

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: IQ Academy Los Angeles

CDS Code: 19-73452-0120600

School Year: 2024-25

LEA contact information:

Nick Stecken

Head of School

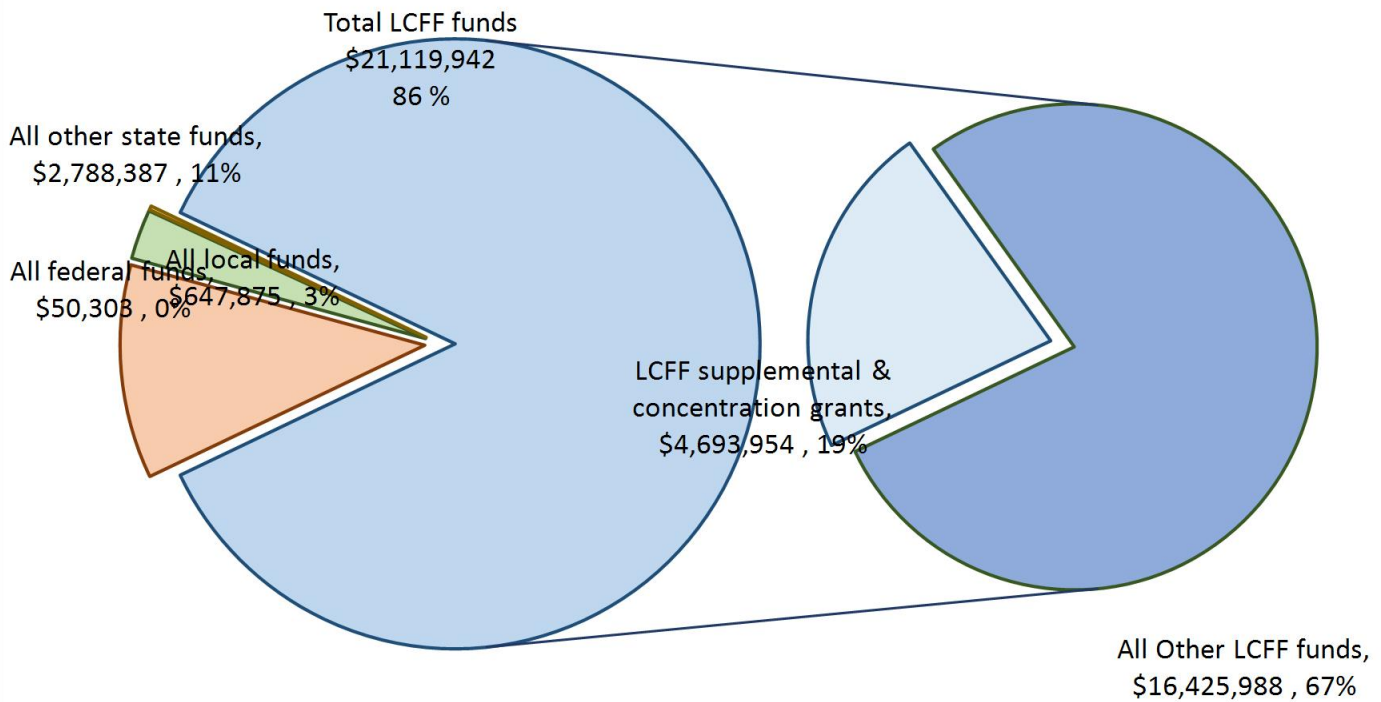
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

