and students to collect feedback on school programs and policies. Surveys were distributed electronically and included questions that addressed specific areas of interest, such as academic programs, school climate, and parent involvement. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community.
Administrators	Administrators are invited to participated in the Educational Partner surveys and feedback sessions. Administrators are also part of the LCAP development and creation. They are invited to participate in the SEL committee that is tasked with creating SEL, trauma informed and restorative practices programs for our school. Additionally, a weekly administrator meeting is held in which the entire admin team collaborates on school processes and programs.
Other School Personal	Other school personnel would consist of our paraprofessionals. Paraprofessionals are included on our teacher pulse checks that are sent several times a year and collect data on their overall experience as a staff member in our school. They are also invited to participate in our Educational Partner sessions and surveys. They are invited to

Educational Partner(s)	Process for Engagement
	participate in our SEL committee that serves to create and provide feedback on SEL, trauma informed and restorative practices initiatives. Our paraprofessionals participate in the professional development days that are held several times a year. As such, they are also provided the professional development survey that is sent at the conclusion of the day to collect their feedback on effectiveness and future needs.

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

Throughout the LCAP development process, the school receives input on a variety of programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback.

By engaging our educational partners in these ways, we were able to create a more collaborative and inclusive school community. Specific feedback received from our educational partners through these engagement strategies was incorporated into decision-making processes, which helped us to improve our school programs and policies. We utilized the feedback obtained through these methods to inform a wide range of areas:

- intervention programs
- enrichment programs
- curriculum
- educational resources for families
- parent education
- support resources
- engagement programs
- social emotional learning opportunities,
- mental health support.

This allowed us to develop and implement programs and resources that met the needs of our students and families.

Summary of 24/25 Ed Partner Feedback:

Intervention Programs: There is a desire for more "prevention" which maps on to more opportunities for early intervention related to engagement and academic student outcomes. The school will be hiring additional classified intervention staff in an attempt to create shorter waitlists for this intervention.
-Parents advise not only a focus on students that are far below grade level but also students on the cusp.

-Parents would like to have a "prevention program".
-Parents would also like us to allow parents to refer their own kids into intervention programs.
-Parents overwhelming asked for more support writing.
-Parents with students in our intervention programs also overwhelming expressed satisfaction with the programs.

Enrichment Programs: Parents expressed support for expanded partnerships with colleges and CTE based STEM opportunities. This aligns with currently planned expansions by IQLA related to CTE staffing and clubs.
-Parents would like to see more STEM opportunities (clubs, competitions, workshops, etc)
-Parents shared satisfaction with our career focused school clubs.

Curriculum: Thematically there was common feedback from parents on curriculum being individualized to meet students where they are. There was some expression in stakeholder feedback about correct implementation and use of AI tools. The school will be creating additional guidance for teachers, students and parents meant to be responsive to this.
-Parents believe the small, targeted group focus of our instruction is working well for students.
-Parents asked for communication from teachers regarding their child's live session attendance.
-Parents emphasized the importance of live sessions being interactive and engaging and asked for possible incentives for attendance at sessions.
-Parents overwhelming expressed that the online curriculum is a powerful tool.
-Parents would like to see student curriculum individualized to a higher degree.

Educational Resources for Families: Parents have expressed a desire for more enrichment along with very normative feedback about enhanced 1:1 or small group tutoring supports. The school will be hiring additional classified interventions staff to serve this need.
-Parents would like to receive education about the availability and process of evaluating students for special education/504’s.
-Parents would like more advertising of free tutoring opportunities.
-Parents overwhelming support the college dual enrollment program as well as the CTE program.
-HS parents would like to see internship opportunities.

Parent Education: The school is looking at expanding our cultural calendar to have more frequent engaging and fun thematic events that parents and teachers can use to develop deeper connections and social-emotional supports for students.
-Parents really emphasized the importance of increasing communication between parents and teachers to deepen relationships. They do feel as though they can connect with teachers, when needed, but want increased communication for relationship building so they feel comfortable asking for what they need.
-Parents would like to be able to see their child's attendance in the system.
-Parents would like LC support sessions to be held in the evening.

Support Resources: The school is currently investigating tools related to supporting families that do not speak English as a first language in the home. There have been promising AI translation tools that can improve access to these resources for this important subgroup of families.
-Parents advise providing bilingual paraprofessionals to offer more push in services for our English Learners.
-Parents would like MKV resources available and accessible in a central location.
-Parents would like a slower start when first enrolled.

-Parents overwhelming asked for higher quality computers as well as additional tech items such as tablets and improved tech support.

Engagement Programs: The school will be hiring additional classified interventions staff to serve this need.
-Parents expressed that engagement support with attendance is really helpful.

Social Emotional Learning Opportunities: The school will be hiring additional classified interventions staff to serve this need.
-Parents would like more ways to connect with one another.
-Parents overwhelming expressed the importance of including SEL in school programming.

Mental Health Support: The school will be having certificated admin who primarily work with mental health supports to attend professional development that expands their ability to act on these student needs as they are identified. The school will also be bringing in our first school level school psychologist so that we are not having to work with School Psychologist contractors for most students.
-Parents would like in house mental health support, with 64% saying they would utilize mental health supports if more were offered.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.	Broad 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.

The school developed this goal to address student needs as indicated within the California School Dashboard. Updated with 2023 data, please note the 2023 dashboard has status only for the CCI indicator. All subgroups not listed have no performance level.

English Language Arts:
All Students Orange
African American Yellow
English Learners Orange
Students with Disabilities Orange
Hispanic Orange
Socioeconomically Disadvantaged Orange
White Green

Math:
All Students Orange
African American Yellow
Students with Disabilities Red
English Learners Red
Hispanic Orange
Socioeconomically Disadvantaged Orange
White Yellow

College/Career:
All Students Low
Hispanic Low
Socioeconomically Disadvantaged Low

English Learner Progress
English Learners Red

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: Grades 3 - 8 and 11	All Students - Orange - 24.8 points below standard Subgroups: African American - Yellow - 35.1 points below standard English Learners - Orange - 53.3 points below standard Students with Disabilities - Orange - 76.4 points below standard Hispanic - Orange - 32 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard White - Green - 3.5 points below standard	All Students – Orange – 35.7 points below standard Subgroups: African American – Orange – 41.8 points below standard English Learners – Red – 87.8 points below standard Students with Disabilities – Red – 89.9 points below standard Hispanic – Orange – 43.2 points below standard Socioeconomically Disadvantaged – Orange – 44.4 points below standard White – Orange – 18.0 points below standard		All Students - 14.8 points below standard Subgroups: African American - 25.1 points below standard English Learners - 43.3 points below standard Students with Disabilities - 66.4 points below standard Hispanic - 22 points below standard Socioeconomically Disadvantaged - 20 points below standard White - 6.5 points above standard	All Students – Decrease of 10.9 points distance from standard Subgroups: African American – Decrease of 6.7 points distance from standard English Learners – Decrease of 34.5 points distance from standard Students with Disabilities – Decrease of 13.5 points distance from standard Hispanic – Decrease of 11.2 points distance from standard Socioeconomically Disadvantaged – Decrease of 14.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						distance from standard White – Decrease of 14.5 points distance from standard
1.2	CAASPP Math: Grades 3 - 8 and 11	All Students - Orange - 74.6 points below standard Subgroups: African American - Yellow - 90.7 points below standard Students with Disabilities - Red - 139.3 points below standard English Learners - Red - 99.9 points below standard Hispanic - Orange - 80.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard White - Yellow - 49.8 points below standard	All Students – Orange – 79.6 points below standard Subgroups: African American – Yellow – 80.5 points below standard Students with Disabilities – Orange 136.3 points below standard English Learners – Red – 108.6 points below standard Hispanic – Orange – 88.1 points below standard Socioeconomically Disadvantaged – Orange – 86.0 points below standard White – Orange – 67.8 points below standard		All Students - 64.6 points below standard African American - 80.7 points below standard Students with Disabilities - 129.3 points below standard English Learners - 89.9 points below standard Hispanic - 70.9 points below standard Socioeconomically Disadvantaged - 73.1 points below standard White - 39.8 points below standard	All Students – Decrease of 5.0 points distance from standard Subgroups: African American – Increase of10.2 points distance from standard Students with Disabilities – Increase of 3.0 points distance from standard English Learners – Decrease of 8.7 points distance from standard Hispanic – Decrease of 7.2 points distance from standard Socioeconomically Disadvantaged – Decrease of 2.9 points distance from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White – Decrease of 18.0 points distance from standard
1.3	California Science Test Met or Exceeded Standard	18.85% Met or Exceeded	21.82% Met or Exceeded		28.85% Met or Exceeded	2.43% increase
1.4	College/Career Indicator	All Students - Low - 16.3% Prepared Subgroups: Hispanic - Low - 10.9% prepared Socioeconomically Disadvantaged - Low - 14.1% Prepared	All Students – Yellow – 29.4 % prepared Subgroups: Hispanic – Yellow – 22.0 % prepared Socioeconomically Disadvantaged – Yellow – 28.3 % prepared		All Students - 26.3% prepared Subgroups: Hispanic - 20.9% prepared Socioeconomically Disadvantaged - 24.1% Prepared	All Students – Increase 13.1 % Subgroups: Hispanic – Increase 11.1 % Socioeconomically Disadvantaged – Increase 14.2 %
1.5	CCI Details	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 20.2% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 21.4% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate		Source: Met UC/CSU Requirements and CTE Pathway Completion Report 30% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 1.2% Increase - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 98 16.3% Prepared 28.6% Approaching prepared 55.1% Not Prepared 6.3% Students Earning College Credit	2.4% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 1.6% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 119 29.4% Prepared 15.1% Approaching Prepared 55.5% Not Prepared		10% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 10% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: N/A 28.85% Prepared 28.6% NA - Summative Measurement is Prepared 55.1% NA - Summative	2.4% Increase - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 1.6% Increase - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: increased by 21 students Increased - 13.1% Prepared Decrease - 13.5% - Approaching Prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			25.7% Students Earning College Credit		Measurement is Prepared 30% Students Earning College Credit	Increase - .4% - Not Prepared Increase - 19.4% - Students Earning College Credit
1.6	English Learner Progress	Red - 37.8% making progress	Green - 48.6% making progress		47.8% Making Progress	10.8% Increase
1.7	EL reclassification rate	11.3%	10.6%		16.3%	Decrease of .7%
1.8	Reading Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured by greater than 35 SGP on the end of year STAR assessment.	Elementary: K-2nd: 65.60% 3rd - 5th: 55.22% Middle School: 50.67% High school: 66.72%	Elementary: K-2nd: 62.87% 3rd - 5th: 52.44% Middle School: 65.06% High School: 67.14%		Elementary: K-1: 60% 2nd - 5th: 42% Middle School: 56% High school: 71%	Elementary: K-2nd: Decrease 2.73% 3rd - 5th: Decrease 2.78% Middle School: Increase 14.39% High School: Increase 0.42%
1.9	Math Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured by greater than 35 SGP on the end	Elementary 1st-2nd grade: 62.41% 3rd - 5th grade: 48.34% MS: 49.50% HS: 63.89%	Elementary 1st-2nd grade: 55.94% 3rd - 5th grade:47.19% Middle School: 56.55%		Elementary 1st-2nd grade: 67% 3rd - 5th grade: 53% Middle School: 55%	Elementary: K-2nd: Decrease 6.47% 3rd - 5th: Decrease 1.15% Middle School: Increase 7.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of year STAR assessment.		High School: 64.01%		High School: 67%	High School: Increase 0.12%

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.

Thematically many of the challenges and successes for actions are in context with increases in enrollment YOY. Comparing peak enrollment from spring and fall in 23-24 and 24-25 give a sense of the increase:
23-24 Fall peak student enrollment: 1526
23-24 Spring peak student enrollment:1722
24-25 Fall peak student enrollment: 2002 (23% increase YOY)
24-25 Spring peak student enrollment: 2370 (27% increase YOY)

Action 1.1 - Staff Professional Development: Implementation for PD in 23-24 and 24-25 was focused on creating better integrations between staff/departments to serve English Language Development students and Special Education students. The school had experienced a dramatic growth in these populations along with our overall enrollment growth and thematically the school needed to improve on the good work the GE team had been doing identifying needs based on assessment data. Implementation was a success and the departments now have better inclusions of ELD teachers and SPED teachers into the development process for priority standards. One area that we are investigating in 24-25 related to professional development is the utilization of AI tools at the administrative/teacher/student level. This was something we began to work on in the spring of 24-25 and will inform our professional development in the 25-26 school year.

