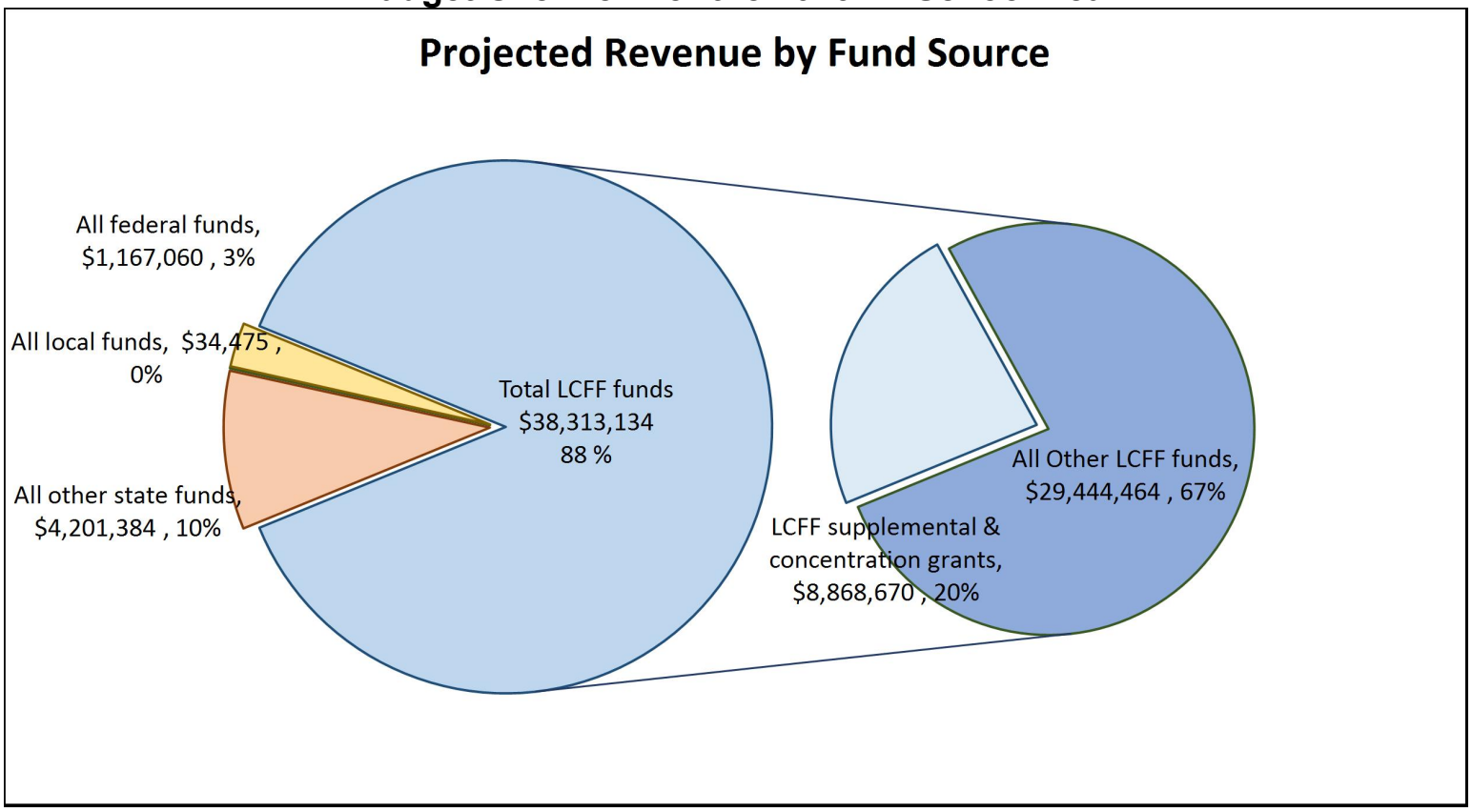
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: IQ Academy Los Angeles
CDS Code: 19-73452-0120600
School Year: 2026-27
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 2026-27 School Year

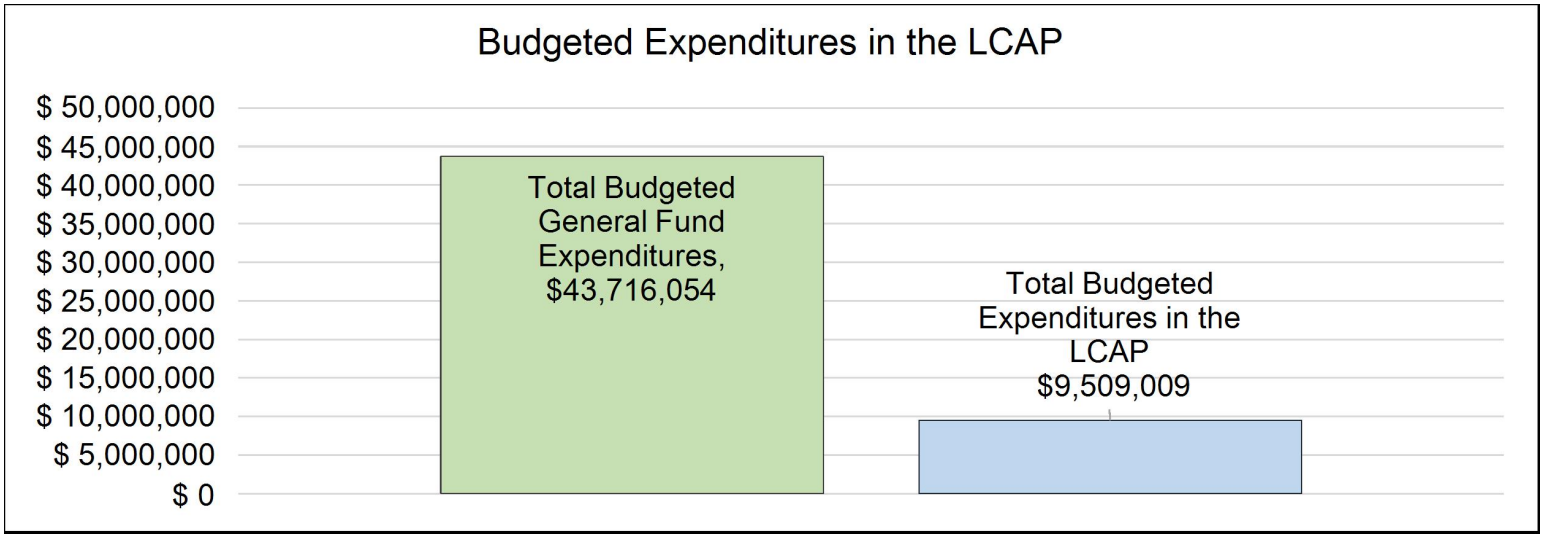


This chart shows the total general purpose revenue IQ Academy Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for IQ Academy Los Angeles is $43,716,053, of which $38,313,134 is Local Control Funding Formula (LCFF), $4,201,384 is other state funds, $34,475 is local funds, and $1,167,060 is federal funds. Of the $38,313,134 in LCFF Funds, $8,868,670 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 2026-27. 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 $43,716,054 for the 2026-27 school year. Of that amount, $9,509,009 is tied to actions/services in the LCAP and $34,207,045 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.

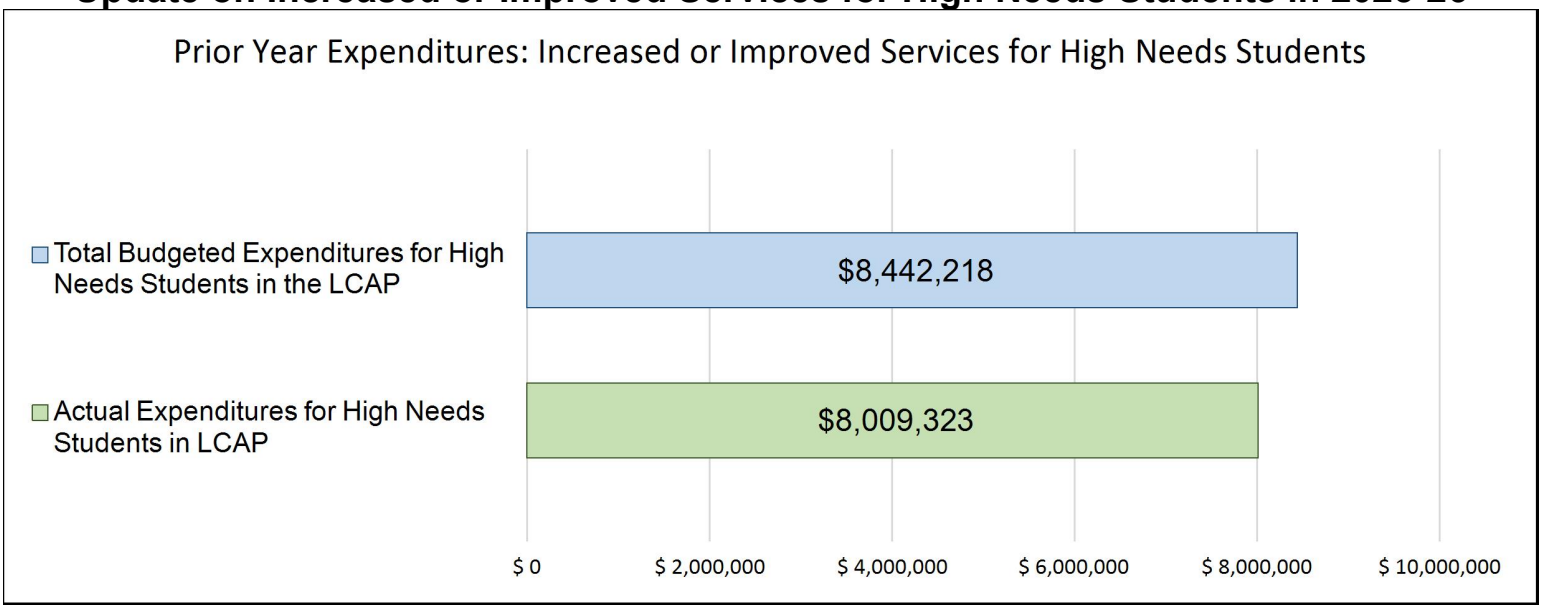
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, IQ Academy Los Angeles is projecting it will receive $8,868,670 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 $8,444,297 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, IQ Academy Los Angeles's LCAP budgeted $8,442,218 for planned actions to increase or improve services for high needs students. IQ Academy Los Angeles actually spent $8,009,323 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $432,895 had the following impact on IQ Academy Los Angeles's ability to increase or improve services for high needs students:

The decrease is primarily driven by a decrease in actual spending for the following Goals and Actions:

- Goal 1, Action 5
- Goal 2, Action 4
- Goal 3, Action 3

The was either unable to fill budgeted positions or filled budgeted positions mid-year. These positions were Student Support Specialists, Freshman Support Specialists, Lead Guidance Counselor, and contracted AI Engineer. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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 [2026-27]

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 1,721 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 7.8% English Learners. 76.9% of our students are socioeconomically disadvantaged. Our population is made up of 18.2% Black or African American, 58.6% Hispanic or Latino, 1.6% Filipino, 13.8% White, 3.6% Two or More Races, 2.6% Asian, 1.2% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander. Approximately 16.4% 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 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.