### Projected Revenue by Fund Source

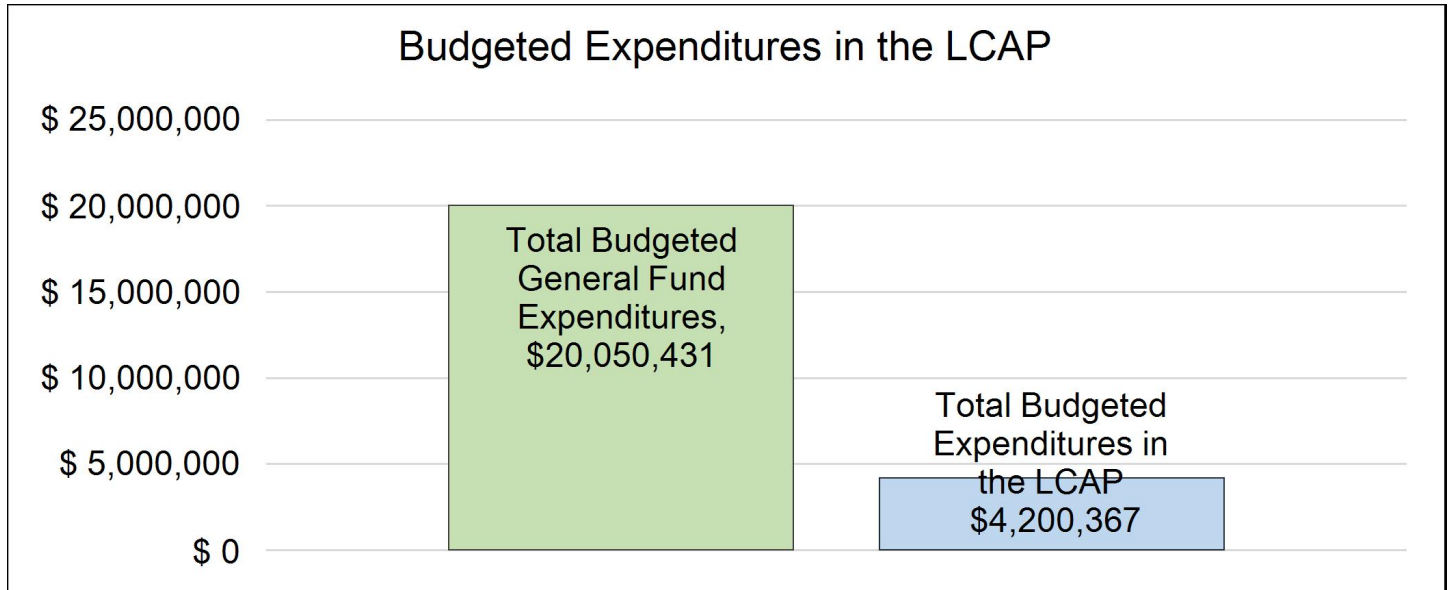


This chart shows the total general purpose revenue IQ Academy Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for IQ Academy Los Angeles is \$24,606,507, of which \$21,119,942 is Local Control Funding Formula (LCFF), \$2,788,387 is other state funds, \$647,875 is local funds, and \$50,303 is federal funds. Of the \$21,119,942 in LCFF Funds, \$4,693,954 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 2024-25. 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 \$20,050,431 for the 2024-25 school year. Of that amount, \$4,200,367 is tied to actions/services in the LCAP and \$15,850,064 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 2024-25 School Year

In 2024-25, IQ Academy Los Angeles is projecting it will receive \$4,693,954 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 \$3,052,340 towards meeting this requirement, as described in the LCAP.

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

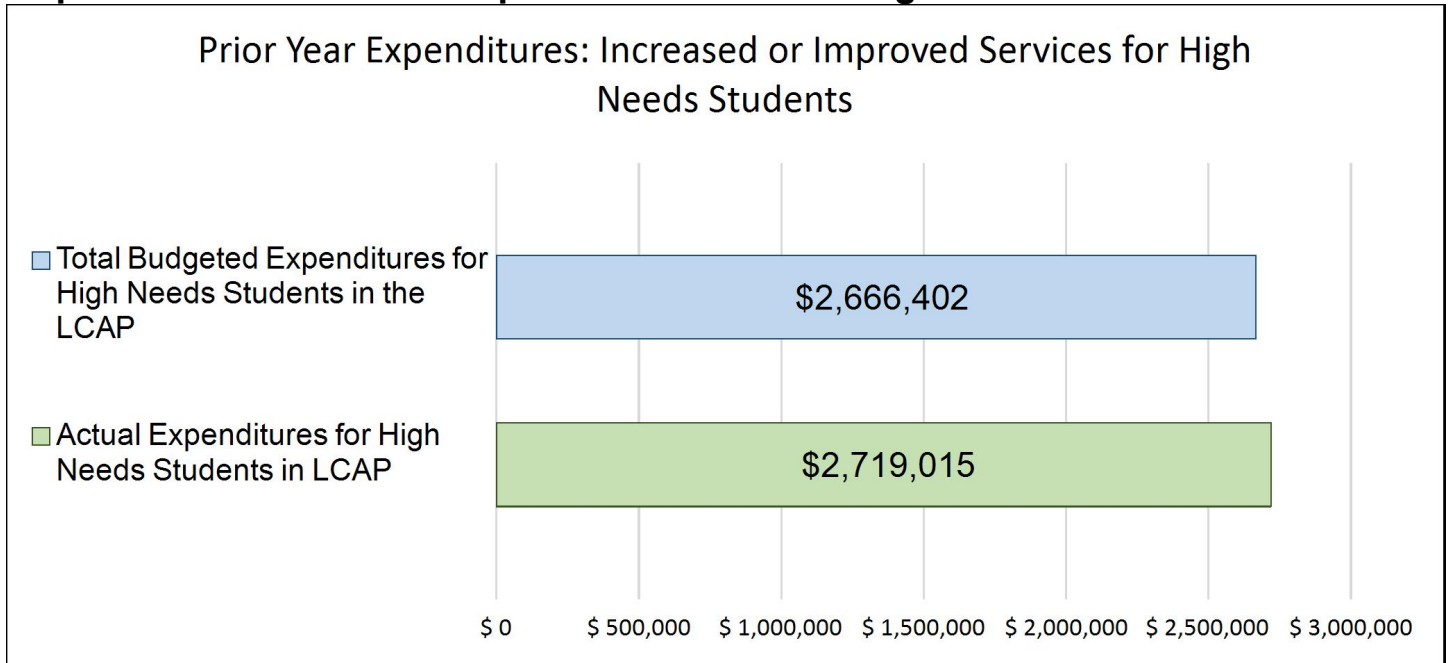
- Goal 1, Action 8
- Goal 2, Action 2
- Goal 3, Action 2