Action 1.2 - Universal Assessment: The schools assessment ecosystem is holistic and effective at generating data. In 23-24 the school maintained above 95% participation in our STAR 360 assessment and ESGI (reading remediation). In 24-25 we experienced dramatic enrollment growth (some grades seeing 20-30% growth in student population). The school has seen 92-95% participation in our BOY/MOY assessment in 24-25, the 24-25 drop in participation is a challenge we investigated and is manifesting in our new student population. We intend to revise our onboarding process for later cohorts over this summer to try to improve participation in cohorts of students who join us after our August start date. Lastly the school is responding to the dyslexia screener mandate by reviewing ESGI and our plans for assessment for reading remediation, there is some indication that we can use a different program that can do both the dyslexia screening and the reading remediation assessment.

Action 1.3 - EL Support: Our ELD department also was impacted by scaling certificated ELD teachers in-year to accommodate for the growth in the EL student population. Our ELD department almost doubled in 24-25. Onboarding new staff was not ineffective but created a lag time for responding to increases in enrollment where caseloads had to increase temporarily while staff were sourced, hired, and trained. IQ

believes implementation of our ELD program was successful in the context of these challenges, but we expect it to impact student outcomes in indicators as the case management done by our ELD department is critical to getting this group of students the support they need.

Action 1.4 - College and Career: The implementation of this action was consistent with prior years. The school is still experiencing challenges in maintaining this action related to staffing. Certificated CTE staff are difficult to source and directly impacts our ability to iterate/expand offerings. This challenge has been consistent since our programmatic pivot to CTE pathways in 2020 and continues to impact implementation.

Action 1.5 - Academic Intervention: The schools overall Academic intervention programs were also impacted broadly by the challenges related to increases in overall enrollment. 24-25 saw a very large influx of students over fall and IQ boost had to respond to this by adding additional staff to maintain our caseload balance. Adding staff impacted our ability to respond to student needs in the fall of 24-25 but it did resolve by January. This was further complicated by a large influx of TK students where paraprofessionals from IQ boost assist the teacher daily during instruction, this was a priority to allocate toward in the fall but required us to pull resources from other IQ Boost intervention programs while we were adjusting staffing. While broadly our implementation of this action was consistent with prior years, as is mentioned below in IQ's effectiveness summary, the 1.5 action was one where we did feel like our assessment tools need to be reviewed in light of the distance from standard measurement. One consideration that will be investigated over the 24-25 summer term is the use of proctored CAASPP interim assessments as a method of getting apples to apples DFS scoring that lets us better target students based on this DFS criteria vs the more normative growth and proficiency measurements the school currently relies on. One success; in 23-24 the IQ administration team planned to make it a 24-25 goal to better integrate ELD and Special education teachers into the GE standards selection process. This was successfully rolled out in our August professional development and reinforced during our March professional development in 24-25. The school plans to continue to make it a priority to integrate different departments into this process so that targeted learning objectives drive support and service goal settings.

One additional area of focus for the coming 24-25 summer term (and 25-26 school year) will be related to AI integration into our learning environment and staff/student/stakeholder facing interventions. IQ believes there is both an opportunity to improve interventions and a need for specific school guidance as it relates to the use of AI tools in the academic intervention space.

Action 1.6 - Instructional Intervention (Improved): Implementation of this action was consistent with prior years. In 24-25 IQ has begun to work with our teachers to change the format of our instructional interventions by increasing meeting times, and having meeting times occur by cycles instead of monthly. IQ believes that we can see improvements at the departmental/teacher level by creating larger meeting window times that occur parallel to our instructional cycles. This would provide a better inflection point for data analysis, iteration on existing learning objectives/priority standard targets, and the sharing of best practices related to implementation of the schools instructional framework.

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.

N/A

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

Action 1.1 - Staff Professional Development: Staff feedback on effectiveness remains consistent with prior years. IQ built on the needs of 23-24 by making sure 24-25 PD was focused on special education and ELD alignment with general educational curriculum mapping and standards selection. Building better integrations with special programs and services remains a enduring need at the school as we see both increases in overall enrollment and increases in the proportion of these student populations. IQ believes we are still able to say with confidence that this action is effective.
PD Feedback 24-25 SY staff feedback ratings:
August PD: "Value of the PD to your practice" 4.06/5 average rating
March PD: "Value of the PD to your practice" 4.12/5 average rating

Action 1.2 - Universal Assessment: Regular assessment of students using STAR 360 remains a core component of the schools engagement with standards aligned instruction and curriculum. All teachers work with curriculum specialist to analyze STAR 360 data and ensure teachers align asynchronous curriculum and instruction to identified priority standards that students show need in. We measure effectiveness by conducting internal audits of this alignment. Updated alignment data showcases that all grade bands now are now completing these checks for 100% of teachers across all current quarters in 24-25 (quarter 4 is in progress). The school conducts informal observations of teachers twice monthly. The results of those observations are meant to measure the implementation effectiveness of the priority standards alignment work we do related to assessment data. Teachers who do not meet expectations related to informal observations are provided additional training and supports through our IQ Academy teacher trainer or the curriculum specialist team, as applicable. IQ believes we are able to say with confidence that this action is effective.

Average Teacher Rating from informal observations in 23-24;

School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 89% of observed teachers met this requirement.

School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 88% of observed teachers met this requirement.

School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 84% of observed teachers met this requirement.

HS: Math and ELA alignment checks from 24-25:
Quarter 1: 100%
Quarter 2: 100%
Quarter 3: 100%

MS: Math and ELA Alignment checks from 24-25:
Quarter 1: 100%
Quarter 2: 100%
Quarter 3: 100%

Elementary Math and ELA alignment checks from 24-25:
Quarter 1: 93.75%
Quarter 2: 100%
Quarter 2: 100%
Quarter 3: 100%

Action 1.3 - EL Support: The school maintains a holistic and effective ELD program but did make adjustments in 23-24 to respond to the decrease we observed in the ELD indicator in 22-23. IQ revised training and supports for ELD students, conducted specific PD in August to align ELD supports with GE identified learning goals, and we scaled the department over 23-24 to accommodate our increasing ELD student population. Results showed improvements in indicator performance for ELD students, in addition ELD students saw an increase in one year's growth of 7.21% YOY. IQ Believes we can say with confidence that our our focus on ELD students and departmental adjustments related to improving fidelity has made this action effective.
Summative ELPAC Scores (CA Dashboard ELPI): 48.6% (23-24)
Star 360 Reading Growth from BOY to EOY: 60.44% of all ELs who took both the BOY and EOY showed one year's growth. (23-24)

Action 1.4 - College and Career: The school continues to develop and iterate on its CTE pathway offerings. Staffing and student interest remain key components that have impacted our offerings since starting our CTE pathway offerings in 2020. This has in some cases resulted in modifications in pathways offerings, for example; IQ removed international business as part of our Business and Finance offering due to student interest. Our ICT pathway as well saw the removal of software and systems as a pathway offering after student interest shifted more to the game and simulation pathway. IQ's iterative engagement with CTE offerings to meet our students and stakeholders where interest has manifested is evidence that the IQ CTE program is a core part of our high school program and responsive to our students and stakeholders. We added an AIME pathway since 2020 as well, opening up animation, graphic design, and web design to students. The school also established an additional partnership for dual enrollment in 2023-2024. IQ now has two MOU agreements with South Orange County Community College District (new) and Norco Community College. Both of these initiatives are part of a broader shift that began in 2020 to shift high school student course offerings to better align with the CCI indicator. The school also continued in 23-24 to refine our tracking and reporting related to CCI eligibility which has improved IQ's performance in the indicator as reporting has better captured student achievements that are components for qualifying as meeting the CCI indicator. The growth in the CCI indicator we see from 23-24 is evidence that the schools many efforts to address this state priority remain effective and iterative.

All Students – Increase 13.1 %
Subgroups:
Hispanic – Increase 11.1 %
Socioeconomically Disadvantaged – Increase 14.2 %

Action 1.5 - Academic Intervention: With growing enrollment and a proportional increase in our ELD population, IQ made a concerted effort to prioritize our academic intervention services toward ELD students in 23-24. We saw improvements in growth for this subgroup while also seeing an increase in our ELD indicator as a result. There is strong evidence that interventions conducted through IQ Boost, in partnership with the teacher analysis and planning of curriculum and instructional alignment to priority standards (informed by data obtained through regular assessment of students through STAR 360) impacts student growth positively. Every grade level served by IQ boost shows a

dramatic improvement in the number of students meeting one years growth (compared to our all student grade band measurement), IQ boost also has a impact on graduation rate as their academic supports are geared toward credit completion (vs direct academic growth supports) for high school students.

The school did see a overall decrease in academic achievement as measured by the ELA and Math indicator "distance from standard" measurement in 23-24. 23-24 was the first year where IQ saw an overall increase in student proficiency YOY (students at met or exceeded) on the CAASPP assessment, while observing a decrease in the "Distance from Standard" (DFS) measurement on the state dashboard. This deviation was something the school investigated and it became clear that while proficiency and growth are correlated with the DFS score, they don't allow us a clear method of predicting a students performance as it relates to the DFS measurement. The example that can illustrate this point is to consider if the school sees a large influx of new students that may have many students earning a scaled score that is far below the state cut scores for the grade level, that may manifest as a lower DFS score (as the average distance from the cut score for a grade level is made lower because of a higher number of students with proficiency far below grade level), even if the total number of students hitting met/exceeded increases YOY (as a percentage of our total population). This is what was observed in 23-24.

The school is currently investigating another way to assess and measure student performance in a way that directly aligns with the DFS score so that we can improve our ability to target students based on this measurement. Even with an observed decrease in the DFS score, the other key performance internal indicators (listed below) showcase and effective action that does impact student performance positively for the students it targets for intervention. IQ believes that the action is effective given this context.

Data in support of this effective action:

ELA Indicator: All Students – Decrease of 10.9 points distance from standard
Socioeconomically Disadvantaged – Orange – 44.4 points below standard – Decrease of 14.4 points distance from standard YOY.
English Learners – Red – 87.8 points below standard - Decrease of 34.5 points distance from standard YOY.

Math Indicator: All Students – Decrease of 5.0 points distance from standard
Socioeconomically Disadvantaged – Orange – 86.0 points below standard - Decrease of 2.9 points distance from standard YOY.
English Learners – Red – 108.6 points below standard - Decrease of 8.7 points distance from standard YOY.

CAASPP Proficiency scoring:
ELA proficiency - 37.78% Met or Exceeded - +2.2% increase YOY
Socioeconomically Disadvantaged Students - 35.04% Met or Exceeded - .09% Increase YOY
English Learner - 11.60% Met or Exceeded - 5.35% Increase YOY.

Math proficiency - 22.85% Met or Exceeded - +.5% increase YOY
Socioeconomically Disadvantaged Students - 21.22% Met or Exceeded - 2.41% increase YOY.
English Learner - 14.29% Met or Exceeded - 2.29% Increase YOY.

IQ Boost 23-24 caseload performance:
Elementary: 232 Students

78% of students made growth on Reading Star360 (compared to 52.44% for all students), 62% of students made growth on Math Star360 (compared to 47.19% for all students)

Middle School: 187 Students
75% of students made growth on Reading Star360 (compared to 65.06% for all students), 65% of students made growth on Math Star360 (compared to 56.55% for all students)

IQ Boost serves high school students by supporting work completion and are paired with students who are failing 50% or more of courses. IQ Boost also prioritizes seniors when conducting academic supports. The completion of work and the passing of classes while not directly tied the academic indicator do impact our graduation rate which has saw a 7% YOY improvement in 23-24.