Key successes in 24-25:
1. ELA improved from Orange to Yellow (+11.3 points DFS)
2. Math improved from Orange to Yellow (+24.1 points DFS)
3. EL subgroups saw exceptional gains: Math +54.3 pts, ELA +34.8 pts
4. Chronic absenteeism held stable despite 20% enrollment growth
5. Proactive hiring strategy successfully implemented
6. All Conditions and Climate indicators maintained
7. Attendance rate maintained at 95.25%

Key challenges in 24-25:
1. CCI declined from Yellow (29.4%) to Red (15.2%)
2. Graduation rate declined from Green (89.7%) to Orange (80.6%)
3. Dropout rate increased from 9.2% to 12.7%
4. ELPI declined from Green (48.6%) to Orange (42.1%)
5. SWD subgroup in ELA declined to Red (99.2 pts below)
6. STAR growth metrics declined for late-enrolling students
7. Managing 20%+ enrollment growth

General Summary: IQ Academy continued to experience significant enrollment growth in 24-25. Our student population grew from 1,429 to 1,721 students (20.4% increase per SARC), with our peak enrollment reaching approximately 2,300 students during the year. This accelerated growth reflects the continued and increasing demand for virtual independent study charter schools since COVID. iQLA serves a transient population where the SARC enrollment is a point-in-time snapshot that does not fully capture the movement of students throughout the year. The school saw a notable increase in late-cohort students enrolling mid-year, which we attribute in part to increased visibility and marketing efforts. Our student demographics shifted accordingly: 76.9% socioeconomically disadvantaged (up from 74.5%), 16.4% qualifying for special education services (up from 14.3%), and 7.8% English Learners (down slightly from 8.9% as a proportion of enrollment, though absolute EL numbers increased).

A key operational shift in 24-25 was the transition from reactive to proactive hiring. Historically, the school took a conservative approach to enrollment projections and then hired reactively in October, November, or even February and March as enrollment exceeded projections. In 24-25, the school budgeted to be slightly overstaffed on the general education side at the start of the year. Even with enrollment growth

exceeding 20%, this meant less in-year hiring, teachers supervising fewer new students, and more consistent program fidelity throughout the year. This shift had a significant positive impact on academic outcomes even though the school still had to deal with the challenges of scaling it's program and structure to account for enrollment that had exceeded our projections.

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: The school saw dramatic improvements in both ELA and Math performance in 24-25, fully reversing the declines observed in 23-24. In ELA, all students improved from Orange (35.7 points below standard) to Yellow (24.4 points below standard), an increase of 11.3 points. In Math, all students improved from Orange (79.6 points below standard) to Yellow (55.5 points below standard), an increase of 24.1 points. English Learner subgroups saw particularly strong gains: EL students in Math improved from Red (108.6 points below) to Yellow (54.3 points below), a 54.3-point improvement, and EL students in ELA improved from Red (87.8 points below) to Yellow (53.0 points below), a 34.8-point improvement. The proactive hiring strategy described above is a primary driver of these improvements, as having adequate staffing from day one allowed for more consistent delivery of the data-driven instructional program. While this is one of the primary catalysts, the school still believes it's internal program of cycle based instruction, data driven planning and intervention, and eyes on students through support departments remains the primary driving force for improvements over time.

The school did observe declines in overall STAR growth metrics; however, analysis of the data revealed that growth declines were weighted toward students with later start dates who enrolled mid-year. Students who were enrolled for the full school year showed normative growth. Because the STAR assessment window extends until December 1st, fall enrollees who may have joined with the semester half over are still included in growth calculations. The school views being available for students to enroll at any point in the school year as a higher-priority need, even though it places downward pressure on aggregate growth scores.

English Language Arts 24-25 performance:
All Students - Yellow - 24.4 points below standard

Subgroups:
African American - Orange - 56.3 points below standard
English Learners - Yellow - 53.0 points below standard
Students with Disabilities - Red - 99.2 points below standard
Hispanic - Yellow - 22.1 points below standard
Socioeconomically Disadvantaged - Yellow - 36.8 points below standard
White - Yellow - 4.7 points below standard

English Language Arts 24-25 YOY change:
All Students - Increase of 11.3 points distance from standard

Subgroups:

African American - Decrease of 14.5 points distance from standard
English Learners - Increase of 34.8 points distance from standard
Students with Disabilities - Decrease of 9.3 points distance from standard
Hispanic - Increase of 21.1 points distance from standard
Socioeconomically Disadvantaged - Increase of 7.6 points distance from standard
White - Increase of 13.3 points distance from standard

Math 24-25 performance:
All Students - Yellow - 55.5 points below standard

Subgroups:
African American - Orange - 79.5 points below standard
Students with Disabilities - Red - 119.2 points below standard
English Learners - Yellow - 54.3 points below standard
Hispanic - Yellow - 58.7 points below standard
Socioeconomically Disadvantaged - Yellow - 66.7 points below standard
White - Yellow - 38.2 points below standard

Math 24-25 YOY change:
All Students - Increase of 24.1 points distance from standard

Subgroups:
African American - Increase of 1.0 points distance from standard
Students with Disabilities - Increase of 17.1 points distance from standard
English Learners - Increase of 54.3 points distance from standard
Hispanic - Increase of 29.4 points distance from standard
Socioeconomically Disadvantaged - Increase of 19.3 points distance from standard
White - Increase of 29.6 points distance from standard

College/Career Indicator Summary: The CCI declined from Yellow (29.4% prepared) in 23-24 to Red (15.2% prepared) in 24-25. This decline is primarily attributable to the enrollment of approximately 20 late-cohort seniors who were extremely credit deficient upon enrollment. These students joined the school in late fall or spring with credit deficiencies so severe that remediation would have been impossible even in a full school year, and most did not have a full year available to them. The school maintains an expansive ecosystem of credit recovery opportunities including in-year credit recovery, after-hours credit recovery, dual enrollment with local community colleges, and summer school credit recovery. These programs have been highly effective at improving graduation rates over time, but they are not designed to address a sudden influx of highly credit-deficient seniors. The school does not view this as an intractable problem. In 25-26, the school is working with its school attorney to develop an alternative graduation pathway in the parent/student handbook that aligns to state minimum graduation requirements (130 credits vs. the IQ standard of 220 credits). This will create a viable in-year response for students who are seeking to graduate in their cohort year but are highly credit deficient. The school also continues to expect its first CTE pathway completers in 25-26, which will further support CCI improvement.

College/Career Indicator performance:
All Students - Red - 15.2% Prepared

Subgroups:
Hispanic - Orange - 13.8% Prepared
Socioeconomically Disadvantaged - Orange - 13.4% Prepared

English Learner Indicator Summary: The ELPI declined from Green (48.6% making progress) in 23-24 to Orange (42.1% making progress) in 24-25. The reclassification rate remained stable and consistent with prior years. The ELD department added one additional FTE to meet the needs of the growing EL population and underwent a departmental reorganization to specialize staff into specific grade bands. This reorganization, while ultimately beneficial, was disruptive during 24-25 as staff adjusted to their new specialized roles. Additionally, the department conducted a needs assessment and planned the implementation of a new front-end curriculum (Summit K12 ELD) for 25-26. The school expects improvements in ELPI performance in 25-26 as both the new curriculum comes online and the departmental reorganization has had time to formalize, allowing staff to settle into their specialized roles.

English Learner Progress:
English Learners - Orange - 42.1% making progress
English Learner Change YOY: -6.5% Decrease
English Learner reclassification rate: 10.7%
English Learner reclassification rate change YOY: Increase of 0.1%

Chronic Absenteeism Summary: As a virtual school, the ability to identify, monitor, and intervene to encourage student participation and engagement remains the most critical component of the program. In 24-25, despite a 20% increase in enrollment, chronic absenteeism rates remained largely stable - the Dashboard K-8 rate moved from 12.2% to 12.9%, and the all-students rate actually improved from 16.1% to 14.8%. The overall attendance rate of 95.25% was maintained near the prior year (96.12%). This stability in the face of dramatic enrollment growth is evidence that the engagement intervention systems built in prior years - including improved data feeds for homeroom teacher accountability, the IQ Connect engagement intervention team with its case management model, improved onboarding processes, and predictive engagement tools - are extremely well designed and effective at scale. These systems maintained their impact even as enrollment growth created larger class sizes and required onboarding new staff.

Chronic Absenteeism performance (Dashboard K-8):
All Students - Orange - 12.9%

Subgroups:
African American - Orange - 15.8%
English Learners - Yellow - 9.7%
Hispanic - Orange - 14.0%
Socioeconomically Disadvantaged - Orange - 14.1%
Students with Disabilities - Orange - 16.7%

White - Yellow - 6.3%

Chronic Absenteeism All Students: 14.8%

Overall Attendance rate:
95.25% (SY24-25 Annual)

Graduation Rate Summary: The graduation rate declined from Green (89.7%) in 23-24 to Orange (80.6%) in 24-25. The dropout rate increased from 9.2% to 12.7%. This decline is a direct result of the late-enrolling credit-deficient senior population described in the CCI section above. The credit recovery ecosystem and the alternative graduation pathway being developed for 25-26 are the primary responses to this challenge.