The school overestimated participation in new leader and new hire support for teacher training, and overestimated one-time off schedule compensation to paid to new teachers. As a result, it will carry forward and will utilize unspent funds in 2024-25 to provide additional programs and services that focus

on core services for high needs students.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, IQ Academy Los Angeles's LCAP budgeted \$2,666,402 for planned actions to increase or improve services for high needs students. IQ Academy Los Angeles actually spent \$2,719,015 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

# Goals and Actions

## Goal

Goal #	Description
1	<p>Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.</p> <p>Pupil Outcomes            Priority 4: Pupil Achievement            Priority 8: Other Pupil Outcomes</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR 360 ELA: Percent of students at or above grade level in ELA at the end of the school year.	K-5: 60% MS: 34% HS: 34.6%	K-5: 63.7% MS: 25.4% HS: 22.9%	K-5: 61% MS: 37.8 % HS: 28.6%	22-23 EOY Data K-5: 43% MS: 28% HS: 30%	10% increase from the baseline.
STAR 360 Math: Percent of students at or above grade level in Math at the end of the school year.	K-5: 64.3% MS: 42% HS: 51%	K-5: 53.9% MS: 34.1% HS: 29.6%	K-5: 59.4% MS: 44.7% HS: 39.1%	22-23 EOY Data K-5: 55% MS: 33% HS: 48%	10% increase from the baseline.
STAR 360 Growth: Percent of students who achieve one year growth in Math	K5: 61% MS: 58.6% HS: 47%	K-5: 27.5% MS: 41.3% HS: 43.6%	K-5: 36.7% MS: 53.2% HS: 46%	In 23-24 based on Middle of Year assessment:  K-5: 61% MS: 54% HS: 53%	67% growth target for each grade band.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR 360 Growth: Percent of students who achieve one year growth in ELA	K-5: 61.7% MS: 57% HS: 47.6%	K-5: 46.3% MS: 38.3% HS: 45.3%	K-5: 46.3% MS: 52.2% HS: 45.5%	In 23-24 based on Middle of Year assessment:  K-5: 64% MS: 60% HS: 57%	67% growth target for each grade band.
SBAC ELA Dashboard	Testing was not administered in 19/20 due to COVID goal for 20/21 is to establish baseline	Based on 2021 CAASPP dashboard 47.1% Meet or Exceeded Standard  English Learners 18.2% African American 28.4% Students w/ Disabilities 29% Low-income 43% Hispanic 48.4% White 58.4%	Based on 2022 CAASPP Dashboard 44.43% Met or Exceeded  Subgroups: English Learners 12.1% African American 34.8% Students w/ Disabilities 23.8% Low-income 40.9% Hispanic 44.4% White 51.3%	Based on 2023 CAASPP Dashboard 37.37% Met or Exceeded  Subgroups: English Learners 6.25% African American 31.86% Students w/ Disabilities 22.80% Low-income 34.95% Hispanic 34.38% White 47.01%	Improvements of 5% over baseline as established in 2021
SBAC Math Dashboard	Testing was not administered in 19/20 due to COVID goal for 20/21 is to establish baseline	2021 Dashboard 27.9% Meet or Exceeded Standard Increased 14.4% from 18/19  Students w/ Disabilities 14.5%	Based on 2022 CAASPP Dashboard 23.99% Met or Exceeded  Subgroups: Students w/ Disabilities 11.3%	Based on 2023 CAASPP Dashboard 20.59% Met or Exceeded  Subgroups:	Improvements of 5% over baseline as established in 2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		African American 16.8% English Learners 18.2% Low-income 25.1% Hispanic 25.1% White 38.9%	African American 18.3% English Learners 12.5% Low-income 22% Hispanic 20.1% White 30.2%	English Learners 12.00% African American 13.72% Students w/ Disabilities 14.42% Low-income 18.81% Hispanic 18.85% White 28.82%	
Summative ELPAC Results	2019 Summative ELPAC Results English Language Proficiency Well Developed (Level 4) 14.3%	2021 Summative ELPAC Results English Language Proficiency Well Developed (Level 4) 20.5%	2022 Summative ELPAC Results English Language Proficiency Well Developed (Level 4) 15.5%	2022 Summative ELPAC Results English Language Proficiency Well Developed (Level 4) 13.21%	48% making progress toward English Language proficiency.
College and Career	7.6% of students prepared. 14.3% approaching prepared. 78.1% not prepared.	New baseline data: 13.5% of students completed a-g Requirements 11.5% of students completed one semester/two quarters/two trimesters of college credit courses. 5.8% of students completed two semesters, 3 quarters, or three trimesters of college credit courses.	No Data Reported for 2022.	2023 Dashboard All students: Low, 16.3% prepared  Hispanic Low, 10.9% prepared  Socioeconomically Disadvantaged Low, 14.1% prepared	Establish new baseline at Year 3.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Science Test	No data for 19-20. 18-19 Baseline: 15.39% Met or Exceeded	25.36% Met or Exceeded	26.62% Met or Exceeded	30.18% Met or Exceeded	29%
% of English Learner who made progress toward English Proficiency measured by ELPAC	40% 18-19 Data	No Data 19-20 or 20-21	55.6% 21-22 Data	37.8% 22-23 Data	60%
EL reclassification rate	47.8%	34.3%	27.3%	Not available yet	50%