High School: 88 Students
Supported 100% of students who were referred to iQ Boost
65% of students supported passed more than 50% of assigned courses

23-24 Data IQ Boost data for EL and Economically Disadvantaged Students:
EL Students:
13% of caseloads for Reading Intervention
13% of caseloads for Math Intervention
63% of EL students made a year of growth in Math
67% of EL students made a year of growth in Reading

Economically Disadvantaged Students:
80% of caseloads for Math and Reading Intervention
71% of students made a years growth in Reading
47% of students made a years growth in Math

23-24 EL Student Growth in STAR Early Literacy: 61.11%
23-24 Economically Disadvantaged Students Growth in STAR early Literacy: 61.33%

23-24 EL Student K-2 Growth in Math: 52.94%
23-24 Economically Disadvantaged Students: K-2 Growth in Math:58.97%

EL Students:
23-24 13% of students tested out of Reading Intervention over the course of the year.
24-25 13% of students tested out of Reading Intervention over the course of the year as of q3.

Economically Disadvantaged Students:
23-24 13% of students tested out of Reading Intervention over the course of the year.
24-25 7% of students tested out of Reading Intervention over the course of the year, as of q3

Action 1.6 - Instructional Intervention (Improved) - Teachers inform instruction with supports from curriculum specialists through "growth and proficiency meetings" and with peers during "planned learning community (PLC) meetings" each month. Growth and proficiency meetings are meant to help teachers review assessment data, identify priority standards, organize and plan for instructional interventions, and review outcomes to modify prior plans of action to meet students where they are. PLC meetings are meant to have teachers compare outcomes for students between classes in grade bands/subject areas in an effort to align best practices related to instructional intervention. Both of these initiatives are key components for IQ teachers to target students for interventions and improve student outcomes.

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.

Metric: 1.5 - Removed EAP and SED measurement related to pathway completion from the monitoring metric in baseline and aligned this CCI measurement to reflect state dashboard monitored data as those categories are more impactful on our CCI indicator. Further, given that the LCAP is a community facing document the school wants our LCAP metrics to be easy to refer back to using existing state accountability reference points through the California State Dashboard additional reports section. The updates make the exercise a better reflection of progress toward the goal.
Metric: 1.7 - Updated with Dataquest EL reclassification rate in baseline, which was unavailable when the 23-24 LCAP was created. This is to align with now available data in Dataquest related to EL reclassification.
Metric: 1.8 and 1.9 - Changed calculations in baseline to adjust elementary to better reflect state tested and non tested grades (so K-2 vs K-1, and 3-5th vs 2nd - 5th). Also the prior data set that was using an SGP measurement that was aligned to an SGP growth score check at 50 SGP vs the recommended 35 SGP (according to renaissance). This formula error was fixed in our internal data tracker and baseline LCAP values have been updated. All 3 year goals were adjusted to reflect a 5% expected improvement over the 3 year period from this revised growth criteria which is consistent with our prior 3 year growth goal for this tracked metric.
Action 1.1 - Revised description to include related PD for the Dyslexia/Reading Intervention Screener and related processes.
Action 1.2 - updated 23-24 data with quarter 4 alignment checks by grade band, this data was missing during the creation of the 23-24 LCAP as our auditing process had only been implemented in 23-24. This should establish a complete baseline for this actions measurement of effectiveness.
Action 1.3 - The metric for 22-23 was updated to include the 35 SGP score criteria vs the 50 SGP score criteria to align with the annual measurable outcomes change in Metric 1.8 and 1.9. Result is a baseline growth for ELD students of 53.23%.
Action 1.5 - This action modified the "Measurements for effectiveness" metric within the action. For clarity students who "tested out" of the program will have successfully completed re-assessment with an IQ Boost paraprofessional and no longer needing reading intervention services. The "testing out" metric had an incorrect value after reviewing 23-24 outcomes during the LCAP reflection process. This was updated so the baseline reflects the actual student performance from 23-24. IQ shifted the baseline for 1.5 to the 23-24 value so it will be easier to follow up in subsequent LCAP years (given adjustments to the SGP criteria for meeting one years growth). IQ also added metrics related to Star Early Literacy and STAR Math for K-2 subgroups. This metric might need to be revised again in 25-26 (for the 26-27 LCAP) as the school is investigating our reading intervention program tools in light of the dyslexia screener mandate. The review of dyslexia screener tools has given the school an incentive to shift our program as some of the tools have better data reporting compared to ESGI. The school will have a final decision on our screener tool by June 2025.

Action 1.4 and 1.5 - Both these actions had descriptions revised to include LREBG funding.

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	Staff Professional Development	Professional development (PD) at IQ Academy is focused on providing staff at all levels of the school time for analysis of data, planning for instruction/curriculum alignment, development/revision of processes, time to collaborate and determine the basis for student outcomes, dyslexia screening and reading Intervention related PD, and exposure to new skills, tools, and practices. State indicators and IQ Academy's placement within those indicators, for the students it serves, remains the core motivation behind planned professional development for all staff at the school.	$61,004.00	Yes
1.2	Universal Assessment	Universal screeners are used to generate local student data that enables the school to conduct in-year progress monitoring toward state academic indicators. Assessment based progress monitoring is used as a tool by administrators and teachers to align the schools staff and academic program to better address needs identified state academic indicators.	$22,658.00	Yes
1.3	EL Support	Implement a research-based English Language Development (ELD) program that uses standards-based ELD curricular materials. The program options for English learners (ELs) are based upon the needs of the ELs, the school's resources, and the preferences of the parents and community. Services for English Learners are based on all ELs being assessed annually with the Summative ELPAC and on an ongoing basis using common formative assessments developed by the ELD Specialists and general education staff. These CFAs are used to create individualized language proficiency goals that drive designated and integrated ELD supports. In addition to designated ELD instruction using our ELD curriculum, Launch to Literacy and Link to Literacy, English Learners are	$742,869.00	Yes

Action #	Title	Description	Total Funds	Contributing
		given extended learning support using Brainfuse for tutoring (which has Spanish Speaking supports), Rosetta Stone for Newcomers, and Educeri to name a few of our differentiated intervention programs. The program identifies and services long term ELs (LTELs) and those at risk to becoming LTELs by targeted academic vocabulary and higher-level literacy skills needed to be successful in their core classes. Newcomers are assigned a prescriptive plan developed by the ELD Specialist and general education staff to ensure success. Newcomers will be supported by an ELD Specialist and a bilingual engagement coach (if Spanish speaking). The ELD Specialist will meet with the students in live sessions as well as monitor their usage of Rosetta Stone as an independent resource for English language learning. All ELD instruction is aligned to both the ELD standards, and the essential standards identified by the general education teachers. Academic support sessions are held using scaffolding to help make the rigorous academic content comprehensible for struggling English Learners. Family engagement is a priority in that we provide live Spanish language interpreting during IEP, 504, and Non-Compliancy meetings. We also hold quarterly English Language Advisory Committee (ELAC) meetings to elicit participation from EL parents in the decision making of the school with budgeting and instructional programs. Input from educational partners gathered through needs assessment surveys and during our English Language Advisory Committee (ELAC) meetings is used to drive professional development within the ELD Department and general education staff. Professional Learning Committee meetings are held which include general education teachers and ELD specialists where data specific to English Learners is shared and analyzed. Through the PLC process, common formative assessments are developed that are appropriate for all learners. School level trainings addressing EL issues, analysis of EL achievement data, the implementation of ELD Standards within classroom instruction, addressing the language and academic needs of the different profiles of ELs, newcomers, and long-term English learners. PD activities address many elements of cultural proficiency/competency training, including cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.		

Action #	Title	Description	Total Funds	Contributing
		Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills.		
1.4	College and Career	The College and Career program at IQLA is committed to providing students with comprehensive preparation for their future endeavors, encompassing workforce entry, military service, or higher education pursuits. Our program and goal are directly aligned with the College Career Indicator (CCI). With the introduction of CTE 2 years ago and PantherPath2College (PP2C) Dual enrollment program last year we are now offering students diverse pathways to reach the state level of prepared when they graduate high school. These options include A-G courses, Career Technical Education (CTE), Dual Enrollment programs, and early graduation. The PantherPath2College initiative facilitates dual enrollment opportunities, supported by staff assistance in application and course selection. This holistic approach aims to empower students for success in their chosen paths beyond high school. Through dedicated counseling support, we ensure personalized guidance for career needs. IQLA counseling staff focuses on data-driven approaches and the ASCA national model to enhance student success. With the implementation of comprehensive tracking of the College Career Indicator (CCI) criteria across student graduating cohorts, we are now equipped to accurately predict and demonstrate growth aligned with state standards within the next two years. This data-driven approach enables us to assess our progress and make informed decisions to ensure that our College and Career program effectively meets the needs of our students and prepares them for post-secondary success. Through ongoing analysis and strategic adjustments, we are committed to advancing our program and achieving even greater alignment with state expectations, ultimately enhancing outcomes for all students. LREBG Action: As part of our CTE program expansion and maintenance the school has	$377,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		utilized LREBG to purchase Certiport which it uses to provide students access to necessary resources related to college and career exploration and job preparation. Empirical evidence cited in California's 2023 CTE State Plan shows that CTE pathways paired with industry credentials raise high-school graduation and post-school earnings. https://www.cde.ca.gov/ci/ct/gi/documents/adoptedcacteplan2023.pdf. The school will utilize the CCI indicator to monitor progress for students and applicable subgroups. LREBG Funds used: $ 4,150		
1.5	Academic Intervention	IQ Academy provides a variety of programs that are meant to provide academic support to students. These programs utilize intervention tools/programs/software/etc to provide additional academic interventions based on results from diagnostic and regular progress monitoring based assessments. This includes: * IQ Boost provides engagement, tutoring, and 1 on 1 support for students, identified by diagnostic/progress monitoring assessments to provided additional academic interventions. *IQ certificated staff provides targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards. * Specific support is targeted to RFEP and EL students who have shown a need in Language Arts or Math. Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills. LREBG Action: IQ Academy maintains paraprofessionals that are meant to target specific student needs in identified subpopulations. The school also uses LREBG funds to purchase supplemental curriculum meant to provide paraprofessionals and teachers with additional methods of intervention to	$2,196,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		serve student needs. California's Policy Analysis for California Education brief on the state's multi-tiered support system (https://files.eric.ed.gov/fulltext/ED605086.pdf) recommends adding paraprofessional instructional aides for Tier 2 intervention and the California Department of Education's own guidance (https://www.cde.ca.gov/ci/cr/ri/) likewise positions paraprofessionals as essential for supplemental instruction and progress monitoring California Department of Education. The school will utilize the Math and ELA academic indicators to monitor progress for students and applicable subgroups. LREBG Funds used: $ 622,637		
1.6	Instructional Intervention (Improved)	All teachers participate in twice monthly data meetings and PLC groups that focus on academic progress and its related metrics for students they supervise. These meetings are meant to share/compare data and allow time for educators to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. Priority standards and learning objectives, once identified are focused on for the applicable instructional cycle, where those focused standards are used by both teachers and other support staff when supporting identified students.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation. Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school developed this goal to address student needs as indicated within the California School Dashboard.