Graduation Rate indicator performance:
All Students - Orange - 80.6%

Subgroups:
Hispanic - Orange - 82.9%
Socioeconomically Disadvantaged - Orange - 78.5%

Drop out rate: 12.7% (24-25 Dataquest)

Conditions and Climate:
iQLA maintained its excellence across all Conditions and Climate indicators. The school continues to exceed the state average in Suspension Rate with a maintained score of 0% (Blue). All local indicators were Met:
* Local Indicator: Basics: Teachers, Instructional Materials, Facilities - Met
* Local Indicator: Parent and Family Engagement - Met
* Local Indicator: Local Climate Survey - Met

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. 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 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

Educational Partner(s)	Process for Engagement
	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. Additionally, we have incorporated an ASB at the high school level this year, adding to the leadership opportunities offered to our students.
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 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

Educational Partner(s)	Process for Engagement
	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 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 - Yellow - 24.4 points below standard Subgroups: African American - Orange - 56.3 points below standard English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard Hispanic - Yellow - 22.1 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard White - Yellow - 13.5 points below standard"	All Students - 19.4 points below standard Subgroups: African American - 51.3 points below standard English Learners - 48.0 points below standard Students with Disabilities - 94.2 points below standard Hispanic - 17.1 points below standard Socioeconomically Disadvantaged - 31.8 points below standard White - 8.5 points below standard	All Students - +0.4 points (improvement) Subgroups: African American - -21.2 points (decline) English Learners - +0.3 points (improvement) Students with Disabilities - -22.8 points (decline) Hispanic - +9.9 points (improvement) Socioeconomically Disadvantaged - -6.8 points (decline) White - -10.0 points (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 - Yellow - 55.5 points below standard Subgroups: African American - Orange - 79.5 points below standard Students with Disabilities - Orange - 125.8 points below standard English Learners - Yellow - 54.3 points below standard Hispanic - Yellow - 59.5 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard White - Green - 22.5 points below standard	All Students - 50.5 points below standard Subgroups: African American - 74.5 points below standard Students with Disabilities - 120.8 points below standard English Learners - 49.3 points below standard Hispanic - 54.5 points below standard Socioeconomically Disadvantaged - 61.7 points below standard White - 17.5 points below standard	All Students - +19.1 points (improvement) Subgroups: African American - +11.2 points (improvement) Students with Disabilities - +13.5 points (improvement) English Learners - +45.6 points (improvement) Hispanic - +21.4 points (improvement) Socioeconomically Disadvantaged - +16.4 points (improvement) White - +27.3 points (improvement)
1.3	California Science Test Met or Exceeded Standard	18.85% Met or Exceeded	21.82% Met or Exceeded	All Students - Green - 54.3 points above standard Subgroups:	All Students - 59.3 points above standard Subgroups:	Year 2 is new Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				African American - Green - 48.1 points above standard Students with Disabilities - Orange - 40.3 points above standard English Learners - Green - 50.4 points above standard Hispanic - Green - 54.9 points above standard Socioeconomically Disadvantaged - Green - 52.4 points above standard White - Yellow - 54.0 points above standard	African American - 53.1 points above standard Students with Disabilities - 45.3 points above standard English Learners - 55.4 points above standard Hispanic - 59.9 points above standard Socioeconomically Disadvantaged - 57.4 points above standard White - 59.0 points above standard	
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 - Red - 15.2% Prepared Subgroups: African American - 28.0% Prepared Hispanic - Orange - 13.8% Prepared Socioeconomically Disadvantaged - Orange - 13.4% Prepared	All Students - 20.2% Prepared Subgroups: African American - 33.0 Prepared Hispanic - 18.8 Prepared Socioeconomically Disadvantaged - 18.4 Prepared	All Students - - 1.1% (decline) Subgroups: African American - No baseline data Hispanic - +2.9% (improvement) Socioeconomically Disadvantaged - - 0.7% (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities - 7.9% Prepared English Learners - 4.5% Prepared White - 12.1% Prepared"	Students with Disabilities - 12.9 Prepared English Learners - 9.5 Prepared White - 17.1 Prepared	Students with Disabilities - No baseline data English Learners - No baseline data White - No baseline data
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 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: 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 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	12.6% - Met UC/CSU Requirements – 19 of 151 Students in the Combined Graduation Rate 0.7% - Completed at Least One Career Technical Education (CTE) Pathway – 1 of 151 Students 0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – 0 of 151 Students Source: College/Career Levels and Measures Report & Data - How Students Met Prepared	17.6% - Met UC/CSU Requirements 5.7% - Completed at Least One Career Technical Education Pathway 5.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway Graduation Cohort: 151 20.2% Prepared 26.2% Approaching Prepared 68.6% Not Prepared 10.3% Students Earning College Credit	-7.6% - Met UC/CSU Requirements (decline) +0.7% - Completed at Least One Career Technical Education Pathway (improvement) 0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway (no change) Graduation Cohort: +53 (change of +53) -1.1% Prepared (decline) -7.4% Approaching Prepared (decline) +8.5% Not Prepared (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 25.7% Students Earning College Credit	Graduation Cohort: 151 15.2% Prepared 21.2% Approaching Prepared 63.6% Not Prepared 5.3% Students Earning College Credit		-1.0% Students Earning College Credit (decline)
1.6	English Learner Progress and Long Term EL Student Progress	Red - 37.8% making progress Number of EL Students: 82 Long-Term English Learners - No performance Color	English Learners Green - 48.6% making progress Long-Term English Learners - No performance Color Number of Students: 52	English Learners Orange - 42.1% making progress (152 students) Long-Term English Learners Yellow - 47.1% making progress (70 students)	All Students - 47.1 making progress	All Students - +4.3% (improvement)
1.7	EL reclassification rate	EL count on Census Day 2022: 84	2023–2024	2024–2025	Rate of 20.7%	Rate - 1.8% (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS 2.16 Report for 22–23: 14 RFEP Rate: 14/84 = 16.7%	EL count on Census Day 2023: 127 CALPADS 2.16 Report for 23–24: 7 RFEP Rate: 7/127 = 5.5%	EL count on Census Day 2024: 134 CALPADS 2.16 Report for 24–25: 20 RFEP Rate: 20/134 = 14.9%		
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-2nd: 65% 3rd - 5th: 56% Middle School: 60% High School: 59%	Elementary: K-2nd: 70% 3rd - 5th: 61% Middle School: 65% High School: 64%	Elementary: K-2nd: -0.6% (decline) 3rd - 5th: +0.8% (improvement) Middle School: +9.3% (improvement) High School: -7.7% (decline)
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 of year STAR assessment.	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% High School: 64.01%	Elementary: 1st-2nd grade: 63% 3rd - 5th grade: 41% Middle School: 43% High School: 60%	Elementary: 1st-2nd grade: 68% 3rd - 5th grade: 46% Middle School: 48% High School: 65%	Elementary: 1st-2nd grade: +0.6% (improvement) 3rd - 5th grade: -7.3% (decline) Middle School: -6.5% (decline) High School: -3.9% (decline)

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to scale Goal 1 actions amid significant enrollment growth, with peak enrollment reaching approximately 2,370 students by spring 2025. A key operational shift in 24-25 was a proactive hiring strategy that allowed the school to begin the year slightly overstaffed on the general education side, reducing in-year hiring churn and enabling greater fidelity in professional development and instructional delivery.

Action 1.1 (Staff Professional Development): The school delivered two full-day virtual PD sessions in August 2024, attended by all GE, ELD, SPED teachers, and administration. Content was organized by grade band -- elementary focused on curriculum mapping and SBAC data analysis; middle school reviewed STAR and CAASPP data and established mission statements aligned to school goals; high school formalized the PLC process and set data-driven SMART goals. Cross-department sessions addressed ELD standards integration (data collection, goal setting, monitoring) and SPED alignment (IEP building, accommodations, scaffolding using essential/focus standards). The school also adopted Engageli as its new collaborative live instructional platform, replacing Newrow, with dedicated training for MS/HS staff. In March 2025, all-staff PD covered State Dashboard results and 25-26 planning, Least Restrictive Environment for SPED, and department-level PD led by directors. MS/HS staff participated in sessions on GE role in IEPs, differentiation in the virtual setting, and engagement strategies. Elementary staff conducted SBAC data dives by claim proficiency level, writing claims analysis, and vertical alignment activities.

Action 1.2 (Universal Assessment): STAR assessment participation continued at 92-95%. The school continued refining its wrap-around testing process for late-start students, administered by paraprofessionals rather than classroom teachers, designed to ensure new enrollees are assessed without disrupting the normative instructional day. The dyslexia screener mandate was implemented and is in effect for the 24-25 and 25-26 school years.

Action 1.3 (EL Support): A central theme of 24-25 PD was deepening integration between departments serving specific subgroups -- ELD and SPED -- and general education teams. PD sessions explicitly addressed how ELD and SPED staff can align their instructional maps to GE curriculum, use shared data for goal-setting, and coordinate scaffolding and supports. The ELD department added an additional FTE and reorganized into specialized grade bands to provide more targeted instruction, a structural shift that created short-term disruption but is expected to yield improvements as roles formalize.

Action 1.4 (College and Career): CCI declined from Yellow (29.4%) to Red (15.2%), driven primarily by approximately 20 late-cohort, extremely credit-deficient seniors who enrolled too late to remediate through the school credit recovery ecosystem. The CTE and dual enrollment programs (including Panther Path 2 College with Norco and new Irvine Valley College pathways) continued to operate but could not offset the impact of this cohort on the aggregate indicator. The school is working with legal counsel to develop an alternative graduation pathway for 25-26 that aligns with the state minimum of 130 credits.

Action 1.5 (Academic Intervention): iQBoost maintained its prior-year intervention model but refined its caseload assignments to improve teacher-iQBoost professional liaison frequency. This optimization strengthened the integration between classroom teachers and intervention specialists, ensuring more regular communication about student progress.

Action 1.6 (Instructional Intervention): This action was implemented consistent with the prior year, continuing the school objective of lowering classroom ratios to provide more effective academic and engagement interventions at the teacher level.

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.

Material difference primarily attributed to Goal 1, Action 5. School was unable to hire and fill budgeted Student Support Specialist and Bilingual Student Support Specialist positions. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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 PD effectiveness remains consistent with prior years. IQ built on the needs identified in 23-24 by ensuring 24-25 PD focused on deepening the integration between special education and ELD departments with general education through curriculum mapping and priority standards selection. As the school continues to see increases in overall enrollment and in the proportion of students in specialized programs, building better cross-department integration remains an enduring need. IQ believes this action continues to be effective.

24-25 PD Feedback Ratings:
August PD: "Value of PD to your practice" -- 4.06/5 average
March PD: "Value of PD to your practice" -- 4.12/5 average

Action 1.2 - Universal Assessment: Regular assessment using STAR 360 remains a core component of the school standards-aligned instruction. All teachers work with curriculum specialists to analyze STAR 360 data and align asynchronous curriculum and instruction to identified priority standards. Effectiveness is measured through internal alignment audits and coaching observations. In 24-25, Math/ELA alignment checks averaged 96-100% school-wide across all four quarters, with elementary improving from 93.75% in Q1 to consistent compliance by Q3. Coaching observations showed a school-wide TSA rate of 75-76%, with SEL observation compliance at 90% for MS/HS and 94% for elementary. Teachers who do not meet expectations are provided additional training through the IQ Academy teacher trainer or curriculum specialist team. IQ believes this action is effective.

24-25 Math/ELA Alignment Checks (school average): Q1: 100% | Q2: 97% | Q3: 99% | Q4: 96%

Action 1.3 - EL Support: The ELD department expanded by one FTE and reorganized into specialized grade bands to deliver more targeted instruction. While this restructuring created short-term disruption to program continuity, the ELPI indicator (Metric 1.6 Year 2 Outcome) declined modestly, which the school attributes to the organizational transition. Reclassification rates remained stable (Metric 1.7 Year 2 Outcome). STAR Reading growth for EL students was 49.3% in 24-25 compared to 60.4% in 23-24, reflecting the same transitional pressures, while STAR Early Literacy growth for EL students improved to 63.0%. The school is implementing Summit K12 as a front-end ELD curriculum for 25-26 and expects outcomes to improve as the departmental specialization matures.