## Goal Analysis

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

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

The 2023-2024 LCAP has data outcomes represent partly by the school years where COVID was still impacting both student outcomes and data reporting. Although most in education would tell you that COVID impacts on student learning will continue to impact students even after the more dramatic period of school closures.

This complicates what would be an apples-to-apples data comparison with state or similar school data which helps contextualize the determination of effectiveness or ineffectiveness of actions. The school has seen significant enrollment growth; 2019-2020 student population was 783, 2023-2024 the school has 1630 students (as of May). In addition, the school serves a transient population, with new students accounting for between 20-40% of the student population each year. This is to say, many times the actions and services listed are impacted over the 3-year review period by the realities associated with this enrollment growth (IE having qualified staff to hire could have an impact on execution of an action) enrollment growth) and the broader educational outcomes we are seeing in our service area (that would be COVID impacted). This is an important context to consider when reviewing metric outcomes against stated goals from the 19-20 SY and impacts all actions and services in this goal.

To be clear, the school did suffer from a lack of available applicants to meet enrollment interest in our school for every single year after the 19-20 SY. While applicants were generally sourced over time, the timing of hires, or the turnover between a resignation and a backfill of that position, impacted student learning and all listed AMO's.

Likewise when tracking progress toward academic outcomes, the impact of both new enrollment being a large proportion of our overall student population and the broad impacts of COVID on outcomes for students within put downward pressure on AMO's and impacted all actions. Just to illustrate this we can look at state performance from the pre-COVID period (2019 dashboard) to the 2023 outcomes (the first year we have state dashboard data for all indicators).

#### State Testing Results:

ELA 2019 - 2.5 points below standard

ELA 2023 - 13.6 points below standard (decrease of 11.1 points)

Math 2019 - 33.5 points below standard

Math 2023 - 49.1 points below standard (decrease of 15.6 points)

#### State Chronic Absenteeism

2019 - 10.1% Chronically Absent

2023 - 24.3% Chronically Absent (14.2% increase)

#### LA Unified Testing Results:

ELA 2019 - 23.7 points below standard

ELA 2023 - 32.4 points below standard (decrease of 8.7 points)

Math 2019 - 54.1 points below standard

Math 2023 - 67.3 points below standard (decrease of 13.2 points)

#### LA Unified Chronic Absenteeism

2019 - 10.1% chronically absent

2023 - 24.3% Chronically Absent (14.2% increase)

You can see that broadly the impacts of COVID on both engagement and academic indicators saw significant and sustained decreases over the COVID period for the State broadly, and the largest district where IQ students originate from. This also helps provide context when we talk about actions/services not meeting goals or being effective despite decreases in the underlying data.