Chronic Absenteeism:
All Students Red
African American Red
English Learners Orange
Hispanic Red
Socioeconomically Disadvantaged Red
Students with Disabilities Red
White Red
Asian Orange

Graduation Rate:
All Students Green
Hispanic Green
Socioeconomically Disadvantaged Yellow

Suspension Rate:
All Students Blue

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	93.20% (P2 Attendance Measurement for 22-23)	96.12% (P2 Attendance Measurement for 23-24)		95%	3.08% Increase
2.2	(Dashboard) Chronic Absenteeism K-8	All Students - Red - 18.3% Subgroups: African American - Red - 20.2% English Learners - Orange -15.6% Hispanic - Red - 19.6% Socioeconomically Disadvantaged - Red - 20% Students with Disabilities - Red - 22% White - Red - 15.2% Asian - Orange - 12.8%	All Students – Yellow – 12.2 % Subgroups: African American – Yellow – 14.5 % English Learners – Green – 9.8 % Hispanic – Yellow – 13.1 % Socioeconomically Disadvantaged – Yellow – 13.6 % Students with Disabilities – Yellow – 14.6 % White – Green – 5.6 % Asian - No Performance Color New Subgroup: Homeless – Orange – 23.3 %		All Students - 13% African American - 15% English Learners - 10% Hispanic - 14% Socioeconomically Disadvantaged - 15% Students with Disabilities - 17% White - 10% Asian - 7.8%	All Students – Decrease 6.1 % | Red to Yellow Subgroups: African American – Decrease 5.7 % | Red to Yellow English Learners – Decrease 5.8 % | Orange to Green Hispanic – Decrease 6.5 % | Red to Yellow Socioeconomically Disadvantaged – Decrease 6.4 % | Red to Yellow Students with Disabilities – Decrease 7.4 % | Red to Yellow White – Decrease 9.6 % | Red to Green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism All Students	22-23 All Students: 24.9% Subgroups: English Learners 23.9% Foster Youth 38.9% Homeless Youth 34.8% Students With Disabilities 26.3% Socioeconomically Disadvantaged 26.6% African American 25.3% American Indian or Alaska Native 18.5% Asian 21.6% Filipino 23.3% Hispanic or Latino 25.2% Pacific Islander * White 25.1% Two or More Races 23.8%	23-24 All Students - 16.1% Subgroups: English Learners 16.6% Foster Youth * Homeless Youth 22.7% Students With Disabilities 18.9% Socioeconomically Disadvantaged 17.3% African American 16.3% American Indian or Alaska Native 15.0% Asian 11.1% Filipino 7.1% Hispanic or Latino 16.9% Pacific Islander * White 13.7% Two or More Races 14.8%		Decrease all students by 5% from baseline - 20%	All Students – Decrease 8.8 % Subgroups: English Learners – Decrease 7.3 % Foster Youth – No data Homeless Youth – Decrease 12.1 % Students with Disabilities – Decrease 7.4 % Socioeconomically Disadvantaged – Decrease 9.3 % African American – Decrease 9.0 % American Indian/Alaska Native – Decrease 3.5 % Asian – Decrease 10.5 % Filipino – Decrease 16.2 % Hispanic/Latino – Decrease 8.3 % Pacific Islander – No data White – Decrease 11.4 % Two or More Races – Decrease 9.0 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	(Dashboard) HS Graduation Rate	All Students - Green - 82.7% Subgroups: Hispanic - Green - 85% Socioeconomically Disadvantaged - Yellow - 79.8%	All Students – Green – 89.7% Subgroups: Hispanic – Yellow – 85.2% Socioeconomically Disadvantaged – Green – 88.4%		All Students - 86% Subgroups: Hispanic - 86% Socioeconomically Disadvantaged - 83%	All Students – Increase 7.0 % Subgroups: Hispanic – Increase 0.2 % | Green ? Yellow Socioeconomically Disadvantaged – Increase 8.6 % | Yellow ? Green
2.5	IQLA Healthy Kids Survey (This is an internal survey that asks questions related to; access to instructional materials, access to a broad course of study, and School Climate, and parent and family engagement related questions).	21-22 (2% participation) 23-24 39% Participation (IQLA Health Kids Survey) With the revisions made to the survey in August of 2023, the 23-24 rating should be the baseline.	23-24 39% Participation (IQLA Health Kids Survey) 24 -25: 52% Participation		50% participation in IQLA Healthy Kids Survey.	24-25 Data we are on track to hit our 50% target. Increase of 13% YOY.
2.6	Participation in State Testing	97% ELA 97% Math 96% Science 93.8% ELPAC	96% ELA 96% Math 94% Science 95.3% ELPAC		Maintain 95% Participation or Greater	ELA: Decrease 1% Math: Decrease 1% Science: Decrease 2% ELPAC: Increase 1.5%
2.7	Suspension Rate	0% suspended at least one day	0% suspended at least one day		Maintain	No Change.
2.8	Expulsion Rate	0%	0%		Maintain	No Change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Parent Participation in Special Programs: Set baseline for parent participation in special programs as measured by SEIS and Marvin databases	95%	97.9%		100%	Increase 2.9%

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.

Thematically many of the challenges and successes for actions are in context with increases in enrollment YOY. Comparing peak enrollment from spring and fall in 23-24 and 24-25 give a sense of the increase:
23-24 Fall peak student enrollment: 1526
23-24 Spring peak student enrollment:1722
24-25 Fall peak student enrollment: 2002 (23% increase YOY)
24-25 Spring peak student enrollment: 2370 (27% increase YOY)

Action 2.1 - EL Services: Implementation was consistent with prior years. The school does believe that we can both reduce costs related to this action and improve fidelity by investigating how AI can be used to assist with translations. This is something that is being investigated in 24-25 for implementation in 25-26.

Action 2.2 - Engagement: The school was able to increase club offerings and maintained participation in clubs as a proportion of the population. IQ believes this maintenance was a success to highlight given our increases in YOY enrollment. One area of need relates to stakeholder engagement. Providing opportunities, both asynchronous and synchronous for parents to provide feedback through participation in educational partner feedback sessions and committees (IE ELAC) remains a area where IQ has seen regression in 24-25 compared to 23-24. While the year is not over, as of April 2025 we have completed our primary outreach and feedback sessions and saw a maintenance in terms of overall percentage in parents attending sessions and a dramatic decrease in the survey response rate that are stakeholder facing vs student facing. Our outings were well attended but faced disruption during the Palisades fire and a storm in March. This complicated our efforts to maintain participation in these in person socialization initiatives in 24-25.

Beyond the areas of need, the engagement action in goal 2 action 2 and our focus goal in goal 4 action 1 are both part of a holistic strategy to engage stakeholders and keep students engaged in the online school. While the area of needs noted are things IQ plans to iterate on in

25-26, the overall increase in attendance and the decrease in all areas of chronic absenteeism showcases and effective program overall that accomplishes the goal of keeping students engaged in our unique setting.

Action 2.3 - Social Emotional Learning, Prevention, and Intervention: This action was implemented consistently with prior years.

Action 2.4 - Credit Recovery: This action was implemented consistently with the prior year. One area of success is the addition of fully asynchronous evening credit recovery courses to give students who are credit deficient another method of accelerating their credit acquisition. IQ believes the continued success of this action and its related implementation is correlated with the overall increases in graduation rate.

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.

2.4 Credit Recovery - Projected $209, Spent $99k - The school began an in-year after hours credit recovery offering for students that ran the entire year. This initiative was something we needed to put in place with our Teachers Union which had not been finalized at the time of the creation of this actions projected spend.

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

Action 2.1 - EL Services: This action was provided through CLI translation services to provide on demand translation for families who do not speak English so they can participate in their child's education. The school is currently investigating the use of translating software and AI supported translation tools for 25-26 as there is some indication these tools are evolving to a point where fidelity will reach parity with the CLI services. The school believes this action is effective to its intended outcome.
Attendance rate for English Learners: 95.75%

Action 2.2 - Engagement: Attendance remains a cornerstone of any public school, for a non-site based school like IQ Academy effective engagement requires a developed culture and school community. For any virtual program these are difficult things to establish and maintain as we lack access to some of the more traditional afterschool programs that many site based schools employee as a method to keep students engaged in their academics. For example, IQ academy can't have a football team or band practice in the same way a brick and mortar school can. This action is meant to capture the various moving parts of the schools cultural ecosystem that work together to promote good attendance practices and maintain a school community that students want to be involved in. We also believe the schools actions as it relates to Action 2.2 are very important for giving students access to socialization opportunities, which IQ believes is an enduring area of need related to the virtual setting.

Each of the metrics in our action are meant to capture the outputs of these efforts. This includes school sponsored clubs, an Esports team, Virtual and physical educational outings, capstone events like graduation, along with all our efforts to engage our stakeholders and provide awareness of school support services and social-emotional competencies.

IQ Academy believes this action is effective as demonstrated through the following outputs related to the action:

- The school saw decreases in chronic absenteeism across the board in 23-24:

All Students – Decrease 6.1 % | Red to Yellow
Subgroups:
African American – Decrease 5.7 % | Red to Yellow
English Learners – Decrease 5.8 % | Orange to Green
Hispanic – Decrease 6.5 % | Red to Yellow
Socioeconomically Disadvantaged – Decrease 6.4 % | Red to Yellow
Students with Disabilities – Decrease 7.4 % | Red to Yellow
White – Decrease 9.6 % | Red to Green

- IQ Academy saw improvements in attendance YOY for identified subgroups:

African American 95.90%
Asian 97.03%
Hispanic 96.05%
Socioeconomically Disadvantaged 95.76%
Students with Disabilities 95.38%
English Learners 95.75%

IQ Academy used 23-24 stakeholder engagement data for our baseline when creating action 2.2 as we did revisions to align with the new LCAP structure and wanted the baseline to reflect those revisions, the below reflects an update as of May 2025 for the 24-25 SY to provide context on progress toward this part of the action:

Ed Partner Feedback Participation (24-25)
Average of 1% (32) parents attending sessions - No meaningful improvement and with enrollment increases this is still an area of need for IQ.
11% participation Ed Partner survey responses - Maintained the No improvement in the response rate for our asynchronous feedback

Outing Attendance (24-25) - We observed a decrease in in-person and virtual outings. One piece of context here related to the update, we had the Palisades fire impact our outings in January, and a major rainstorm in March that impacted our in person outings in March specifically.
Average of 3% in person attendees monthly
Average of 10% virtual attendees monthly

School Club Participation (24-25) Club participation continues to hold steady around 20% of our student body, we continue to solicit club interest to facilitate involvement in the school community and was able to expand club offerings in 24-25.
27 club offerings which is an increase from the prior year. (20 were offered in 23-24)
20% of student population attending a club as of April.

Action 2.3 - Social Emotional Learning, Prevention, and Intervention: The school maintains a dedicated Social Culture and Climate Coordinator that provides SEL supports for students, teachers, and at the programmatic level. Our SEL action remains an important part of our ability to build and maintain an effective learning environment and engaging and safe school culture.

Action 2.4 - Credit Recovery: The schools improvement in overall graduation rate for 23-24 is demonstrated below for all students and specifically for socioeconomically disadvantaged students. This action remains effective and the school saw a larger increase in graduation rate for socioeconomically disadvantaged students in 23-24 compared to the prior year (where the rate of increase was below the all student increase).

All Students
Performance Level: Green
Status: 89.7 % graduated
Change: INCREASED SIGNIFICANTLY from Prior Year (7.0 % change)
Count: 126 students tested

Socioeconomically Disadvantaged
Performance Level: Green
Status: 88.4 % graduated
Change: INCREASED SIGNIFICANTLY from Prior Year (8.6 % change)
Count: 112 students tested

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.

Metric: 2.3 Name changed to "Chronic Absenteeism All Students" so it reflects an all student measurement to juxtapose against the dashboard measurement which focuses on K-8. Baseline changed as the Dataquest data that was pulled was inaccurate for 22-23, it was much lower in 22-23 then the prior reported LCAP metric. The school also has a new way to pull this data from Dataquest to avoid this mistake in the future and the formatting has changed for this measurement to better match the format in Dataquest. Also since this is supposed to be a larger measurement, we want to list out more subgroups, unless those subgroups lack appropriate student numbers to measure.
Metric: 2.6 Baseline changed, we were using SARC imported data before but the CA state dashboard now has additional reports that provide participation breakdowns. The rates only changed slightly to reflect whole number, but this will be a better source for the data since it's coming directly from a state accountability data reference point.
Action 2.4 - IQ has reformatted and rewrote this action to be more aligned to state dashboard measurements. Internal data was used for the in 23-24 action and while it provided insight into how we take action to support credit deficient students it did not provide a good summative

measurement for our LCAP to demonstrate effectiveness. The revised action now uses the graduation state dashboard indicator as its summative measurement for effectiveness.