Overall IQ believes this action remains partially-effective given the structural investments being made and the fact that fact that EL students saw improvements in their distance from standard assessments on the ELA state indicator, indicating that our EL population is still a high need area for the school, but those investments are paying off in the core ELA subject area which is evidence continued progress for those EL students IQ academy serves:

Year 1 Outcomes in ELA Indicator: English Learners – Red – 87.8 points below standard
Year 2 Outcomes in ELA indicator: English Learners - Yellow - 53.0 points below standard (improvement of 34.8 points)

Action 1.4 - College and Career: The CCI indicator (Metric 1.4 Year 2 Outcome) and A-G completion rate (Metric 1.5 Year 2 Outcome) both declined, driven primarily by a cohort of extremely credit-deficient late-enrolling seniors who could not remediate within the school year despite the school credit recovery ecosystem. The CTE pathways and dual enrollment partnerships continued to operate, but these programs serve students who have sufficient time to complete pathway requirements. The school is developing an alternative graduation pathway for 25-26 aligned to state minimum requirements. IQ does not view this as an intractable problem but rather a consequence of the school open enrollment model that requires a structural response. This action remains partially effective, since the declines were concentrated in this specific enrollment cohort of seniors. The school will continue to explore alternative pathways beyond pathway completion to serve these students ability to meet the CCI eligibility criteria.

Action 1.5 - Academic Intervention: The DFS paradox observed in Year 1 -- where proficiency increased year-over-year but DFS declined due to the compositional effect of a large influx of students scoring far below grade level -- resolved in 24-25. Both the ELA indicator (Metric 1.1 Year 2 Outcome) and Math indicator (Metric 1.2 Year 2 Outcome) showed dramatic improvement, attributable to the proactive hiring strategy that improved instructional fidelity and reduced in-year staffing churn. iQBoost maintained its intervention model with refined caseload assignments that improved teacher-specialist liaison frequency. iQBoost students continued to outperform comparable below-basic peers not served by the program.

24-25 iQBoost STAR Growth (% met one year growth):
Reading: Boost Students 54.5% vs 48.5% for below-basic students not in Boost
Math: Boost Students 47.4% vs 42.4% for below-basic students not in Boost
Reading Remediation: 38% graduated out of intervention; 96% showed growth on ESGI benchmark

Tested Out of Reading Intervention:
EL Students: 13% (consistent with 23-24)
Economically Disadvantaged: 7% as of Q3

Action 1.6 - Instructional Intervention (Improved): Lower caseloads were seen in isolated cases but this action did not result in aggregated lower caseloads as designed due to massive increases in enrollment in the 24-25 school year. While the school attempted to make progress in this action by hiring additional teachers, in year hiring ended up getting normative or high caseloads due to sustained enrollment interest from the community. Teachers continue to inform instruction through growth and proficiency meetings with curriculum specialists and PLC meetings with peers. While these these structures remain partially-effective for reviewing assessment data, identifying priority standards,

planning instructional interventions, and comparing outcomes across grade bands. The rating must remain as partially effective due to the year's enrollment profile complicating implementation across the school.

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: 1.3 - Updated baseline to Year 2 outcome (DFS format) because the state changed the underlying measurement from percentage met/exceeded to distance from standard. The Year 2 outcome now serves as the new baseline reference for future progress tracking.

Metric 1.6 - Added Long Term EL students top all years for reference, the school will begin to report out on this so we can establish a baseline from indicator data, prior years the schools long term EL population had no performance color due to the size of the population.

Metric: 1.7 - RFEP (Reclassification) data was updated with a school side measurement that lists our EL count as of census day against CALPADS numbers to demonstrate the rate effective that year. RFEP rates were corrected using this methodology for baseline years and year 1.

Action 1.4 - The metrics to monitor effectiveness were aligned to the CCI details from the CA Dashboard, which resulted in some slight format changes to the monitoring metrics structure.

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.	$116,398.00	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	$21,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.3	EL Support	The school implements a research-based English Language Development (ELD) program aligned to the California ELD Standards and integrated with grade-level content standards. All English Learners (ELs) are assessed annually using the Summative ELPAC and monitored throughout the year using common formative assessments developed collaboratively by ELD Specialists and general education teachers. ELPAC data is used to generate individualized language proficiency goals and to create a Personalized Learning Plan (PLP) for each student. The PLP is delivered through Summit K12 Connect to Literacy, our supplemental platform, which provides differentiated, standards-aligned instruction in listening, speaking, reading, and writing. Students receive designated ELD live instruction using our ELD curriculum, Launch to Literacy and Link to Literacy and engage in targeted supplemental practice through Summit K12 Connect to Literacy based on identified domain needs. Newcomer students participate in Summit K12 Connect to Literacy Newcomer Ramp, a structured, accelerated pathway for students new to English. ELD Specialists provide live instruction and monitor student progress within the platform to ensure fidelity of implementation and growth toward English proficiency. All newcomer English Learners also receive structured English support weekly from a bilingual engagement coach. The ELD program includes targeted supports for long-term English learners (LTELs) and students at risk of becoming LTELs, with an emphasis on academic vocabulary development and advanced literacy skills. Instruction is scaffolded to ensure access to rigorous academic content. Reclassified Fluent English Proficient (RFEP) students are monitored twice annually for four years to ensure continued academic success. Students not meeting grade-level expectations receive targeted intervention.	$746,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Family engagement includes quarterly English Learner Advisory Committee (ELAC) meetings and live Spanish interpretation during IEP, 504, and non-compliance meetings. Professional development for ELD and general education staff is informed by EL achievement data and educational partner input.		
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 utilized LREBG to purchase Certiport which it uses to provide students	$568,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 serve student needs. California's Policy Analysis for California Education	$2,061,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: $ 187,641		
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)	95.25% (SY24-25 Annual) By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%	96.25% (SY25-26 Target) By Subgroup: African American - 95.24% Hispanic - 96.38% White - 96.47% Asian - 97.05% Filipino - 99.39% Socioeconomically Disadvantaged - 95.98%	All Students - +2.05% (improvement)
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	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - 11.9% Subgroups: African American - 14.8% English Learners - 8.7% Students with Disabilities - 14.8% Hispanic - 11.2% Socioeconomically Disadvantaged - 13.2% White - 12.5% Homeless - 12.5%	All Students - -5.4% (12.9% Y2 vs 18.3% Baseline) Subgroups: African American - -4.4% (15.8% Y2 vs 20.2% Baseline) English Learners - -5.9% (9.7% Y2 vs 15.6% Baseline) Students with Disabilities - -6.2% (15.8% Y2 vs 22% Baseline) Hispanic - -7.4% (12.2% Y2 vs 19.6% Baseline) Socioeconomically Disadvantaged - -5.8% (14.2% Y2 vs 20% Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			New Subgroup: Homeless – Orange – 23.3 %			White - -1.7% (13.5% Y2 vs 15.2% Baseline) Homeless - New subgroup (no baseline data)
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%	24-25 All Students: 14.8% By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1% English Learners - 11.5% Homeless - 17.3% Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2% Asian - 10.5% Two or More Races - 10.1%	All Students: 13.8% By Subgroup: Socioeconomically Disadvantaged - 14.9% Students with Disabilities - 18.1% English Learners - 10.5% Homeless - 16.3% Foster Youth - 13.3% By Race/Ethnicity: African American - 17.2% Hispanic - 13.0% White - 14.2% Asian - 9.5% Two or More Races - 9.1%	All Students - 10.1% (14.8% Y2 vs 24.9% Baseline) By Subgroup: Socioeconomically Disadvantaged - -10.7% (15.9% Y2 vs 26.6% Baseline) Students with Disabilities - -7.2% (19.1% Y2 vs 26.3% Baseline) English Learners - -12.4% (11.5% Y2 vs 23.9% Baseline) Homeless - -17.5% (17.3% Y2 vs 34.8% Baseline) Foster Youth - -24.6% (14.3% Y2 vs 38.9% Baseline) By Race/Ethnicity: African American - -7.1% (18.2% Y2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						vs 25.3% Baseline) Hispanic - -11.2% (14.0% Y2 vs 25.2% Baseline) White - -9.9% (15.2% Y2 vs 25.1% Baseline) Asian - -11.1% (10.5% Y2 vs 21.6% Baseline) Two or More Races - -13.7% (10.1% Y2 vs 23.8% 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 - Orange - 80.6% Subgroups: African American - 84.0% Hispanic - Orange - 82.9% Socioeconomically Disadvantaged - Orange - 77.9% Students with Disabilities - 80.0% English Learners - 75.0% White - 78.8% Homeless - 64.3%	All Students - 85.6% Subgroups: African American - 89.0% Hispanic - 87.9% Socioeconomically Disadvantaged - 82.9% Students with Disabilities - 85.0% English Learners - 80.0% White - 83.8% Homeless - 69.3%	All Students - -2.1% (80.6% Y2 vs 82.7% Baseline) Hispanic - -2.1% (82.9% Y2 vs 85% Baseline) Socioeconomically Disadvantaged - -1.9% (77.9% Y2 vs 79.8% Baseline)
2.5	IQLA Healthy Kids Survey (This is an internal survey that asks questions related to; access to instructional	23-24 39% Participation (IQLA Health Kids Survey) With the revisions made to the survey in August of	23-24 39% Participation (IQLA Health Kids Survey)	24-25: 52% Participation	57% Participation	+13% (52% Y2 vs 39% Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials, access to a broad course of study, and School Climate, and parent and family engagement related questions).	2023, the 23-24 rating should be the baseline.				
2.6	Participation in State Testing	97% ELA 97% Math 96% Science 93.8% ELPAC	96% ELA 96% Math 94% Science 95.3% ELPAC	94.67% ELA (1,207/1,275 tested) 94.43% Math (1,204/1,275 tested) 94.61% Science (685/724 tested) By Student Group (ELA): Female - 95.97% Male - 93.10% Hispanic - 95.39% African American - 94.01% White - 93.83% English Learners - 98.26% Socioeconomically Disadvantaged - 94.79% Students with Disabilities - 88.79% Homeless - 94.19%	Maintain 95% Participation or Greater	ELA: -2.33% (94.67% Y2 vs 97% Baseline) Math: -2.57% (94.43% Y2 vs 97% Baseline) Science: -1.39% (94.61% Y2 vs 96% Baseline)
2.7	Suspension Rate	0% suspended at least one day	0% suspended at least one day	0% suspended at least one day	Maintain	No Change.
2.8	Expulsion Rate	0%	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%	100%	+5% (100% Year 2 vs 95% Baseline)

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to scale Goal 2 actions amid significant enrollment growth, with peak enrollment exceeding 2,300 students and year-over-year growth of approximately 20% as reported in the SARC.

Action 2.1 (EL Family Services): Implementation was consistent with prior years. The school received guidance that AI translation tools could not be used to supplement CLI translation services but continues to investigate as the technology matures and hopes for updated guidance in the future.

Action 2.2 (Engagement): The school expanded club offerings to 27 (up from 20 in 23-24) and maintained club participation at approximately 20% of the student body. Back-to-school packet participation continued to decrease year-over-year and will be an area of focus for 25-26. The Palisades fire in January and a major rainstorm in March disrupted in-person outing scheduling during those months. Additional detail on stakeholder engagement activities and participation is provided in the Engaging Educational Partners section of this LCAP. This action works in coordination with Goal 4 Action 4.1 as part of the school's holistic student engagement strategy.