Listing Actions and services here for reference since our annual update is missing the 22-23 LCAP actions and services:

Actions and services in Goal 1 include:

\*Action 1.1: Training (PD) - Action Summary: IQ will focus on improving student outcomes through intentional professional development (PD) focused on the development of Professional Learning Communities (PLC) and work culture, as well as ensuring quality assessments and

response to instruction systems. In addition, ongoing development and coaching will be providing focused on the progression of writing skills/rigor by grade, and strategies for instruction, feedback, and intervention aligned with essential writing standards. Lastly, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL)

Special Education Professional Development will focus on creating a stronger start for our families in the upcoming school year by improving program plans, staff development and family support. Throughout the school year, we will continuously develop our programs and staff in the following areas: (1) Strengthen enduring connections staff and families, (2) Increase and improve cross-department collaboration between general and special education staff, (3) Improve Post-Secondary planning and support for high school students in special education, (4) Maintain compliance with state and federal law to meet the needs of students in special education and (5) Use of data to enhance and improve instructional strategies use to meet the needs of diverse learners. The Compass staff will continue learning and building capacity to ensure that interactions with students and families are inclusive and culturally responsive, using evidence-based practices to better meet the needs of students, both long-term and short-term. The PD opportunities will: (1) Support staff as we build a safe and positive learning environment and provide students with targeted programs and services to improve conditions for learning, including daily engagement, school skills and attendance, (2) Create an inviting school culture to allow staff to better connect with and engage families and parents – particularly those who are minimally engaged with their student’s education, (3) Build capacity to develop and implement student improvement efforts, and (4) Implement SEL training and prioritize resource development to provide teachers and staff with the

\*Action 1.2 Universal Assessment - Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.

\*Action 1.3 Administrative Positions - IQ Administrators provide support in the area of academics, engagement, and program development. Administrative staff function as single points of accountability for ensuring academic excellence and a safe and effective learning environment. Administrative staff review outcomes in year and from prior years to inform and implement the overall development of the schools academic program.

\*Action 1.4 ELD Support - Implement a research-based English Language Development (ELD) program that uses standards-based ELD curricular materials. The program options for English learners (ELs) are based upon the needs of the ELs, the school’s resources, and the preferences of the parents and community. Services for English Learners are based on all ELs being assessed annually with the Summative ELPAC and on an ongoing basis using common formative assessments developed by the ELD Specialists and general education staff. These CFAs are used to create individualized language proficiency goals that drive designated and integrated ELD supports. English Learners are given extended learning time using Tutor.com (which has Spanish Speaking tutors), Reading Eggs, Off2Class to name a few of our differentiated intervention programs. The program identifies and services long term ELs (LTELs) and those at risk to becoming LTELs by targeted academic vocabulary and higher-level literacy skills needed to be successful in their core classes. Newcomers are assigned a prescriptive plan developed by the ELD Specialist and general education staff to ensure success. Newcomers will be supported by an ELD Specialist and a bilingual engagement coach (if Spanish speaking). The ELD Specialist will meet with the students in live sessions as well as monitor their usage of Rosetta Stone as an independent resource for English language learning. All ELD instruction is aligned to both the ELD standards, and the essential standards identified by the general education teachers. Academic support sessions are held using scaffolding to help make the rigorous academic content comprehensible for struggling English Learners. Family engagement is a priority in that we provide Spanish language Coffee Chats, various parent meetings in Spanish, schoolwide document and video translations, as well as live storytime in Spanish monthly.

Input from stakeholders gathered through needs assessment surveys is used to drive professional development within the ELD Department and general education staff. Team meetings are held which include general education teachers and ELD specialists where data specific to English Learners is shared and analyzed. Through the PLC process, common formative assessments are developed that are appropriate for all learners. School level trainings addressing EL issues, analysis of EL achievement data, the implementation of ELD Standards within classroom instruction, addressing the language and academic needs of the different profiles of ELs, newcomers, and long-term English learners. PD activities address many elements of cultural proficiency/competency training, including cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.

\*Action 1.5 Instructional Coaches - Provide individualized coaching, conferencing, resources, and professional development to all teachers. Using research-based coaching techniques, Instructional Coaches help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to reach those goals. They support teachers with improving student engagement, content master, and best instructional practices for student-centered learning. ICs provide guidance and support with Professional Learning Communities.

\*Action 1.6 Summer School - High School: Credit Recovery courses will decrease credit deficiency for students who have previously failed core courses. These courses will target at-risk, credit deficient, unduplicated, and students with disabilities. After evaluating areas of need for these student populations any remaining open positions will be offered to other students. Middle School and K-5: Summer Session in grades K-8 provide will utilize Freckle to provide targeted practice in priority standards. This will be an optional summer program meant to address learning loss. Additional instruction in these priority standards prepare students for success in their next grade level Math and/or ELA course work. Students will also be able to participate in weekly solicitation activities in order to keep them engaged with the academics over summer.