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	EL Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$38,700.00	Yes
2.2	Engagement	IQ Academy provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis situation due to lack of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement. Culturally Responsive Outreach and Communication: Develop culturally sensitive and linguistically appropriate communication materials to engage families and students from diverse backgrounds. Conduct outreach efforts to build trust and rapport with communities, addressing cultural barriers to attendance and participation. IQLA seeks to provide staff who are able to improve engagement for non-English speaking families, this includes but is not limited tool; addressing the home language need of our significant population of Spanish speaking families with staff who are bilingual. School Outing Days We will provide outings throughout our serviced area to allow the opportunity for students to engage with one another and be part of a school community. Outing days are once a month and include in person and virtual opportunities. They are run and attended by teachers as well as families.	$414,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Educational Partner Engagement Administrators host online parent, student, and staff feedback sessions throughout the year. Surveys are incorporated as an opportunity to collect feedback from families and staff to identify students who need additional support. IQLA has utilized a team of support staff to ensure the engagement of underrepresented families through the various school programs. IQLA has added bilingual engagement support for Spanish speaking families during the onboarding process to provide additional support throughout the calendar year. Schoolwide forms and documents have been translated into Spanish. Document translation and interpreting services are available, on demand. The school involves parents, students, and staff in the planning process through regular surveys, focus groups, and planning meetings. The school community evaluates data through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) feedback and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges). These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings. School Clubs We will continue to diversity the number and types of clubs we offer to our students to meet the needs of all groups. Clubs are student initiated and sponsored by a teacher advisor. They are held virtually and allow students to hold roles of leadership and become community organizers as well as to explore their passions and establish their niche in society. Mental Health Our school prioritizes the mental well-being of our students through dedicated efforts to support their emotional and psychological health. By fostering a nurturing environment, we aim to help students achieve their fullest potential both academically and personally.		

Action #	Title	Description	Total Funds	Contributing
2.3	Social Emotional Learning, Prevention, and Intervention	IQLA is dedicated to building and fostering supportive relationships within our school community - with staff, families and students. Strong relationships with teachers and school staff can dramatically enhance students level of motivation and therefore promote learning. According to Harvard Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities and families strengthen these factors, they optimize resilience across multiple contexts. The School will support student resilience by: * fostering supportive adult-child relationships * scaffolding learning so students builds a sense of self-efficacy and control * strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction"" Students have access to coaches and workshops that support social, emotional competencies. Teachers receive professional development and instructional coaching in social emotional learning and trauma informed practices. The school will utilize restorative justice practices when supporting families with meeting enrollment requirements and supporting students with positive classroom behavior.	$20,000.00	No
2.4	Credit Recovery	The Credit Recovery program at IQ Academy provides both summer and in-year opportunities for students experiencing credit deficiencies. By meticulously assessing student progress, identifying credit deficiencies, and determining course needs, we tailor targeted offerings each term to ensure every student can recover the necessary credits for timely graduation. Additionally, our program is attuned to specific student subgroups demonstrating need according to state indicators, ensuring equitable access to support and resources.	$398,563.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

With the needs of students and families consistently changing, IQLA needs to continue to focus on conditions of learning. The school needs to continue to ensure all students have equitable access to appropriately assigned, experienced, and effective teachers. The school must also have staff and appropriate resources in place to ensure programs, services, and resources enable all students to access the state academic content standards and be enrolled in a broad course of study.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses	96.3% (Dataquest 2021-2022 data)	95% (Dataquest 2022-2023)		100%	1.3% Decline
3.2	Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	Met	Met		Met	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support	Met	Met		Met	Maintained
3.4	Dashboard Indicator: Access to a Broad Course of Study	Met	Met		Met	Maintained
3.5	Access to Instructional Materials: All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS	Met	Met		Met	Maintained

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.

Thematically many of the challenges and successes for actions are in context with increases in enrollment YOY. Comparing peak enrollment from spring and fall in 23-24 and 24-25 give a sense of the increase:
23-24 Fall peak student enrollment: 1526
23-24 Spring peak student enrollment:1722
24-25 Fall peak student enrollment: 2002 (23% increase YOY)
24-25 Spring peak student enrollment: 2370 (27% increase YOY)

Action 3.1 - Student ISP: Maintained and effective at providing families resources to access the online school. BTSP participation is required for families to be eligible for the ISP reimbursement and in 24-25 we have seen this rate drop to 46% as of April of 24-25, the school is taking action in quarter 4 to try improve the participation in BTSP to ensure families are aware of the ISP reimbursement and are completing the Back to School Packet. This is an identified need as in 23-24 the school did see a 2% drop in participation (64%).

Action 3.2 - Teachers: Implemented effectively in 23-24 as the school maintained above 95% in appropriate teacher assignments, the remaining 5% was due to CALPADS course reporting identification and is something we are working to audit so we are not seeing incorrect assignments due to misreporting of courses and their related qualifications. There is a broad implementation challenge related to this action that goes along with the large enrollment growth the school experienced in 24-25. This challenge is more about timing than implementation. Enrollment growth is experienced over several cohorts from August to November and from January to March respectively. In 24-25 we experienced abnormally high enrollment growth in later cohorts (October/November) then experienced in previous years, and scaling staff to meet student needs in these months is more difficult. Further, the school in both 23-24 and 24-25 has experienced challenges in sourcing education specialists and has had to rely on contracting services to serve our special education population. Sourcing qualified special education teachers remains a challenge that impacts iteration and implementation in our special education department.
Action 3.3 - Administration and Accountability: This action was implemented effectively and remains critical to the schools ability to manage support services, data, and to effectively coordinate across the school departments to serve unduplicated pupils.
Action 3.4 - Staff Training: The school is currently reviewing it's informal observation process to make it more aligned to specific department priorities vs the broader schoolwide instructional goal model we have been using historically. As the school has grown creating specific focuses that are more aligned to the specific grade band/subgroup is a clear need, as staff and administration has shared that observation feedback should be better tailored to identified needs at the departmental level. We had experimented with a new platform called standards for success in 23-24 and are planning to phase this out over 24-25 as implementation of this new platform was challenging and it lacks the ability to meet our needs for narrowing the focus, right now IQ is planning to develop a new tracking platform during the summer of 24-25 with an expected implementation of 25-26. This may require us to modify the action to better align with the outputs from this new platform as our questions and look-for items may change.
Action 3.5 - MKV/FY: This action was implemented effectively. IQ continues to see a growing foster/homeless population in 23-24 along with our growth in enrollment.
22-23 enrollment: 1289
22-23 Foster population: 0.9%
22-23 Homeless population: 3.3%
23-24 enrollment: 1429
23-24 Foster population: 0.1%
23-24 Homeless population: 2.4%

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.

3.5 projected $15k, spent $43K - Increase in enrollment of Foster and Homeless students resulted in increasing spend related to support for these students (IE MKV hotspots, case management).

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

Action 3.1 - Student ISP: Maintained and effective at providing families resources to access the online school. While the action is effective towards its intended outcome in 23-24 BTSP participation dropped 2%.
Action 3.2 - Teachers: The school maintained appropriate assignments for teachers in 95% of cases and has 100% of ELL students being correctly classified. The school is met on access to a broad coarse of study and rates this action as effective.

Action 3.3 - Administration and Accountability: The school conducts regular audits and monitoring of leading and lagging local data that is related to annual measurable outcomes in Goal 1, 2 and 4. As such these annual measurable outcomes are considered summative data points that we use to monitor the effectiveness of the administrative staff that work to support the schools supplemental and federal funded programs. The exercise the school did in 23-24 to review outcomes utilizing this action directly ties to actions we took to focus on ELD students in 24-25 and improve GE/ELD integration in 25-26. Improvements in overall proficiency juxtaposed with the decrease in distance from standard is a analysis exercise the school is currently doing in 24-25 and directly relies on this actions ability to generate actionable data and then communicate that data to school support staff to target students and assist teachers in providing effective interventions. Improvements in Chronic Absenteeism and our ELD progress indicator are direct result of this actions effectiveness in organizing data and support staff to target needs where they are manifesting in real time.

The updates are as follows for this metrics measurement of effectiveness:

Local Indicators;
Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support - IQ Academy met this requirement in 23-24 and will meet this requirement in 24-25.
Dashboard Indicator: Access to a Broad Course of Study - IQ Academy met this requirement in 23-24 and will meet this requirement in 24-25.
Access to Instructional Materials: All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS - IQ Academy met this requirement in 23-24 and will meet this requirement in 24-25.

Goal 1 Annual Measurable Outcomes:
CAASPP ELA: Grades 3 - 8 and 11:
ELA Indicator: All Students – Decrease of 10.9 points distance from standard
Socioeconomically Disadvantaged – Orange – 44.4 points below standard – Decrease of 14.4 points distance from standard YOY.
English Learners – Red – 87.8 points below standard - Decrease of 34.5 points distance from standard YOY.

CAASPP Math: Grades 3 - 8 and 11
Math Indicator: All Students – Decrease of 5.0 points distance from standard
Socioeconomically Disadvantaged – Orange – 86.0 points below standard - Decrease of 2.9 points distance from standard YOY.
English Learners – Red – 108.6 points below standard - Decrease of 8.7 points distance from standard YOY.

CAASPP Proficiency scoring:
ELA proficiency - 37.78% Met or Exceeded - +2.2% increase YOY
Socioeconomically Disadvantaged Students - 35.04% Met or Exceeded - .09% Increase YOY
English Learner - 11.60% Met or Exceeded - 5.35% Increase YOY.

Math proficiency - 22.85% Met or Exceeded - +.5% increase YOY
Socioeconomically Disadvantaged Students - 21.22% Met or Exceeded - 2.41% increase YOY.
English Learner - 14.29% Met or Exceeded - 2.29% Increase YOY.

English Learner Progress
English Learners - Green - 48.6% making progress

College/Career Indicator
All Students – Yellow – 29.4 % prepared
Socioeconomically Disadvantaged – Yellow – 28.3 % prepared

Goal 2 And Goal 4 Annual Measurable Outcomes:

Chronic Absenteeism K-8
English Learners – Green – 9.8 % - Decrease 5.8 % | Orange to Green
Socioeconomically Disadvantaged – Yellow – 13.6 % – Decrease 6.4 % | Red to Yellow

Chronic Absenteeism All students:
English Learners - 16.6% – Decrease 7.3 %
Socioeconomically Disadvantaged 17.3% – Decrease 9.3 %

Attendance Rates 23-24 (NEEDS UPDATE)
English Learners -
Socioeconomically Disadvantaged -
Foster Youth

Action 3.4 - Staff Training: The school maintains a teacher trainer department that provides both synchronous and asynchronous trainings for all staff roles at IQ. This action remains a critical component of the schools ability to create effective outcomes at all levels/positions at the school and for unduplicated populations. The department continues to provide effective resources and interventions for staff that show need based on our auditing processes (with data below showcasing implementation key performance indicators).

Average Teacher Rating from informal observations in 23-24;

School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 89% of observed teachers met this requirement.

School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 88% of observed teachers met this requirement.

School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 84% of observed teachers met this requirement.

HS: Math and ELA alignment checks from 24-25:
Quarter 1: 100%

Quarter 2: 100%
Quarter 3: 100%

MS: Math and ELA Alignment checks from 24-25:
Quarter 1: 100%
Quarter 2: 100%
Quarter 3: 100%

Elementary Math and ELA alignment checks from 24-25:
Quarter 1: 93.75%
Quarter 2: 100%
Quarter 2: 100%
Quarter 3: 100%

Training completion audits 23-24
All Staff- 4,399 modules assigned, 508 missing modules = 88% completion.

Action 3.5 - MKV/FY: The school continues to utilize this action to support MKV and foster youth through our dedicated staff that case manage these students, in addition to providing materials (IE Hotspots) to ensure equal access. This action was effectively implemented in 24-25.

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.

Action 3.1 22-23 rate was actually 66% this was adjusted to the baseline is correctly capturing BTSP participation for 22-23.