Action 2.3 (Social Emotional Learning, Prevention, and Intervention): This action was implemented consistently with prior years. The school will begin looking at additional support offerings for families, as a large portion of the student body is socioeconomically disadvantaged. Over the next two years, the school plans to identify state and private programs that families are eligible for and notify them of eligibility. The school will also be conducting PRISM training in 25-26.

Action 2.4 (Credit Recovery): This action was implemented consistently with the prior year. The school expanded credit recovery offerings by adding fully asynchronous evening courses that ran throughout the year, giving credit-deficient students an additional method of accelerating credit acquisition. The school received approximately 20 late-enrolling seniors who were extremely credit-deficient and could not remediate within the school year despite these expanded offerings. The school began developing an alternative graduation pathway for 25-26 aligned to state minimum graduation requirements to address this challenge.

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.

Material difference primarily attributed to Goal 2, Action 4. School was unable to hire and fill one budgeted position, and was unable to hire and fill another certificated position until mid-year. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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

Action 2.1 - EL Services: IQ believes this action was effective. CLI translation services enabled non-English-speaking families to engage in their child's education, supporting the school's goal of equitable access to information and resources. Attendance rates for English Learners remained strong (Metric 2.1 Year 2 Outcome).

Action 2.2 - Engagement: IQ believes this action was effective. Despite approximately 20% year-over-year enrollment growth, the school's engagement ecosystem maintained its capacity to keep students connected to the virtual school community. This is evidenced by sustained attendance rates across all subgroups (Metric 2.1 Year 2 Outcome) and chronic absenteeism rates (Metric 2.2 Year 2 Outcome, Metric 2.3 Year 2 Outcome) that demonstrate the school's ability to manage absenteeism at scale. Club participation held steady at approximately 20% of the student body with offerings expanding to 27 clubs. Outing attendance averaged 3% in-person and 10% virtual monthly. Ed Partner Feedback participation averaged 1% (32 parents) attending sessions with an 11% survey response rate; these engagement metrics remain an area of need for the school. Back-to-school packet participation continued to decrease year-over-year and will be an area of focus for 25-26. This action works in coordination with Goal 4 Action 4.1 as part of the school's holistic student engagement strategy.

Action 2.3 - Social Emotional Learning, Prevention, and Intervention: IQ believes this action was partially-effective. While this action does not have specific standalone KPIs, attendance (Metric 2.1 Year 2 Outcome) and chronic absenteeism (Metric 2.2 Year 2 Outcome, Metric 2.3 Year 2 Outcome) serve as indicators of the school's overall learning environment and student wellbeing. The school maintained a dedicated Social Culture and Climate Coordinator who provided SEL supports for students, teachers, and at the programmatic level, contributing to an engaging and safe school culture. While the school believes that indicators related to successful implementation of SEL practices result in better engagement for students, the rating of partially effective has been made after the school went through charter renewal this year and received good feedback from our district partners on the lack of actionable non-academic outcome metric tracking that goes beyond just monitoring for participation. We believe that tracking this data is necessary for the scoring of this action to be effective and has created goal 5 as a result of this to focus on collecting these non-academic outcome data points. Currently Goal 5 is meant to reflect a baseline year in 26-27, the school plans to formalize this metric tracking into goal 5 or goal 2 respectively depending on the outcome of that data collecting in the coming school year.

Action 2.4 - Credit Recovery: IQ believes this action was effective. The credit recovery ecosystem continued to provide students with multiple pathways for accelerating credit acquisition, including summer school, in-year credit recovery, and fully asynchronous evening courses added in 24-25. The graduation rate indicator (Metric 2.4 Year 2 Outcome) declined; however, this was driven by a cohort of approximately 20 extremely credit-deficient late-enrolling seniors whose deficits could not be remediated within the school year through the existing recovery infrastructure. The school is developing an alternative graduation pathway for 25-26 aligned to state minimum graduation requirements to provide a structural solution for this population.

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.

N/A

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.	$27,288.00	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.	$518,405.00	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.	$24,200.00	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.	$324,524.00	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)	95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (DataQuest 2023-24 (24-25 not available), 68.0 Total FTE)	100%	-0.4% Decline (95.9% Y2 vs 96.3% Baseline)
3.2	Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	Met	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	Met	Maintained
3.4	Dashboard Indicator: Access to a Broad Course of Study	Met	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	Met	Maintained

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to implement Goal 3 actions focused on ensuring all students have access to standards-aligned courses, credentialed teachers, and the technology necessary to participate in the virtual school setting.

Action 3.1 (Student ISP): The school continued to provide internet subsidies for students who qualify for free and reduced lunch. Back-to-school packet completion, which is the mechanism through which families are identified for the subsidy, declined from 46% in 24-25 to 31% in 25-26. The school identified this decline as an area requiring intervention and plans to strengthen follow-up during onboarding in fall and spring.

Action 3.2 (Teachers): The school's proactive hiring strategy, which allowed it to begin the year slightly overstaffed on the general education side, reduced in-year hiring churn and supported greater instructional fidelity. Teacher credential rates remained strong with 95.9% of staff holding clear credentials. The school is currently facing a shortage of special education teachers and is relying on contractors to fill these positions. At the start of 25-26, the school has six open SPED positions that will rely on contractors. The school is planning on hiring a new hiring coordinator whose main focus is staffing and staff sourcing operationally the school sees this as the mechanism to continue to deal with large enrollment interest and specific staffing shortages.

Action 3.3 (Administration and Accountability): Administrative staff continued regular audits and monitoring of leading and lagging local data related to annual measurable outcomes across all goals. A significant operational undertaking for the 25-26 school year was the transition to PowerSchool SIS and Canvas LMS. In the spring of 24-25, both professional development time and training time were dedicated to preparing staff for this transition and ensuring they had exposure to the new platforms before training officially began in August 25-26.

Action 3.4 (Staff Training): Staff training continued through 1:1, small group, and asynchronous formats. Training completion audits showed 50% of first-year staff mastered 80% or more of regularly occurring audit items by end of year. [NOTE: Updated training completion data needed from Joe.] Instructional coaching used research-based methods and student-based data to help teachers identify areas of focus and implement engagement strategies. Curriculum alignment checks averaged 96-100% across all grade bands throughout the year.

Action 3.5 (MKV/FY): The school continued to provide support services for McKinney-Vento and Foster Youth students, serving 199 students in 24-25.

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.

Material difference primarily attributed to Goal 3, Action 3 and Goal 3, Action 4. School was unable to hire and fill two key certificated support positions. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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

Action 3.1 - Student ISP: IQ believes this action was effective in providing internet access to qualifying families. Access to instructional materials (Metric 3.5 Year 2 Outcome) and access to a broad course of study (Metric 3.4 Year 2 Outcome) were both Met. However, the declining BTSP completion rate (46% in 24-25, 31% in 25-26) indicates the school needs to improve its identification and outreach process to ensure all eligible families are accessing this resource.

Action 3.2 - Teachers: IQ believes this action was effective. Teacher credential rates remained strong (Metric 3.1 Year 2 Outcome) and the Basics local indicator (Metric 3.2 Year 2 Outcome) was Met. The proactive hiring strategy reduced in-year staffing churn, which contributed to the improvements in academic indicators observed in Goal 1 for unduplicated student populations. However, the school's shortage of special education teachers -- with six open SPED positions at the start of 25-26 relying on contractors -- is a contributing factor to the SWD subgroup not tracking to the same ELA and Math gains seen across other subgroups in 24-25.

Action 3.3 - Administration and Accountability: IQ believes this action was effective. All local indicators (Metrics 3.2-3.5 Year 2 Outcomes) were Met. Administrative oversight supported the monitoring of annual measurable outcomes across all goals, and significant operational capacity was dedicated in spring 24-25 to preparing for the PowerSchool SIS and Canvas LMS transition.

Action 3.4 - Staff Training: IQ believes this action was effective. Informal observations showed that 88% of observed teachers met school-wide instructional goals for learning objectives, 85% demonstrated guided practice, and 78% included aligned exit slips or formative

assessments. Curriculum alignment checks averaged 96-100% across grade bands throughout the year. These internal measures indicate the training infrastructure is producing measurable instructional quality outcomes.

Action 3.5 - MKV/FY: IQ believes this action was effective. The school served 199 McKinney-Vento and Foster Youth students in 24-25 with transportation, supplies, internet access via hotspots and case management support. The school rates this as effective because it has seen a sustained improvment in chronic absenteeism for these subpopulations:

Baseline chronic absenteeism (all students)
Foster Youth 38.9%
Homeless Youth 34.8%

Year 2 Chronic absenteeism (all students)
Homeless - 17.3%
Foster Youth - 14.3%

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.

N/A

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.	$347,470.00	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 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.	$355,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$2,590,497.00	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.	$499,664.00	Yes
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	$87,449.00	No

Action #	Title	Description	Total Funds	Contributing
		supplies to complete assigned work, and hygiene kits to meet basic personal needs.		

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 % English Learners – Green – 9.8 %	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7%	All Students - 11.9% Subgroups: African American - 14.8% English Learners - 8.7%	All Students - -5.4% (12.9% Y2 vs 18.3% Baseline) Subgroups: African American - -4.4% (15.8% Y2 vs 20.2% Baseline)

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%	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 %	Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	Students with Disabilities - 14.8% Hispanic - 11.2% Socioeconomically Disadvantaged - 13.2% White - 12.5% Homeless - 12.5%	English Learners - -5.9% (9.7% Y2 vs 15.6% Baseline) Hispanic - -7.4% (12.2% Y2 vs 19.6% Baseline) Socioeconomically Disadvantaged - -5.8% (14.2% Y2 vs 20.0% Baseline) Students with Disabilities - -6.2% (15.8% Y2 vs 22.0% Baseline) White - -1.7% (13.5% Y2 vs 15.2% Baseline)
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% 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%	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%	24-25 All Students: 14.8% By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1% English Learners - 11.5% Homeless - 17.3% Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2%	All Students - 13.8% Subgroups: Socioeconomically Disadvantaged - 14.9% Students with Disabilities - 18.1% English Learners - 10.5% Homeless - 16.3% Foster Youth - 13.3% African American - 17.2% Hispanic - 13.0% White - 14.2% Asian - 9.5%	All Students - -10.1% (14.8% Y2 vs 24.9% Baseline) Subgroups: English Learners - -12.4% (11.5% Y2 vs 23.9% Baseline) Foster Youth - -24.6% (14.3% Y2 vs 38.9% Baseline) Homeless - -17.5% (17.3% Y2 vs 34.8% Baseline) Students with Disabilities - -7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 23.8%	Filipino 7.1% Hispanic or Latino 16.9% Pacific Islander White 13.7% Two or More Races 14.8%	Asian - 10.5% Two or More Races - 10.1%	Two or More Races - 9.1%	(19.1% Y2 vs 26.3% Baseline) Socioeconomically Disadvantaged - -10.7% (15.9% Y2 vs 26.6% Baseline) African American - -7.1% (18.2% Y2 vs 25.3% Baseline) Asian - -11.1% (10.5% Y2 vs 21.6% Baseline) Hispanic - -11.2% (14.0% Y2 vs 25.2% Baseline) White - -9.9% (15.2% Y2 vs 25.1% Baseline) Two or More Races - -13.7% (10.1% Y2 vs 23.8% Baseline)
4.3	Attendance	93.20% (P2 Attendance Measurement for 22-23)	96.12% (P2 Attendance Measurement for 23-24)	95.25% (SY24-25 Annual) By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%	All Students - 96.25% Subgroups: African American - 95.24% Hispanic - 96.38% White - 96.47% Asian - 97.05% Filipino - 99.39% Socioeconomically Disadvantaged - 95.98%	+2.05% (95.25% Y2 vs 93.20% Baseline) Subgroups: Subgroup attendance baselines (22-23) not available for comparison. 24-25 subgroup rates for reference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%
4.4	Drop Out Rate (4 year cohort)	9.2% (22-23 Dataquest)	9.2% (23-24 Dataquest)	Dropout Rate: 12.7% (Dataquest 2024-25) Dropout Rate by Subgroup: African American - 16.0% Hispanic - 10.1% White - 12.1% English Learners - 9.1% Homeless - 8.3% Socioeconomically Disadvantaged - 14.3% Students with Disabilities - 13.2%	All Students - 11.7% Subgroups: African American - 15.0% Hispanic - 9.1% White - 11.1% English Learners - 8.1% Homeless - 7.3% Socioeconomically Disadvantaged - 13.3% Students with Disabilities - 12.2%	All Students - +3.5% (12.7% Y2 vs 9.2% Baseline) - Decline