\*Action 1.7 CTE program - During 2020-21, IQ Academy will begin to develop and our Career & Technical Education (CTE) program. The program will focus on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. Our program will be offered completely on-line and virtually helps prepare students for entry into the workforce or military, or for continuing their education with a post-secondary institution. Being part of a CTE program allows for students to work towards earning a certification and obtaining technical & workplace skills while completing their high school requirements so that at the completion of their high school experience, they have the potential to graduate with a certification in addition to their high school diploma. Our program will start with Business and Finance as a pathway. Expansion of pathways will be contingent on interest and enrollment.

Action 1.8 Instructional Support - IQ Academy provides a variety of programs that are meant to provide academic support to students. These programs include:

\* IQ Boost provides engagement, tutoring, and 1 on 1 support for students identified by homeroom teachers as needing additional academic interventions.

\* General education teachers provide targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards.

\* Freckle is used to provide identified students supplemental supports in math and/or ELA in identified grade level high priority standards.

\*Action 1.9 Panther Path 2 College - PantherPath2College is a new program the school is developing that provides dual enrollment opportunities for high school students in partnership with Regional Community Colleges. The school will plan to develop a position that provides students support in application, course selection and academic success.

\*Action 1.10 Teacher/Student Ratio Reduction - IQLA will reduce teacher/student ratios in order to improve student outcomes and provide students and families more time with their teachers.

\*Action 1.11 A-G completion - Increase the number of high schoolers graduating with A-G eligibility by connecting them to community colleges for dual enrollment, targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to improve student A-G eligibility and where applicable school services.

All actions and services listed were responsive to the data noted above data, overall were implemented in ways that were responsive to the listed goal, with departments during the years shifting focus based on identified student need through our in-year assessment and monitoring processes. One action/service that does need to be highlighted as a challenge was action 1.10. We had intended to use funds to hire additional staff to effect lower teacher/student ratios that was complicated by growing enrollment and staff turnover. While the action was still implemented and did make progress toward the goal, it was a challenge that slowed down progress when it manifested.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Looking back to 2018-2019 which was our last consistently measured year is necessary to speak to the effectiveness of actions and services.

The only indicator that did not see improvement since 2018 was our English Learner Progress indicator, although we did see this improve to 55% (exceeding the state) in 21-22. The school did see a surge in ELD enrollment during this time and saw a decrease in outcomes that was correlated with difficulty in securing the needed additional ELD staff.

2018-2019 SY

English Language Arts - 39.2 Points Below Standard

Mathematics -106.7 Points Below Standard  
English Learner - Progress 40% Making Progress  
College and Career - 9.7% Prepared

2022-2023 SY

English Language Arts - 24.8 Points Below Standard - Improved 14.4 points  
Mathematics 74.6 Points Below Standard - Improved 32.1 points  
English Learner Progress - 37.8% Making Progress - Decreased 2.2%  
College and Career - 16.3% Prepared - Improved 6.6%

Summary of Academic Changes in English Language Arts and Mathematics:

2018-2019 - The school begins to use STAR 360 assessment program and to do research-based activities on the admin side over the summer to identify important foundational standards by grade level/subject that provide students more growth. This would later be used within professional development with teachers to shift our instructional focus from broad-based curriculum support to targeted priority standards based on student assessment data.

2019-2021 – The school iterates off the priority standards focus to make sure that learning objectives/priority standards are assessed within instructional cycles and reviewed regularly in newly established PLC teacher teams. During these cycles teachers begin to track observed student progress by using formative assessments as exit tickets to determine class level mastery in identified lesson objective/priority standards. This formative assessment data is then used within a PLC process to adjust objectives in subsequent cycles and to compare observed outcomes to assessment data in STAR 360 and remediated based on the observed alignment (or misalignment) between observed outcomes in formative assessments and the STAR 360 standards level assessment data.

2021-2023 – With enrollment growth from the COVID period as well as additional COVID funds the school begins to hire support staff to help tighten the turnaround between identifying key learning objectives that a class may have need for based on historical and current assessment data. These staff assist teachers in the creation of curriculum maps that are then aligned to historical priority standards and current assessment data. Alignment between key identified priority standards, curriculum, instruction, and pacing becomes far more accessible and accountable as a result.

Annual Measurable Outcomes Review:

The baseline year of 2019-2020 is misleading as an apples to apples data comparison. This is because that school year was the year COVID caused major disruptions to schools across California. We see post COVID effects on our data, manifest in 20-21. This 20-21 data paints a clearer picture as it looks back on the COVID school year and the decreases our school saw in outcomes related to it.