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	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$225,758.00	Yes
3.2	Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly	$1,663,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
		qualified and credentialed instructional staff. The school will work to lower caseloads for credentialed staff who provide instruction to students to effectuate more time to analyze assessment data and provide targeted interventions to students based on this data.		
3.3	Administration and Accountability	The school utilizes hardware, software, systems and staff to monitor both state and local data that impacts the local indicator data at IQ Academy. Administrative staff conduct support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators.	$2,202,835.00	Yes
3.4	Staff Training	Staff training at IQLA involves 1:1, small group, and asynchronous training. These training systems and staff are necessary for the school for school operational fidelity to match expectations and obligations associated with educating students in a public school. These trainings are updated annually to reflect changes in legislation and updated guidance and best practices from educational partners. Training includes (but is not limited to) onboarding of new staff, best practices associated with instruction, curriculum, data analysis, educational tools, school operations, school processes and procedures, subject/grade band specific trainings, induction support, and other areas of identified need. In addition IQLA provides support related to instructional coaching, conferencing, resources, and professional development to all teachers. Using research-based coaching methods, Instructional Coaches used student based data to assist teachers in identifying areas of focus, setting specific data driven and student centered goals, and implementing teaching strategies designed to increase student engagement and achievement.	$412,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	$67,780.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Decrease Chronic Absenteeism Rate (Focus Goal): By June 2026 The school will lower the Chronic Absenteeism rate 14%	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The school developed this goal to address the continued challenge of pupil engagement in the virtual setting as articulated through the following indicator on the state dashboard;

Chronic Absenteeism:
All Students Red
African American Red
English Learners Orange
Hispanic Red
Socioeconomically Disadvantaged Red
Students with Disabilities Red
White Red
Asian Orange

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism	All Students - Red - 18.3% African American - Red - 20.2% English Learners - Orange -15.6% Hispanic - Red - 19.6%	All Students – Yellow – 12.2 % Subgroups: African American – Yellow – 14.5 %		All Students - 13% African American - 15% English Learners - 10% Hispanic - 14%	All Students – Decrease 6.1 % | Red to Yellow Subgroups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - Red - 20% Students with Disabilities - Red - 22% White - Red - 15.2% Asian - Orange - 12.8%	English Learners – Green – 9.8 % Hispanic – Yellow – 13.1 % Socioeconomically Disadvantaged – Yellow – 13.6 % Students with Disabilities – Yellow – 14.6 % White – Green – 5.6 % Asian - No Performance Color New Subgroup: Homeless – Orange – 23.3 %		Socioeconomically Disadvantaged - 15% Students with Disabilities - 17% White - 10% Asian - 7.8%	African American – Decrease 5.7 % | Red to Yellow English Learners – Decrease 5.8 % | Orange to Green Hispanic – Decrease 6.5 % | Red to Yellow Socioeconomically Disadvantaged – Decrease 6.4 % | Red to Yellow Students with Disabilities – Decrease 7.4 % | Red to Yellow White – Decrease 9.6 % | Red to Green
4.2	Chronic Absenteeism All Students	22-23 All Students: 24.9% Subgroups: English Learners 23.9% Foster Youth 38.9% Homeless Youth 34.8% Students With Disabilities 26.3% Socioeconomically Disadvantaged 26.6%	23-24 All Students - 16.1% Subgroups: English Learners 16.6% Foster Youth * Homeless Youth 22.7% Students With Disabilities 18.9%		All Students - 29.2% African American - 31.5% English Learners - 32.9% Hispanic - 26% Socioeconomically Disadvantaged - 31.6%	All Students – Decrease 8.8 % Subgroups: English Learners – Decrease 7.3 % Foster Youth – No data Homeless Youth – Decrease 12.1 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 25.3% American Indian or Alaska Native 18.5% Asian 21.6% Filipino 23.3% Hispanic or Latino 25.2% Pacific Islander * White 25.1% Two or More Races 23.8%	Socioeconomically Disadvantaged 17.3% African American 16.3% American Indian or Alaska Native 15.0% Asian 11.1% Filipino 7.1% Hispanic or Latino 16.9% Pacific Islander * White 13.7% Two or More Races 14.8%		Students with Disabilities - 24.8% White - 33.5% Asian - 40%	Students with Disabilities – Decrease 7.4 % Socioeconomically Disadvantaged – Decrease 9.3 % African American – Decrease 9.0 % American Indian/Alaska Native – Decrease 3.5 % Asian – Decrease 10.5 % Filipino – Decrease 16.2 % Hispanic/Latino – Decrease 8.3 % Pacific Islander – No data White – Decrease 11.4 % Two or More Races – Decrease 9.0 %
4.3	Attendance	93.20% (P2 Attendance Measurement for 22-23)	96.12% (P2 Attendance Measurement for 23-24)		95%	3.08% Increase
4.4	Drop Out Rate (4 year cohort)	9.2% (22-23 Dataquest)	9.2% (23-24 Dataquest)		8.2%	Maintained

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.

Thematically many of the challenges and successes for actions are in context with increases in enrollment YOY. Comparing peak enrollment from spring and fall in 23-24 and 24-25 give a sense of the increase:
23-24 Fall peak student enrollment: 1526
23-24 Spring peak student enrollment:1722
24-25 Fall peak student enrollment: 2002 (23% increase YOY)
24-25 Spring peak student enrollment: 2370 (27% increase YOY)

Action 4.1 - Attendance Interventions: The school has experienced success in implementing this goal in 23-24. One area we identified and took action on in 23-24 was to begin to hire bilingual staff to serve in this department to better support our ELD students and families. The school also did struggle with scaling our departments to meet the demands of enrollment growth. 24-25 chronic absenteeism ratings are seeing higher rates (internal measurements are around 18% as of April of 24-25, and align more with 22-23 values for subgroups, then the improvements observed in 23-24) due to a large influx of new students (we experienced over 20% growth in enrollment for some grade bands) and the delays associated with scaling the IQ Connect department up to maintain our caseload ratios. Beyond scaling the school believes the department is effective and will continue to drive our chronic absenteeism rates lower once it is properly sized to our student population.

Action 4.2 was effectively implemented as an increased and improved service related to student engagement. IQ believes that the time spent by teachers managing homerooms and following up on student attendance are critical core components of the schools attendance accountability and follow up with students. The school is currently considering making homeroom a daily event, currently homeroom times vary by grade band (ES/MS meeting more frequently, HS meeting once a week) and the school believes it can see further improvements in 25-26 in the chronic absenteeism indicator if it restructures student schedules to make time for more of these interventions to occur. This is subject to changes in our schools collective bargaining agreement so our implementation of this change will happen over time and in context with our partners in IQTA.

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.

4.1 projected $473K spent $676K - The increase spend on this action is the result of increased enrollment at the school resulting in the hiring of additional staff and expansion of related services to serve that need.

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

Action 4.1 - Attendance Interventions: IQ Academy maintains engagement coaches through its "IQ Connect" department that provides case management for students who are showing disengagement or who have become chronically absent. This team also supports legal guardians and learning coaches with guidance on attendance requirements so students are able to meet attendance expectations in the IQ Academy

enrollment requirements. The school has made an effort to hire bilingual engagement coaches in 23-24 and has expanded this department to accommodate enrollment growth. This is an effective action that is a major catalyst for the observed reduction in chronic absenteeism and improvements in attendance that were seen in 23-24 for English Learners and socioeconomically disadvantaged students;

Action 4.2 - Teacher Attendance Interventions: Teachers provide attendance interventions for students they are the teacher of record for. Engagement follow ups happen asynchronously every day, but IQ teachers do maintain synchronous homerooms where where direct case management, guidance, and follow up on missing attendance days are planned and actioned for students.

Data related to effectiveness of Action 4.1 and 4.2:
Chronic absenteeism dashboard changes YOY:

All Students – Decrease 6.1 % | Red to Yellow

Subgroups:
African American – Decrease 5.7 % | Red to Yellow
English Learners – Decrease 5.8 % | Orange to Green
Hispanic – Decrease 6.5 % | Red to Yellow
Socioeconomically Disadvantaged – Decrease 6.4 % | Red to Yellow
Students with Disabilities – Decrease 7.4 % | Red to Yellow
White – Decrease 9.6 % | Red to Green

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.

Metric: 4.2 Name changed to better describe what the metric is measuring (all students vs dashboard students). Baseline changed as the Dataquest data that was pulled was inaccurate for 22-23, it was much lower in 22-23 then the prior reported LCAP metric. The school also has a new way to pull this data from Dataquest to avoid this mistake in the future and the formatting has changed for this measurement to better match the format in Dataquest. Also since this is supposed to be a larger measurement, we want to list out more subgroups, unless those subgroups lack appropriate student numbers to measure.

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	Attendance Interventions	Attendance support is delivered through both a proactive approach and a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. We aim to reduce chronic absenteeism and enhance engagement in online learning among African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner populations. We will employ a multifaceted approach targeting various factors contributing to absenteeism and disengagement, with a focus on culturally responsive and inclusive practices. Attendance Monitoring and Early Intervention: Implement a system for real-time monitoring of attendance data across demographic groups to identify patterns and trends. Establish protocols for early intervention, including personalized outreach to students and families at risk of chronic absenteeism. Targeted Support Services: Provide targeted support services tailored to the needs of specific student populations, such as mentorship programs and academic assistance. Technology Access and Support: Ensure equitable access to technology devices and reliable internet connectivity for all students, addressing barriers to online participation. Offer technical support and training for students and families to navigate online platforms and utilize digital learning resources effectively. Use data-driven insights to make adjustments and refinements to the program over time, ensuring ongoing responsiveness to student needs. Attendance advocacy is intended to be a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. Students must be actively engaged in their education by completing assigned schoolwork or educational activities every day. Teachers monitor student assignment submissions and completed assignments, daily. If no assignments were submitted or completed, then teachers must follow the school’s student support process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, involving support teams such as SST's and Engagment Coaches and creating Success	$1,014,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Plans (back on track plans). Teachers monitor student attendance daily in live sessions, as well as daily school attendance through the completion of work assignments. The student attendance data is tracked on the weekly progress monitoring reports shared with teachers. Administrators follow up on students missing school attendance through reaching out to the family to resolve issues preventing them from attending as well as managing academic probation plans (https://www.cde.ca.gov/nr/el/le/documents/yr22ltr1214att.pdf) . LREBG Action: The school utilizes funds in LREBG to provide support and direct 1:1 tutoring related to attendance and engagement interventions to students who have identified need. Guidance from the California Department of Education (2022) recommends data-driven, daily mentoring and tutoring as a Tier 2 strategy for reversing chronic absenteeism and explicitly allows districts to use Learning Recovery Emergency Block Grant dollars for that purpose. Independent research confirms its impact: New York City's Success Mentor Corps cut absences for previously chronically absent students by nearly two instructional weeks per year (https://www.attendanceworks.org/wp-content/uploads/2018/04/Hamilton_project_-reducing_chronic_absenteeism_under_the_every_student_succeeds_act.pdf) and the national Attendance Works "Data Matters" brief reports the same two-week gain alongside better academic outcomes for mentored students evidence that justifies funding one-to-one attendance tutoring for our highest-need learners. (https://www.attendanceworks.org/wp-content/uploads/2019/01/Attendance-Works-Data-Matters_010919.pdf) The metrics used to monitor the effectiveness of this metric will be our chronic absenteeism indicator for students and related subgroups. LREBG Funds used: $ 134,248		
4.2	Teacher Attendance Interventions	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact		Yes

Action #	Title	Description	Total Funds	Contributing
		commitments for those students in their class needing additional support to attend and engage in their schoolwork.		