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to implement Goal 4 as its focus goal for decreasing chronic absenteeism. This goal works in coordination with Goal 2 Action 2.2 as part of the school's holistic approach to student engagement and attendance.

Action 4.1 (Attendance Interventions): The school maintained its dual-approach attendance support model - proactive engagement to prevent absenteeism and responsive intervention to address it. Real-time attendance monitoring continued across all demographic groups to identify patterns and trigger early intervention. Targeted support services included personalized outreach to at-risk students and families, mentorship, and academic assistance. The school ensured equitable access to technology devices and internet connectivity, and provided technical support and training for students and families navigating online platforms. Attendance advocacy staff followed the school's student support process to connect chronically absent students with available resources including SSTs, Engagement Coaches, and Success Plans. LREBG funds supported 1:1 tutoring for students with identified attendance and engagement needs.

Action 4.2 (Teacher Attendance Interventions): Teachers monitored daily attendance in live sessions and work completion, with attendance data tracked on weekly progress monitoring reports. Teachers created high-impact commitments for students needing additional support to attend and engage in schoolwork. Administrators followed up on students missing school attendance through family outreach and academic probation plan management.

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 4.1 - Attendance Interventions: IQ believes this action was effective. Chronic absenteeism for K-8 students improved dramatically from baseline (Metric 4.1 Year 2 Outcome vs Baseline), with all-students chronic absenteeism also showing substantial and continued improvement (Metric 4.2 Year 2 Outcome vs Baseline). These gains were maintained despite approximately 20% year-over-year enrollment growth. Attendance rates remained strong across all subgroups (Metric 4.3 Year 2 Outcome). The dropout rate increased (Metric 4.4 Year 2 Outcome), driven by the same cohort of late-enrolling, credit-deficient seniors that impacted Goal 1 and Goal 2 indicators. This action works in coordination with Goal 2 Action 2.2 as part of the school's holistic engagement strategy.

Action 4.2 - Teacher Attendance Interventions: IQ believes this action was effective. Teacher-level daily monitoring of attendance and work completion is a core component of the school's attendance infrastructure. The sustained improvement in chronic absenteeism (Metric 4.1 Year 2 Outcome, Metric 4.2 Year 2 Outcome) and strong attendance rates (Metric 4.3 Year 2 Outcome) indicate that teacher-driven intervention continued to contribute meaningfully to the school's attendance 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.

N/A

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	$1,219,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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: $ 72,206		

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Establish Baseline for Non-Academic Outcome Monitoring for Students, Staff, and Families	Focus Goal

State Priorities addressed by this goal.

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
5.1	IQ - Healthy Kids Survey TK-2nd	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1. School Climate/Satisfaction - Are you happy to be at this school? Please rate your happiness from 1-5, with 5 being the highest. 2. School Climate/Safety- Please rate your level of safety from 1-5 with 1 being never safe to 5 being always safe. Do you feel safe at this school? (1-5) 3. Social Emotional/Well-Being- Please rate your level of happiness from 1-5 with 1 being very happy and 5 being very unhappy. I would describe my happiness with myself as...(1-5) 4. Parental Involvement- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? Teachers communicate with my learning coach/parent(s) about what I am learning.					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Healthy Kids Survey 3rd - 5th 1. School Climate/Satisfaction - Are you happy to be at this school? Please rate your happiness from 1-5, with 5 being the highest. 2. School Climate/Safety- Please rate your level of safety from 1-5 with 1 being never safe to 5 being always safe. Do you feel safe at this school? (1-5) 3. Social Emotional/Well-Being- Please rate your level of happiness from 1-5 with 1 being very happy and 5 being very unhappy. I would describe my happiness with myself as...(1-5) 4. Parental Involvement- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree?	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teachers communicate with my learning coach/parent(s) about what I am learning.					
5.3	Healthy Kids Survey Secondary (6th - 12th) 1. School Climate/Satisfaction - How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? I am happy to be at this school. 2. School Climate/Safety- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? I feel safe in my school. 3. Social Emotional/Well-Being- Please describe your level of satisfaction from 1-5 with 1 being very dissatisfied and 5 being very satisfied. I would describe my satisfaction with myself as...(1-5)	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4. Parental Involvement- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? Teachers communicate with my learning coach/parent(s) about my learning.					
5.4	IQ California School Parent Survey (LCAP) 1. School Climate/Satisfaction - Please rate your general satisfaction with your experience at iQ Academy from 1-5, with 5 being the highest. 2. School Climate/Safety- Based on your experience, how strongly do you agree or disagree with the following statement about this school on a level of 1-5 with 1 being strongly disagree and 5 being strongly agree? This school is a safe place for my child.	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. Social Emotional/Well-Being- Based on your experience, how strongly do you agree or disagree with the following statement about this school on a level of 1-5 with 1 being strongly disagree and 5 being strongly agree? Our school provides parents with resources to support my child's social and emotional needs. 4. Parental Involvement- Based on your experience, how strongly do you agree or disagree with the following statement about this school on a level of 1-5 with 1 being strongly disagree and 5 being strongly agree? Parents feel welcome to participate at this school.					
5.5	IQ California School Staff Survey (LCAP) 1. School Climate/Satisfaction - Please rate your general satisfaction with your experience as a staff member at iQ Academy	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from 1-5, with 5 being the highest. 2. School Climate/Safety- Please indicate how much you agree or disagree with the following statements about this school from 1-5, with 5 being the highest. This school is a supportive and inviting place for staff to work. 3. Social Emotional/Well-Being- Please indicate how much you agree or disagree with the following statements about this school from 1-5, with 5 being the highest. This school supports educator well-being. 4. Parental Involvement- Please indicate how much you agree or disagree with the following statements about this school from 1-5, with 5 being the highest. This school is welcoming to and					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	facilitates parent involvement.					

Goal Analysis [2025-26]

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.

N/A 2026-2027 will be about establishing baseline metrics for our next 3 year LCAP so that effective monitoring on this focus goal can be maintained through the 2027-2028 through 2029-2030

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 2026-2027 will be about establishing baseline metrics for our next 3 year LCAP so that effective monitoring on this focus goal can be maintained through the 2027-2028 through 2029-2030

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

N/A 2026-2027 will be about establishing baseline metrics for our next 3 year LCAP so that effective monitoring on this focus goal can be maintained through the 2027-2028 through 2029-2030

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.

N/A

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,868,670	$996,792

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
30.120%	8.468%	$2,068,078.00	38.588%

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 (24-25); IQLA saw improvement in ELA for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 24.4 points below standard (improved from 35.7 points below standard)	Professional Development for the 24-25 SY focused on integration between ELD, Special Education, and general education departments. The school also spent professional development time preparing staff for the transition to a new student information system (PowerSchools) and a new front-end curriculum system (Canvas). The school began introducing exposure to AI tools and general AI contextual news as it relates to education in 24-25. This was meant to set the stage for 25-26 where AI-based professional	PD Feedback 24-25 SY: Average score of 4.40/5 in August 2025 professional development feedback survey (82 responses) rating satisfaction and effectiveness. [INCOMPLETE - March 2025 PD feedback pending]

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
	English Learners - Yellow - 53.0 points below standard (improved from 87.8 points below standard) Socioeconomically Disadvantaged - Yellow - 36.8 points below standard (improved from 44.4 points below standard) For Math State Dashboard Indicator (24-25); IQLA saw improvement in Math for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 55.5 points below standard (improved from 79.6 points below standard) English Learners - Yellow - 54.3 points below standard (improved from 108.6 points below standard) Socioeconomically Disadvantaged - Yellow - 66.7 points below standard (improved from 86.0 points below standard) For English Learner Progress Indicator (ELPI) (24-25); English Learner progress decreased from Green 48.6% making progress in 23-24 to Orange 42.1% making progress in 24-25 **Scope:** LEA-wide	development will start to become a larger part of continuing professional development at IQ Academy for its staff. Currently, the school is planning on rolling out Google Workspace for Education AI Pro in the spring of 25-26.	
1.2	**Action:** Universal Assessment **Need:** For ELA State Dashboard Indicator (24-25); IQLA saw improvement in ELA for all reported unduplicated pupil groups compared to 23-24	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 unduplicated populations, the practices/processes are applicable to students LEA/Schoolwide.	Average Teacher Rating from informal observations in 24-25: Schoolwide Instructional Goal 1: There is a learning objective/standard listed

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 - Yellow - 24.4 points below standard (improved from 35.7 points below standard) English Learners - Yellow - 53.0 points below standard (improved from 87.8 points below standard) Socioeconomically Disadvantaged - Yellow - 36.8 points below standard (improved from 44.4 points below standard) For Math State Dashboard Indicator (24-25); IQLA saw improvement in Math for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 55.5 points below standard (improved from 79.6 points below standard) English Learners - Yellow - 54.3 points below standard (improved from 108.6 points below standard) Socioeconomically Disadvantaged - Yellow - 66.7 points below standard (improved from 86.0 points below standard) **Scope:** LEA-wide	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.	and it is reviewed with students. ES: 96% of observed teachers met this requirement. MS: 86.78% of observed teachers met this requirement. HS: 84% of observed teachers met this requirement. Schoolwide Instructional Goal 2: Lesson demonstrates "I do, we do, you do" and/or guided practice. ES: 96% of observed teachers met this requirement. MS: 91.34% of observed teachers met this requirement. HS: 93% of observed teachers met this requirement. Schoolwide Instructional Goal 3: There is an exit slip/formative assessment that is aligned to the learning objective/standard. ES: 92% of observed teachers met this requirement.