STAR 360 ELA: Percent of students at or above grade level in ELA at the end of the school year:

2022-2023 data

K-5: 43% decrease of 20% compared to 20-21 data

MS: 28% Increase of 3% compared to 20-21 data

HS: 30% Increase of 7% compared to 20-21 data

STAR 360 Math: Percent of students at or above grade level in Math at the end of the school year.

2022-2023 data

K-5: 55% Increase of 1% compared to 20-21 data

MS: 33% decrease of 1% compared to 20-21 data

HS: 48% Increase of 18.4% compared to 20-21 data

STAR 360 Growth: Percent of students who achieve one year growth in Math

In 23-24 based on Middle of Year assessment (on track for 1 year growth):

K-5: 61% Increase of 33.5% compared to 20-21 data

MS: 54% Increase of 8.7% compared to 20-21 data

HS: 53% Increase of 9.4% compared to 20-21 data

STAR 360 Growth: Percent of students who achieve one year growth in ELA

In 23-24 based on Middle of Year assessment (on track for 1 year growth):

K-5: 64% Increase of 17.7% compared to 20-21 data

MS: 60% Increase of 21.7% compared to 20-21 data

HS: 57% Increase of 11.7% compared to 20-21 data

SBAC ELA Dashboard

Based on 2023 CAASPP Dashboard

37.37% Met or Exceeded decrease of 10% compared to 20-21 data

Compared to 18-19 data using DFS:

English Language Arts - 24.8 Points Below Standard - Improved 14.4 points

SBAC Math Dashboard

Based on 2023 CAASPP Dashboard

20.59% Met or Exceeded decrease of 7.3% compared to 20-21 data

Compared to 18-19 data using DFS:

Mathematics 74.6 Points Below Standard - Improved 32.1 points

California Science Test

30.18% Met or Exceeded increase of 4.82% compared to 20-21 data

Associated actions and our determination on effectiveness.

Action 1.1: Training (PD), Action 1.2 Universal Assessment, Action 1.3 Administrative Positions, Action 1.5 Instructional Coaches, Action 1.10 Teacher/Student Ratio Reduction - Broadly all these actions are meant to be supportive of student facing staff and provide training, professional development, or accountability for actions the school takes. The school determines that it has been effective in all these actions.

Action 1.8 Instructional Support/Intervention - While also an action that is impacted by the above listed actions, the intervention team (IQ Boost) forms the primary expenditure in this action. The school determines that it has been effective in this action as well.

Rational for for rating:

Primarily the challenge of the last 3 years was dealing with a large proportion of new students in our yearly student population, enrollment growth, staffing to this enrollment growth, and then impacting students academically. One of the primary measurements that gives us an apples-to-apples comparison of our yearly progress is student growth in STAR 360. When it comes to the question of an action within Goal 1 being effective or not STAR 360 measurements associated with grade level proficiency in tested subjects as well as CAASPP outcomes are good summative indicators of what happened in a specific year, but not good measurements year over year (since students come into the school at varying levels of proficiency and IQLA saw a large overall increase in enrollment and has a largely transient population of students).

The school believes that the best YOY measurement to determine effectiveness is the one that can measure that effectiveness consistently year over year. In this context the school focuses on growth over proficiency. And when looking at growth as illustrated above, we can see that in both Math and ELA every single grade level saw significant increases in overall student growth since 20-21. Similarly, when looking at pre-covid distance from standard measurements from 2018-2019 SY we have seen broad improvements in overall outcomes. Both of these are strong indicators that the actions and services listed above have been effective.

ELD Support - English Learner Progress saw a significant decline compared to 21-22 where the school scored High in this state priority. The school saw a 23% increase in its ELD population in 22-23 and struggled to scale staffing to meet this need during the 22-23 school year. We expect to see our performance in this state of priority improve as our ability to source qualified staff improves.

Action 1.4 ELD Support - The school determines that it's been effective and implementing this action.

Rational for for rating: In the 2021-2022 school year IQ Academy scored 55.6% in the ELD State indicator measuring progress towards English language proficiency. This was roughly 5% higher than the state score of 50.3%. The drop in the score in 22-23 was highly correlated to a increase in the overall ELD population as well as an increase in the proportion of ELD students as a percentage of the total population. There were staffing challenges associated with meeting the needs of this increase that were difficult to resolve due to a lack of qualified applicants. Given that the struggles of the school and implementing the action were related to staffing, as well as the evidence from the prior school year of our ELD Department outperforming the state the school concludes that the programmatic elements of our ELD action were effective and will continue it in the 23-24 school year.