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
$$7,298,514	$814,470

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
29.785%	11.441%	$2,420,309.93	41.226%

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
1.1	**Action:** Staff Professional Development **Need:** For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups	Professional Development remains one of our primary mechanisms for aligning staff to served unduplicated populations at IQ Academy. The summary of areas of focus have been articulated as school wide initiatives because the practices of using assessment data to identify specific needs for subgroups is one that can be applied broadly to all students. Professional Development for the 22-23 SY focused on a review of school wide instructional	PD Feedback 23-24 SY staff feedback ratings: August PD: "Value of the PD to your practice" 4.33/5 average rating March PD: "Value of the PD to your practice" 4/5 average rating PD Feedback: 22-23 SY staff feedback ratings:

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
	All Students - Orange - 24.8 points below standard English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 76.4 below standard English Learners - Red - 99.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard For ELP State Indicator: English Learner Progress - Red - 37.8% making progress **Scope:** LEA-wide	goals and practices, collaboration with staff and teachers on standards and assessment identification using the STAR assessment, and understanding DOK levels and using appropriate formative assessments. In the March 22-23 PD the school offered choice sessions for teachers that were focused broadly on better instructional/alignment outcomes for students based on DOK level content mastery and understanding, ELD/SPED integration strategies, Instructional strategies, SEL and Engagement strategies in the virtual environment. Professional Development for the 23-24 SY was focused on staff and curriculum specialist led standards analysis in ELA and Math across all grade bands and departments. This was used in conjunction with a new process, managed by administration, where STAR assessment data was used to build out better aligned curriculum maps that were meant to reflect pacing/content that was aligned to student need. In the March PD of 23-24 the school reviewed the state testing environment best practices and made grade band plans meant to facilitate backwards planning and vertical alignment of planned spring content to best prepare students for assessment participation and performance.	August PD: "Value of the PD to your practice" 4.25/5 average rating March PD: "Value of the PD to your practice" 4.5/5 average rating
1.2	**Action:** Universal Assessment **Need:**	The school has several processes that are critical to the identification of specific standards level needs for unduplicated students. While these are necessary and critical processes for serving	Average Teacher Rating from informal observations in 22-23;

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
	For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 24.8 points below standard English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 76.4 below standard English Learners - Red - 99.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard For ELP State Indicator: English Learner Progress - Red - 37.8% making progress **Scope:** LEA-wide	unduplicated populations, the practices/processes are applicable to students LEA/Schoolwide. These processes include; identification of standards level learning objectives that are meant to drive Instruction and curriculum alignment to identified priority standards that will drive students to making at least one years growth. Both of these processes are audited through our informal observation process and curriculum alignment checks.	School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 88% of observed teachers met this requirement. School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 85% of observed teachers met this requirement. School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 78% of observed teachers met this requirement. Curriculum Alignment checks were instituted in the 23-24 SY and have the following outcomes observed and includes available data at the time of the creation of the LCAP. The curriculum alignment checks for completion of curriculum alignment for each teacher. The curriculum alignment check is meant

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
			to determine if the teacher has correctly aligned curriculum scope/expectations/modifications with observed assessment data. HS: Math and ELA alignment checks: Quarter 1: 90.1% Quarter 2: 95.5% Quarter 3: 100% Quarter 4: 100% MS: Math and ELA Alignment checks: Quarter 1: 92.86% Quarter 2: 100% Quarter 3: 100% Quarter 4: 100% Elementary Math and ELA alignment: Quarter 1: 100% Quarter 2: 100% Quarter 3: 100% Quarter 4: 100%
1.4	**Action:** College and Career **Need:** The action is meant to address socioeconomically disadvantaged students	Socioeconomically Disadvantaged students having lower then average preparedness at IQLA requires the school to evaluate our HS program offerings to best produce opportunities for this subgroup to meet the state CCI indicator criteria. This process of evaluation, expansion, and alignment of our HS	Based on identified needs we see that socioeconomically disadvantaged students performing in the following monitored metrics:

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
	who currently score lower then average at IQ Academy. All Students - Low - 16.3% Prepared Subgroups: Socioeconomically Disadvantaged - Low - 14.1% Prepared **Scope:** LEA-wide	program offerings to serve this sub population can be used to benefit all students. Specifically the school seeks to conduct annually review our CCI indicator scoring to expanding and enriching our programs in a way that provides better access to these opportunities. Specifically there is a focus to include more A-G courses, Career Technical Education (CTE) pathways, Dual Enrollment programs, and early graduation by focusing on these we are directly addressing the need for growth on the College Career Indicator (CCI) requirements. This holistic approach ensures that students have access to pathways aligned with their individual interests and aspirations, ultimately enhancing their readiness for post-secondary endeavors. Additionally, strengthening counseling support through personalized guidance, quarterly one-on-one sessions, and professional development aligns with best practices in college and career readiness, enabling us to better address any gaps in student achievement and graduation rates identified through data-driven approaches. The establishment of the PantherPath2College program further enhances our ability to provide students with dual enrollment opportunities, fostering seamless transitions to higher education and ultimately contributing to the overall growth and success of our College and Career program.	22-23 CTE Pathway enrollment by percentage; proportion of the population is enrolled in a CTE pathway, A-G course completion, and Dual Enrollment at IQ Academy. All Students 43% Socioeconomically Disadvantaged Students 45.3% Students who graduated with A-G completion All Students 17% Socioeconomically Disadvantaged 14% Percent of Students enrolled in Dual Enrollment All 0.04% Socioeconomically Disadvantaged 0.03% Socioeconomically disadvantaged students make up 38% of our 5th year Grads IQ academy started our CTE program in 2021 and our dual enrollment program in 2022. We focused on providing access to subgroups of

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
			students with identified need. This is working and we will be continuing our practice from the prior year but have lowered minimum DE GPA to 2.5 from 3.0 to include a larger more inclusive population of students.
1.5	**Action:** Academic Intervention **Need:** For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 24.8 points below standard English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 76.4 below standard English Learners - Red - 99.9 points below standard	Identifying Students in Need: Utilizing tools like Star 360 Math and Reading assessments, homeroom teacher feedback, and ESGI baseline assessments helps in identifying students who require additional academic support. These assessments provide data-driven insights into students' strengths and weaknesses, allowing educators to tailor interventions accordingly. Targeted Academic Support: Once students have been identified, interventions such as IQ Boost, targeted instructional sessions, and the use of educational platforms like Freckle and Lalilo ensure that students receive personalized and focused support in areas where they are struggling. This targeted approach increases the effectiveness of interventions by addressing specific academic needs. Supplemental Learning Resources: Freckle and Lalilo serve as supplemental resources to reinforce high-priority standards in math and ELA respectively. These platforms offer engaging and interactive content designed to support student learning and mastery of essential skills.	IQ Boost: Department uses Growth in STAR 360 assessment to determine effectiveness: EL Students: 10% of caseloads for Reading Intervention 12% of caseloads for Math Intervention 59% of EL students made a year of growth in Math 68% of El students made a year of growth in Reading Economically Disadvantaged Students: 76% of caseloads for Math and Reading Intervention 81% of students made a years growth in Reading 46% of students made a years growth in Math

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
	Socioeconomically Disadvantaged - Orange - 83.1 points below standard **Scope:** LEA-wide	Early Intervention: ESGI's use as a baseline assessment for students in K-3rd grade allows educators to identify potential academic gaps early on. Early intervention is crucial for addressing learning difficulties promptly, preventing them from becoming more significant barriers to academic success later on. Overall, these actions combine assessment, targeted support, and supplemental resources to ensure that students in need receive the intervention necessary to improve their academic performance and achieve success.	Reading Remediation: The reading remediation program uses ESGI to identify students who need reading intervention and utilizes IQ boost paraprofessionals to provide targeted interventions based on identified need. Students who "test out" of the reading remediation program have completed this intervention program using a science of reading based criteria. EL Students: 13% of students tested out of Reading Intervention over the course of the year. Economically Disadvantaged Students: 13% of students tested out of Reading Intervention over the course of the year. Overall Student growth by Subgroup: 22-23 EL Student Growth in STAR Early Literacy: 28.57%

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
			22-23 Economically Disadvantaged Students Growth in STAR early Literacy: 59.46% 22-23 EL Student K-2 Growth in Math: 60.00% 22-23 Economically Disadvantaged Students: K-2 Growth in Math: 56.82%
2.2	**Action:** Engagement **Need:** Decrease chronic absenteeism in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations. Increase engagement in online school through accessing the curriculum and attending live class sessions in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations. **Scope:** LEA-wide	Attendance Monitoring and Early Intervention: Implement attendance monitoring across demographics and establish protocols for early intervention. Targeted Support Services: Offered individualized support through mentorship, collaboration with the entire team and a culturally responsive approach.	Attendance Rates All Students- 93% African American- 94% Asian- 92% Hispanic- 97% Socioeconomically Disadvantaged- 94% Students with Disabilities- 93% English Learners- 93% Chronic Absenteeism All Students- 18% African American- 20% Asian- 13% Hispanic- 19% Socioeconomically Disadvantaged- 20% Students with Disabilities - 22% English Learners- 15%

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
			Ed Partner Feedback Participation Average of 1% (22) parents attending sessions 11% participation Ed Partner survey responses Outing Attendance Average of 6% in person attendees monthly Average of 21% virtual attendees monthly School Club Participation 21% of student population attending a club
2.4	**Action:** Credit Recovery **Need:** In 2018-2019 the school had a graduation rate of 60.5% with socioeconomically disadvantaged students listed as "RED" on the state dashboard (60% graduation rate). Since 2018-2019 the school has seen a steady increase in its graduation rate and credit recovery offerings that target this need remains one of our best mechanisms for sustaining the improvements in graduation rate the school has seen over the years. In 2022-2023 our graduation rate was GREEN with a 82.7% graduation rate for all students. Socioeconomically disadvantaged students were rated as YELLOW (79.8%). This at risk	IQ Academy has used credit recovery as mechanism to provide students access to courses they are credit deficient in. We make offerings based on a review of credit deficiency semester and tailor credit recovery offerings through summer school and specific in-year credit recovery courses to provide opportunities for credit deficient students to stay on track to graduate.	22-23: All Students - Green - 82.7% Subgroups: Hispanic - Green - 85% Socioeconomically Disadvantaged - Yellow - 79.8%

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
	population remains in need compared to the general population graduation rate. **Scope:** LEA-wide		
3.2	**Action:** Teachers **Need:** Unduplicated students need to have highly qualified teachers available both in specific areas of need (indicated below) and broadly (as a component of having access to a broad course of study). Areas of need 22-23; Mathematics - English Learners - Red - 99.9 points below standard English Learner Progress - English Learners - Red - 37.8% making progress **Scope:** LEA-wide	Action 3.2 provides the school flexibility in sourcing new highly qualified and fully credentialed teachers and retaining highly qualified and fully credentialed teachers. This action is specifically meant to ensure that unduplicated populations in the subjects identified on the 22-23 state dashboard as areas of need are given priority. However ensuring access to a broad course of study is also a component of impacting the academic outcomes of unduplicated student populations. Thus providing this schoolwide also supports this unduplicated student population.	We will continue to use this local indicator as the measurement for effectiveness in meeting this goal. Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support Dashboard Indicator: Access to a Broad Course of Study

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
3.3	**Action:** Administration and Accountability **Need:** There is a need for a variety of positions that are meant to provide input, supervision, monitoring, and support for many competencies (listed out in action 3.3) that are necessary for other actions/services in goals 1,2,3 and 4, to function. Many of these areas of need are defined by the identified needs within goals 1,2,3 and 4 for unduplicated populations. These positions also oversee outreach to educational partners for identified subgroups. **Scope:** LEA-wide	The action is meant to describes a variety of administrative support positions that provide support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators. While this work by administrative staff focuses on unduplicated populations as a priority, the work they do benefits all students and thus is applicable schoolwide.	The school conducts regular audits and monitoring of leading and lagging local data that is related to annual measurable outcomes in Goal 1, 2 and 4. As such these annual measurable outcomes are considered summative data points that we use to monitor the effectiveness of the administrative staff that work to support the schools supplemental and federal funded programs. Local Indicators; Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support Dashboard Indicator: Access to a Broad Course of Study Access to Instructional Materials: All students will receive access to all K12 materials and courses

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
			(Online/Offline), which align with CCSS Goal 1 Annual Measurable Outcomes: CAASPP ELA: Grades 3 - 8 and 11: English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard CAASPP Math: Grades 3 - 8 and 11 English Learners - Red - 99.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard English Learner Progress English Learners - Red - 37.8% making progress College/Career Indicator Socioeconomically Disadvantaged - Low - 14.1% Prepared Goal 2 And Goal 4 Annual Measurable Outcomes:

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
			Chronic Absenteeism K-8 English Learners - Orange -15.6% Socioeconomically Disadvantaged - Red - 20% Chronic Absenteeism HS English Learners - 42.9% Socioeconomically Disadvantaged - 41.6% Attendance Rates 22-23 English Learners - 93.17% Socioeconomically Disadvantaged - 93.9% Foster Youth 92.6%
3.4	**Action:** Staff Training **Need:** Identified subgroups require that teachers are well trained and supported in our virtual environment. As a virtual public school a educators success in our environment is directly linked to their ability to understand and function efficiently in our setting. IQ believes that identified subgroups are better served when teachers are able to utilize this advanced training to provide them with better access to instructional materials, staff, and a broad course of study.	While identified subgroups will benefit from having highly qualified teachers and staff who are trained and able to function in a virtual environment. Broadly having well trained staff in our unique setting is something that has a positive impact on all students.	Training audits are completed for staff and reviewed regularly so that outreach and additional support can be offered to staff in-year Training completion audits 22-23 - All Staff-4,744 modules assigned, 458 = 90% completion of assigned trainings. Informal observations are conducted monthly and observations on core

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
	Scope: LEA-wide		instructional competencies are used to drive instructional coaching focus. Average Teacher Rating from informal observations in 22-23; School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 88% of observed teachers met this requirement. School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 85% of observed teachers met this requirement. School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 78% of observed teachers met this requirement. Curriculum Alignment checks were instituted in the 23-24 SY and have the following outcomes observed and includes available data at the time

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
			of the creation of the LCAP. The curriculum alignment checks for completion of curriculum alignment for each teacher. The curriculum alignment check is meant to determine if the teacher has correctly aligned curriculum scope/expectations/modifications with observed assessment data. HS: Math and ELA alignment checks: Quarter 1: 90.1% Quarter 2: 95.5% Quarter 3: 100% MS: Math and ELA Alignment checks: Quarter 1: 92.86% Quarter 2: 100% Quarter 3: 100% Elementary Math and ELA alignment: Quarter 1: 100% Quarter 2: 100% Quarter 3: 100%
4.1	**Action:** Attendance Interventions	While English Learners (dashboard color orange) and Socioeconomically Disadvantaged (dashboard color Red) students are both unduplicated student	The school maintains an in-year predictive rate for chronic absenteeism and

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
	Need: Decrease chronic absenteeism in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations. Increase engagement in online school through accessing the curriculum and attending live class sessions in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations. **Scope:** LEA-wide	groups who show a need related to chronic absenteeism, all students can benefit from the systems of support our Attendance Intervention (4.1) action describes.	uses this to drive and prioritize engagement intervention supports for all students who show need, with English Learners and Socioeconomically disadvantaged students prioritized. Outside of this IQLA will use our chronic absenteeism rating from the state dashboard to monitor effectiveness. Chronic Absenteeism All Students- 18% African American- 20% Asian- 13% Hispanic- 19% Socioeconomically Disadvantaged- 20% Students with Disabilities - 22% English Learners- 15%

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
1.3	**Action:** EL Support **Need:** Increase English language proficiency as measured by the English Language Proficiency Increase (ELPI) on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	The ELD department has had an increase of about 24% of identified English Learner students the past two years. In 24-25 we intend to expand our department to account for this growth in the overall student population. By adding an additional ELD Specialist, we will be able to address the needs of this growing population by differentiating instruction based on language proficiency needs and grade level. With the support of bilingual engagement coaches, the ELD program will be able to service newcomers and LTELs by pulling them into small groups using our supplemental curriculum (Rosetta Stone and Educeri) to target the unique needs of these learners. Reclassified fluent English proficient (RFEP) students who are in the monitoring period of four years will receive additional academic intervention if they show a lack of academic progress and/or academic success as measured by Star360, passing rates, and state assessments. General education teachers will be provided with professional development training on how to effectively scaffold instruction to ensure ELs are accessing grade level curriculum. Within the PLC process, GE teachers and ELD Specialists will identify areas of need and collaborate on strategies for academic success and monitoring.	Summative ELPAC Scores (CA Dashboard ELPI): 37.80% (22-23) Star 360 Reading Growth from BOY to EOY: 53.23% of all ELs who took both the BOY and EOY showed one year's growth. (22-23)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Educational partners give feedback through surveys and committee attendance on how to improve student success.	
1.6	**Action:** Instructional Intervention (Improved) **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (30 points below standard) and English learners (53.3 points below standard) are below all students (24.8 points below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.1 points below standard) and English learners (99.9 points below standard) are below all students (74.6 points below standard) in math. Educational partner feedback was collected, 33% of families said additional instructional support through interventions and/or tutoring is a priority. 87% of families agreed (rated 4/5 our 5) that: “When my student struggles, they are able to receive the support needed. ". Indicating that family support for this approach is robust. **Scope:** Limited to Unduplicated Student Group(s)	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. Teachers conduct direct interventions targeting specific groups of students based on placement in academic intervention tiers by subject (not meeting or exceeding grade level standards as measured by STAR 360 diagnostic assessment)	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback.
2.1	**Action:** EL Services	The ability for teachers to monitor and communicate with the families who may not speak	We will continue to monitor chronic absenteeism and attendance rates as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Chronic Absenteeism remains high for our EL sub population; K-8 English Learners - Orange -15.6% HS English Learners - 42.9% **Scope:** Limited to Unduplicated Student Group(s)	English as a primary language remains an important tool for engagement at the school. The ability to deploy outreach and engagement in a families native language remains a useful thing for school wide engagement efforts which is why we keep this under school wide/LEA-wide	metrics that act as a call to action for school staff to engage with the families of identified students. In 22-23 we saw overall higher levels of attendance (93.17%) for EL's compared to the full population (92.65). So there is evidence that our plans for additional engagement is having an impact.
3.1	**Action:** Student ISP **Need:** IQ Academy provides this resource in order to ensure access to a broad course of study and access to instructional materials. **Scope:** Limited to Unduplicated Student Group(s)	The school back to school packet includes questions meant to identify and make available the internet subsidy for qualifying families.	We use our back to school packet completion as the metric to monitor for this action. This is the way we identify eligible families. 22-23 66% of iQ students/families completing the Back to School Packet.
4.2	**Action:** Teacher Attendance Interventions **Need:** The Chronic Absenteeism data shows the student group of socioeconomically disadvantaged (20%) is higher than all students (18.3%). While English Learners have a lower chronic absenteeism (15.6%) then all students (18.3%) this subgroup	Teachers will monitor and follow up with students not completing assignments and attending class. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and English learner students.	Progress will be monitored by the chronic absenteeism rates and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	continues to show need as it's chronic absenteeism rate in prior years has been higher then all student rates. The school believes in continuing this action in support of the English Learner subgroup so that the subgroup can sustain improvements in chronic absenteeism. Educational partner feedback was collected, 92.4% of families said ensuring students attend sessions with teachers is important. **Scope:** Limited to Unduplicated Student Group(s)		

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

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.6). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school's estimates it would cost $63,097. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school’s estimates would cost $60,400. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

In Goal 3, Action 2, you will see where the LCFF Concentration add-on grant was used to ensure we hire and maintain high-quality teachers to support unduplicated students.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$24,503,991	$7,298,514	29.785%	11.441%	41.226%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,442,218.00	$827,791.00	$0.00	$587,887.00	$9,857,896.00	$9,065,195.00	$792,701.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$0.00	$61,004.00	$3,504.00	$50,000.00		$7,500.00	$61,004.00	
1	1.2	Universal Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$0.00	$22,658.00	$22,658.00				$22,658.00	
1	1.3	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$719,784.00	$23,085.00	$721,472.00			$21,397.00	$742,869.00	
1	1.4	College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$370,034.00	$7,038.00	$372,922.00	$4,150.00			$377,072.00	
1	1.5	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$2,114,375.00	$82,000.00	$1,439,263.00	$622,637.00		$134,475.00	$2,196,375.00	
1	1.6	Instructional Intervention (Improved)	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools									0.26%
2	2.1	EL Services	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	25-26	$0.00	$38,700.00	$38,700.00				$38,700.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$344,603.00	$69,431.00	$414,034.00				$414,034.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	25-26	$0.00	$20,000.00				$20,000.00	$20,000.00	
2	2.4	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$398,563.00	$0.00	$398,563.00				$398,563.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	25-26	$0.00	$225,758.00	$225,758.00				$225,758.00	
3	3.2	Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$1,663,185.00	$0.00	$1,663,185.00				$1,663,185.00	
3	3.3	Administration and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$1,970,308.00	$232,527.00	$2,108,603.00			$94,232.00	$2,202,835.00	
3	3.4	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$402,811.00	$10,000.00	$386,055.00	$16,756.00		$10,000.00	$412,811.00	
3	3.5	MKV/FY	All	No			MKV/FY	25-26	$67,280.00	$500.00				$67,780.00	$67,780.00	
4	4.1	Attendance Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$1,014,252.00	$0.00	$647,501.00	$134,248.00		$232,503.00	$1,014,252.00	
4	4.2	Teacher Attendance Interventions	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools									0.25%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$24,503,991	$7,298,514	29.785%	11.441%	41.226%	$8,442,218.00	0.510%	34.962 %	**Total:**	$8,442,218.00
								LEA-wide Total:	$7,456,288.00
								Limited Total:	$985,930.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,504.00	
1	**1.2**	Universal Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,658.00	
1	**1.3**	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$721,472.00	
1	**1.4**	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$372,922.00	
1	**1.5**	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,439,263.00	
1	**1.6**	Instructional Intervention (Improved)	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		0.26%
2	**2.1**	EL Services	Yes	Limited to Unduplicated	English Learners	All Schools	$38,700.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$414,034.00	
2	2.4	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$398,563.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$225,758.00	
3	3.2	Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,663,185.00	
3	3.3	Administration and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,108,603.00	
3	3.4	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,055.00	
4	4.1	Attendance Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$647,501.00	
4	4.2	Teacher Attendance Interventions	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		0.25%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,302,025.94	$5,732,475.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Professional Development	No Yes	$24,871.39	$40,311.00
1	**1.2**	Universal Assessment	Yes	$19,838.00	$19,838.00
1	**1.3**	EL Support	Yes	$480,056.61	$503,219.00
1	**1.4**	College and Career	No Yes	$263,878.46	$299,316.00
1	**1.5**	Academic Intervention	No Yes	$1,284,880.09	$1,198,982
1	**1.6**	Instructional Intervention (Improved)	No Yes		
2	**2.1**	EL Services	Yes	$14,180.68	$18,693.00
2	**2.2**	Engagement	No Yes	$360,900.64	$377,160.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Social Emotional Learning, Prevention, and Intervention	No	$6,641.00	$5,241.00
2	2.4	Credit Recovery	No Yes	$209,246.43	$99,431.00
3	3.1	Student ISP	Yes	$225,758.00	$225,758.00
3	3.2	Teachers	Yes	$645,127.15	$904,545.00
3	3.3	Administration and Accountability	Yes	$1,038,549.22	$1,047,031.00
3	3.4	Staff Training	No Yes	$240,094.54	$272,727.00
3	3.5	MKV/FY	No	$15,000.00	$43,514.00
4	4.1	Attendance Interventions	Yes	$473,003.73	$676,709.00
4	4.2	Teacher Attendance Interventions	Yes		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,242,172	$4,153,998.69	$4,613,048.00	($459,049.31)	0.560%	0.590%	0.030%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Professional Development	Yes	$14,871.39	15,069		
1	1.2	Universal Assessment	Yes	$19,838.00	19,838		
1	1.3	EL Support	Yes	$480,056.61	503,219		
1	1.4	College and Career	Yes	$259,728.46	267,823		
1	1.5	Academic Intervention	Yes	$678,433.35	672,039		
1	1.6	Instructional Intervention (Improved)	Yes			0.28%	0.30%
2	2.1	EL Services	Yes	$14,180.68	18,693		
2	2.2	Engagement	Yes	$360,900.64	377,160		
2	2.4	Credit Recovery	Yes	$96,544.43	96,544		
3	3.1	Student ISP	Yes	$225,758.00	225,758		
3	3.2	Teachers	Yes	$645,127.15	904,545	0%	
3	3.3	Administration and Accountability	Yes	$865,005.95	899,441		
3	3.4	Staff Training	Yes	$232,594.54	251,433		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Attendance Interventions	Yes	$260,959.49	361,486	0%	
4	**4.2**	Teacher Attendance Interventions	Yes			0.28%	0.29%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$21,154,704	$6,242,172	4.33%	33.837%	$4,613,048.00	0.590%	22.396%	$2,420,309.93	11.441%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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