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
			MS: 86.73% of observed teachers met this requirement. HS: 83% of observed teachers met this requirement. Curriculum Alignment Checks (24-25 SY): Q1: TK-2: 100%, 3-5: 100%, 6-8: 100%, 9-12: 100% (School Avg: 100%) Q2: TK-2: 100%, 3-5: 100%, 6-8: 87%, 9-12: 100% (School Avg: 97%) Q3: TK-2: 100%, 3-5: 94%, 6-8: 100%, 9-12: 100% (School Avg: 99%) Q4: TK-2: 100%, 3-5: 94%, 6-8: 88%, 9-12: 100% (School Avg: 96%
1.4	**Action:** College and Career **Need:** For College/Career Indicator (24-25); IQLA saw a decline in CCI for all reported groups compared to 23-24 All Students - Red - 15.2% Prepared (declined from Yellow 29.4% Prepared) Socioeconomically Disadvantaged - Orange - 13.4% Prepared (declined from Yellow 28.3% Prepared) English Learners - 4.5% Prepared	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 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	College/Career Indicator (CA Dashboard 24-25): All Students - Red - 15.2% Prepared (declined from Yellow 29.4%) Socioeconomically Disadvantaged - Orange - 13.4% Prepared (declined from Yellow 28.3%) A-G Completion Rate (24-25): 12.6% (declined from 21.4%)

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
	A-G Completion Rate declined from 21.4% to 12.6% (19 of 151 students). CTE Pathway Completion declined from 2.4% to 0.7%. **Scope:** LEA-wide	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.	CTE Pathway Completion (24-25): 0.7% (declined from 2.4%) Both CTE & A-G Completion (24-25): 0.0% (declined from 1.6%) Students Earning College Credit (24-25): 5.3% (declined from 25.7%) Early Assessment Program (EAP) 24-25: ELA: 37.77% Math: 29.49% Graduation Cohort: 151 students (up from 119) 15.2% Prepared / 21.2% Approaching Prepared / 63.6% Not Prepared
1.5	**Action:** Academic Intervention **Need:** For ELA State Dashboard Indicator (24-25); IQLA saw improvement in ELA for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 24.4 points below standard (improved from 35.7 points below standard) English Learners - Yellow - 53.0 points below standard (improved from 87.8 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	IQ Boost Subgroup Outcomes (24-25, 332 total Boost students): EL Students in IQ Boost (44 of 332): STAR Math Growth BOY to EOY: 48.7% made a year of growth STAR Reading Growth BOY to EOY: 40.4% made a year of growth

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 - Yellow - 36.8 points below standard (improved from 44.4 points below standard) For Math State Dashboard Indicator (24-25); IQLA saw improvement in Math for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 55.5 points below standard (improved from 79.6 points below standard) English Learners - Yellow - 54.3 points below standard (improved from 108.6 points below standard) Socioeconomically Disadvantaged - Yellow - 66.7 points below standard (improved from 86.0 points below standard) While all unduplicated pupil groups improved, all remain below standard. Targeted academic interventions through IQ Boost and reading remediation programs remain essential to sustaining growth, particularly for English Learners and socioeconomically disadvantaged students. **Scope:** LEA-wide	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. 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.	Economically Disadvantaged Students in IQ Boost (251 of 332): STAR Reading Growth BOY to EOY: 49.5% made a year of growth STAR Math Growth BOY to EOY: 48.3% made a year of growth
2.2	**Action:** Engagement **Need:** Decrease chronic absenteeism and increase engagement in online school for unduplicated pupil groups.	Attendance Monitoring and Early Intervention: Implement attendance monitoring across demographics and establish protocols for early intervention. Targeted Support Services:	Attendance Rates (24-25 Annual): All Students - 95.25% English Learners - 95.64% Socioeconomically Disadvantaged - 94.98%

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
	Baseline (22-23) Chronic Absenteeism K-8 (CA Dashboard): All Students - Red - 18.3% English Learners - Orange - 15.6% Socioeconomically Disadvantaged - Red - 20% Baseline (22-23) Chronic Absenteeism All Students: English Learners - 23.9% Foster Youth - 38.9% Socioeconomically Disadvantaged - 26.6% In 24-25, chronic absenteeism K-8 moved from Yellow to Orange for All Students (12.9%) and Socioeconomically Disadvantaged (14.2%), indicating continued need for engagement interventions targeting these unduplicated pupil groups. **Scope:** LEA-wide	Offered individualized support through mentorship, collaboration with the entire team and a culturally responsive approach.	Chronic Absenteeism K-8 (Dashboard 24-25): All Students - Orange - 12.9% English Learners - Yellow - 9.7% Socioeconomically Disadvantaged - Orange - 14.2% Chronic Absenteeism All Students (24-25): All Students - 14.8% English Learners - 11.5% Socioeconomically Disadvantaged - 15.9% The following all-student engagement offerings are designed to promote engagement for unduplicated pupil groups: Ed Partner Feedback Participation (24-25): Average of 1% (24 parents) attending sessions 11% Ed Partner survey response rate Outing Attendance (24-25): Average of 3% in-person attendees monthly

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
			Average of 10% virtual attendees monthly School Club Participation (24-25): 16% of student population attending a club
2.4	**Action:** Credit Recovery **Need:** 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 population remains in need compared to the general population graduation rate. 24-25 Graduation Rate (CA Dashboard): All Students - Orange - 80.6% Socioeconomically Disadvantaged - Orange - 77.9% English Learners - 75.0% **Scope:** LEA-wide	IQ Academy uses credit recovery as a mechanism to provide students access to courses they are credit deficient in. The school reviews credit deficiency each semester and tailors 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. In 24-25, the school experienced high enrollment. In the late fall and spring, approximately 20 students enrolled as seniors who were extremely credit deficient. The school is currently investigating alternative graduation pathways aligned to minimum graduation requirements as a way to serve this student population that comes with the inability to graduate with their cohort year due to a lack of credits.	HS Graduation Rate (CA Dashboard): All Students: 23-24 (Year 1): Green - 89.7% 24-25 (Year 2): Orange - 80.6% Socioeconomically Disadvantaged: 23-24 (Year 1): Green - 88.4% 24-25 (Year 2): Orange - 77.9% English Learners: 24-25 (Year 2): 75.0% The graduation rate declined in 24-25 compared to Year 1 results. All Students dropped from 89.7% to 80.6%, and Socioeconomically Disadvantaged from 88.4% to 77.9%. The decline was primarily driven by late fall 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
			spring enrollments of approximately 20 seniors with extreme credit deficiencies who did not have sufficient time to complete graduation requirements.
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 ELA - English Learners - Orange - 53.3 points below standard **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.	Teacher Credentials and Assignment (DataQuest 2023-24): 95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (68.0 Total FTE) Note: 24-25 assignment data is not yet available. 2023-24 data is being used as the last verified metric. Dashboard Indicator: Access to a Broad Course of Study - Met Student Support Programs: 100% of ELL students correctly classified with access to appropriate ELD support Goal 1 Dashboard Indicators - Compared to Baseline (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
			ELA - English Learners: 24-25 Yellow 53.0 pts below (Baseline: Orange 53.3 pts below) Math - English Learners: 24-25 Yellow 54.3 pts below (Baseline: Red 99.9 pts below) English Learner Progress: 24-25 Orange 42.1% (Baseline: Red 37.8%)
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 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. In 24-25, administrative staff continued regular audits and monitoring of leading and lagging local data related to annual measurable outcomes across all goals. Administrative functions also supported the transition to PowerSchool SIS and Canvas LMS, which required significant operational oversight.	The school conducts regular audits and monitoring of leading and lagging local data related to annual measurable outcomes in Goals 1, 2, and 4. These annual measurable outcomes are summative data points used to monitor the effectiveness of administrative staff supporting supplemental and federal funded programs. Local Indicators: Student Support Programs: 100% of ELL students correctly classified - Met Dashboard Indicator: Access to a Broad Course of Study - Met

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
			Access to Instructional Materials: All students receive access to K12 materials aligned with CCSS - Met Goal 1 Annual Measurable Outcomes (24-25): CAASPP ELA: English Learners - Yellow - 53.0 points below standard CAASPP ELA: Socioeconomically Disadvantaged - Yellow - 36.8 points below standard CAASPP Math: English Learners - Yellow - 54.3 points below standard CAASPP Math: Socioeconomically Disadvantaged - Yellow - 66.7 points below standard English Learner Progress: Orange - 42.1% making progress College/Career Indicator: Socioeconomically Disadvantaged - Orange - 13.4% Prepared Goal 2 and Goal 4 Annual Measurable Outcomes (24-25): Attendance Rates (24-25 Annual): All Students - 95.25%

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
			English Learners - 95.64% Socioeconomically Disadvantaged - 94.98%
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. **Scope:** LEA-wide	While identified subgroups 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 has a positive impact on all students. In 24-25, staff training included 1:1, small group, and asynchronous training updated annually to reflect changes in legislation and guidance. This included onboarding of new staff, best practices for instruction, curriculum, data analysis, educational tools, school operations, subject/grade band specific trainings, and induction support. Instructional coaching in 24-25 used research-based methods and student-based data to assist teachers in identifying areas of focus, setting data-driven goals, and implementing teaching strategies to increase student engagement and achievement.	Training Completion Audits (24-25): 50% of first year staff mastered 80%+ of regularly occurring audit items Training Completion (Q1/2 25-26): 14% of first year staff mastered 80%+ (early year benchmark) Informal observations are conducted monthly and observations on core instructional competencies are used to drive instructional coaching focus. Average Teacher Rating from informal observations in 24-25: 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

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
			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 (24-25): Q1: TK-2: 100%, 3-5: 100%, 6-8: 100%, 9-12: 100% (School Avg: 100%) Q2: TK-2: 100%, 3-5: 100%, 6-8: 87%, 9-12: 100% (School Avg: 97%) Q3: TK-2: 100%, 3-5: 94%, 6-8: 100%, 9-12: 100% (School Avg: 99%) Q4: TK-2: 100%, 3-5: 94%, 6-8: 88%, 9-12: 100% (School Avg: 96%)
4.1	**Action:** Attendance Interventions **Need:** Decrease chronic absenteeism and increase engagement in online school for unduplicated pupil groups. Chronic Absenteeism K-8 (22-23 Baseline): All Students - Red - 18.3%	While English Learners (dashboard color orange) and Socioeconomically Disadvantaged (dashboard color Red) students are both unduplicated student 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.	Chronic Absenteeism K-8 (CA Dashboard 24-25): All Students - Orange - 12.9% English Learners - Yellow - 9.7% Socioeconomically Disadvantaged - Orange - 14.2%

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
	English Learners - Orange - 15.6% Socioeconomically Disadvantaged - Red - 20.0% Chronic Absenteeism All Students (22-23 Baseline): All Students - 24.9% English Learners - 23.9% Foster Youth - 38.9% Socioeconomically Disadvantaged - 26.6% **Scope:** LEA-wide		Chronic Absenteeism All Students (24-25): All Students - 14.8% English Learners - 11.5% Foster Youth - 14.3% Socioeconomically Disadvantaged - 15.9% Attendance Rates (24-25 Annual): All Students - 95.25% English Learners - 95.64% Socioeconomically Disadvantaged - 94.98%

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)	During the 24-25 school year IQ Academy experienced a tremendous amount of enrollment growth. This enrollment growth for our ELD students was mitigated slightly by a slight decrease from 8.9% in 23-24 to 7.8% in 24-25. At the height of enrollment during 2025 the school had around 2,300 students enrolled with approximately 7.8% of our population being identified as ELD for the year. This changed our ELD population for that year to roughly 180 students over the course of the school year. This represented an increase in our ELD population of	Summative ELPAC Scores (CA Dashboard ELPI): 42.1% (decrease of 6.5%) Star 360 Reading Growth BOY to EOY (EL Students, Grades 3-12): 50.0% of EL students who took both the BOY and EOY showed one year's growth in reading. (24-25, 63/126 students)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		roughly 30% which aligned to the overall enrollment increase we observed (which was roughly 27%). The school began to identify new curriculum (K12 ELD Summit curriculum) and train on it in 24-25 and this new curriculum was deployed in 25-26. The ELD department also grew to accommodate a plan for a credited high school class that also was planned in the spring of 24-25 for deployment in the 25-26 SY. 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.	
1.6	**Action:** Instructional Intervention (Improved) **Need:** CAASPP ELA (Socioeconomically Disadvantaged) 24-25: 36.8 points below standard (Y1: 44.4 pts below, Baseline: 30 pts below) Status: Yellow (improved from Orange in Y1)	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)	Star 360 Reading Growth BOY to EOY (Grades 3-12, 24-25): Socioeconomically Disadvantaged: 60.4% met tiered growth (689/1,140 students) All Students: 61.2% met tiered growth (869/1,420 students)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CAASPP Math (Socioeconomically Disadvantaged) 24-25: 66.7 points below standard (Y1: 86.0 pts below, Baseline: 83.1 pts below) Status: Yellow (improved from Orange in Y1) Star 360 Reading Growth (Socioeconomically Disadvantaged, Grades 3-12): 60.4% met tiered growth (689/1,140 students) Star 360 Math Growth (Socioeconomically Disadvantaged, Grades 3-12): 56.0% met tiered growth (644/1,150 students) **Scope:** Limited to Unduplicated Student Group(s)		Star 360 Math Growth BOY to EOY (Grades 3-12, 24-25): Socioeconomically Disadvantaged: 56.0% met tiered growth (644/1,150 students) All Students: 57.4% met tiered growth (825/1,437 students)
2.1	**Action:** EL Services **Need:** Chronic Absenteeism remains high for our English Learner sub-population at baseline: K-8 English Learners - Orange - 15.6% (22-23 Baseline) Chronic Absenteeism All Students: English Learners - 23.9% (22-23 Baseline) Continued family engagement services in the families native language remain important for maintaining progress in reducing chronic absenteeism for English Learners. **Scope:**	The ability for teachers to monitor and communicate with families who may not speak English as a primary language remains an important tool for engagement at the school. The ability to deploy outreach and engagement in a family's native language remains useful for school-wide engagement efforts, which is why this action is maintained LEA-wide. In 24-25, the school continued providing interpreter and translation services. The school is additionally investigating legal guidance for use of AI translators for meetings/speech to augment ParentSquare auto-translations of texts/emails, which would expand the reach and responsiveness of multilingual family communications.	Chronic Absenteeism K-8 (CA Dashboard): English Learners: 23-24 (Year 1): Green - 9.8% 24-25 (Year 2): Yellow - 9.7% Chronic Absenteeism All Students: English Learners: 23-24: 16.6% 24-25: 11.5% Attendance Rates: English Learners: 24-25: 93.32%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		English Learner chronic absenteeism has continued to improve year-over-year, with the K-8 Dashboard rate holding steady and the all-student rate declining from 16.6% to 11.5%.
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.	Back to School Packet (BTSP) Completion: 22-23: 66% 24-25: 46% 25-26: 31% Dashboard Indicator: Access to a Broad Course of Study - Met Dashboard Indicator: Access to Instructional Materials - Met The declining BTSP participation rate (66% ? 46% ? 31%) is something the school will be analyzing for 25-26 and putting interventions in place for. Currently the school collects this as part of our enrollment process but additional strong start follow up during onboarding in fall and spring will be where adjustments to collection can have an impact.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.2	**Action:** Teacher Attendance Interventions **Need:** The Chronic Absenteeism data (22-23 Baseline) 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%) than all students (18.3%), this subgroup continues to show need as its chronic absenteeism rate in prior years has been higher than 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. [NEEDS DATA - Educational partner feedback for 24-25 not yet available.] **Scope:** Limited to Unduplicated Student Group(s)	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.	Chronic Absenteeism K-8 (CA Dashboard): Baseline (22-23): All Students - Red - 18.3%, SED - Red - 20.0% 24-25 (Year 2): All Students - Orange - 12.9%, SED - Orange - 14.2% Chronic Absenteeism All Students: Baseline (22-23): All Students - 24.9%, SED - 26.6% 24-25 (Year 2): All Students - 14.8%, SED - 15.9% Attendance Rates (24-25 Annual): All Students - 95.25% Socioeconomically Disadvantaged - 94.98% [NEEDS DATA - Educational partner feedback survey results for 24-25 not yet available.]

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

2026-27 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	$29,444,464	8,868,670	30.120%	8.468%	38.588%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,444,297.00	$263,998.00	$0.00	$699,161.00	$9,509,009.00	$7,887,600.00	$1,621,409.00

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	26-27	$0.00	$116,398.00	$6,398.00			$110,000.00	$116,398.00	
1	1.2	Universal Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$0.00	$21,167.00	$21,167.00				$21,167.00	
1	1.3	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$722,878.00	$23,424.00	$732,802.00			$13,500.00	$746,302.00	
1	1.4	College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$541,458.00	$26,819.00	$564,127.00	$4,150.00			$568,277.00	
1	1.5	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$1,956,121.00	$105,428.00	$1,719,561.00	$187,642.00		$154,346.00	$2,061,549.00	
1	1.6	Instructional Intervention (Improved)	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	26-27								0.22%
2	2.1	EL Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$0.00	$27,288.00	$27,288.00				$27,288.00	

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
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$300,960.00	$217,445.00	$501,849.00			$16,556.00	$518,405.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	26-27	$0.00	$24,200.00				$24,200.00	$24,200.00	
2	2.4	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$112,971.00	$211,553.00	$324,524.00				$324,524.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	26-27	$0.00	$347,470.00	$347,470.00				$347,470.00	
3	3.2	Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$355,887.00	$0.00	$355,887.00				$355,887.00	
3	3.3	Administration and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$2,134,505.00	$455,992.00	$2,564,941.00			$25,556.00	$2,590,497.00	
3	3.4	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$472,439.00	$27,225.00	$479,725.00			$19,939.00	$499,664.00	
3	3.5	MKV/FY	All	No			MKV/FY	26-27	$70,449.00	$17,000.00				$87,449.00	$87,449.00	
4	4.1	Attendance Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$1,219,932.00	$0.00	$900,111.00	$72,206.00		$247,615.00	$1,219,932.00	
4	4.2	Teacher Attendance Interventions	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	26-27								0.21%

2026-27 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
$29,444,464	8,868,670	30.120%	8.468%	38.588%	$8,545,850.00	0.430%	29.454 %	**Total:**	$8,545,850.00
								LEA-wide Total:	$7,438,290.00
								Limited Total:	$1,107,560.00
								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	$6,398.00	
1	**1.2**	Universal Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,167.00	
1	**1.3**	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$732,802.00	
1	**1.4**	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$564,127.00	
1	**1.5**	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,719,561.00	
1	**1.6**	Instructional Intervention (Improved)	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		0.22%
2	**2.1**	EL Services	Yes	Limited to Unduplicated	English Learners	All Schools	$27,288.00	

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	$501,849.00	
2	2.4	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$324,524.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$347,470.00	
3	3.2	Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$355,887.00	
3	3.3	Administration and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,564,941.00	
3	3.4	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,725.00	
4	4.1	Attendance Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,111.00	
4	4.2	Teacher Attendance Interventions	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		0.21%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,857,896.00	$9,330,958.00

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	Yes	$61,004.00	$106,877
1	**1.2**	Universal Assessment	Yes	$22,658.00	$22,658
1	**1.3**	EL Support	Yes	$742,869.00	$704,978
1	**1.4**	College and Career	Yes	$377,072.00	$386,324
1	**1.5**	Academic Intervention	Yes	$2,196,375.00	$2,037,097
1	**1.6**	Instructional Intervention (Improved)	Yes		
2	**2.1**	EL Services	Yes	$38,700.00	$26,290
2	**2.2**	Engagement	Yes	$414,034.00	$404,077
2	**2.3**	Social Emotional Learning, Prevention, and Intervention	No	$20,000.00	$24,200
2	**2.4**	Credit Recovery	Yes	$398,563.00	$286,585
3	**3.1**	Student ISP	Yes	$225,758.00	$225,758

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)
3	3.2	Teachers	Yes	$1,663,185.00	$1,649,506
3	3.3	Administration and Accountability	Yes	$2,202,835.00	$2,012,842
3	3.4	Staff Training	Yes	$412,811.00	$348,513
3	3.5	MKV/FY	No	$67,780.00	$72,719
3	3.6	Teacher Training			$85
4	4.1	Attendance Interventions	Yes	$1,014,252.00	$1,022,449
4	4.2	Teacher Attendance Interventions	Yes		

2025-26 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)
$7,305,388	$8,442,218.00	$8,009,323.00	$432,895.00	0.510%	0.510%	0.000%

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	$3,504.00	$13,281		
1	1.2	Universal Assessment	Yes	$22,658.00	$22,658		
1	1.3	EL Support	Yes	$721,472.00	$689,655		
1	1.4	College and Career	Yes	$372,922.00	$382,174		
1	1.5	Academic Intervention	Yes	$1,439,263.00	$1,292,149		
1	1.6	Instructional Intervention (Improved)	Yes			0.26%	.26%
2	2.1	EL Services	Yes	$38,700.00	$26,290		
2	2.2	Engagement	Yes	$414,034.00	$404,077		
2	2.4	Credit Recovery	Yes	$398,563.00	$286,585		
3	3.1	Student ISP	Yes	$225,758.00	$225,758		
3	3.2	Teachers	Yes	$1,663,185.00	$1,649,506		
3	3.3	Administration and Accountability	Yes	$2,108,603.00	$1,994,505		
3	3.4	Staff Training	Yes	$386,055.00	$311,527		

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	$647,501.00	$711,158		
4	**4.2**	Teacher Attendance Interventions	Yes			0.25%	.25%

2025-26 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)
$24,423,022	$7,305,388	11.86%	41.772%	$8,009,323.00	0.510%	33.304%	$2,068,078.00	8.468%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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).

California Department of Education
November 2024