College and Career - For College and Career, the school has seen an increase in students measuring as “prepared” in 2023 (16.3%) compared to the last measurement in 2019 (9.7%). This is a significant increase that is reflective of the school better aligning HS course offerings to A-G requirements and setting up a dual enrollment program with Norco Community College. The school also began to shift the High School program to better align with state priorities in 21-22 with the introduction of a CTE program which started with one pathway but has since expanded to 2 pathways in 22-23. Pathway completion will significantly raise iQLA’s College/Career priority ranking. It should be noted that this is not something that will reflect on the state dashboard until we see our first 4-year graduation cohort group (who had access to the pathway) fully complete the first offered CTE pathway in the 25-26 school year.

Action 1.6 Summer School, Action 1.7 CTE program, Action 1.9 Panther Path 2 College, Action 1.11 A-G completion - The school determines that it's been effective and implementing all these actions.

Rational for rating: there are two primary metrics that should be used when determining the effectiveness of the above actions. One is graduation rate which is directly correlated to action 1.6 Summer School. With 82.7% of our students graduating in 2023, we have seen a 12.2% increase in graduation rate compared to the baseline metric from 19-20. The other actions (1.9 and 1.11) are related to the CCI indicator which has also seen an increase from 7.6% (19-20) to 16.3%. (22-23).

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

Metrics and Desired Outcomes: Generally desired outcomes for 23-24 LCAP were aligned to a 5% improvement in the baseline and/or a target that put the school at parity with state outcomes (were we were deficient in state outcomes). The school is also going to be tracking subgroup data in our LCAP starting in the 23-24 SY

STAR 360 ELA: Percent of students at or above grade level in ELA at the end of the school year.  
Removed for 23-24 LCAPO as this is local data that reflects the same data we would get from CAASPP.

STAR 360 Math: Percent of students at or above grade level in Math at the end of the school year.  
Removed for 23-24 LCAPO as this is local data that reflects the same data we would get from CAASPP.

STAR 360 Growth: Percent of students who achieve one year growth in Math  
Changed: 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.

STAR 360 Growth: Percent of students who achieve one year growth in ELA  
Changed: 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.

#### SBAC ELA Dashboard

Changed – Measurement will use distance from standard to align with the state dashboard.

#### SBAC Math Dashboard

Changed – Measurement will use distance from standard to align with the state dashboard.

#### Summative ELPAC Results -

Removed - Removed as an AMO, we will still track and act on this data but we will most likely report that out in the specific ELD action in the 23-24 LCAP vs as an AMO.

#### College and Career

No change Also will be adding CCI details to the 23-24 LCAP as an AMO to capture components that go into the CCI indicator. These include: A-G Completion, CTE Pathway Completion (all), CTE, Pathway Completion (SED only), Both CTE & a-g Completion, Early Assessment Program (EAP)

#### California Science Test

% of English Learner who made progress toward English Proficiency measured by ELPAC

No change

#### EL reclassification rate

No change

Actions: IQLA believes all actions were implemented effectively over the 3 year period. However we did put changes in place for Action 1.4 and 1.5 based on guidance from the 23-24 LCAP document. Those changes are noted below;

#### Action 1.1: Training (PD)

Changed - Now called Staff Professional Development - Description and action changed to better reflect the need for professional development across different positions and departments, likewise

#### Action 1.2 Universal Assessment

No change

#### Action 1.3 Administrative Positions

Removed - and moved to Goal 3 Action 3 in the 23-24 LCAP.

#### Action 1.4 ELD Support

Updated description. The school determined the action was effective over the 3 year period but ineffective in 22-23 due to the YOY decrease from 21-22. In 23-24 our budget will reflect an increase in ELD specialists to bring department in line with the current number of ELD students. We also believe that an additional ELD staff will narrow the spread of grade bands each ELD specialist covers and provide better specialization in the grade bands for students on their caseload. In addition under action 4.2 Attendance Interventions the school will be hiring bi-lingual engagement coaches to better support ELD students whose families do not speak English primarily in their home.

#### Action 1.5 Instructional Coaches

Removed - and added to action 3.4 under Staff Training. Instructional coaching program is being redesigned as well in 24-25 to be better aligned to identified teacher needs supported by qualitative data as well as academic student outcome data.

#### Action 1.6 Summer School

Removed - and moved the substance of the action to Goal 2 Action 4 under Credit Recovery.

#### Action 1.7 CTE program

Changed - to College and Career and revised description to reflect the schools guidance, dual enrollment, and CTE programs work to support high school students.

#### Action 1.9 Panther Path 2 College

Removed - Moved to College and Career and revised description to reflect the schools guidance, dual enrollment, and CTE programs work to support high school students.

#### Action 1.10 Teacher/Student Ratio Reduction

Removed - Action was redundant with Goal 3 Action 2 Teachers.

#### Action 1.11 A-G completion

Removed - Moved to College and Career and revised description to reflect the schools guidance, dual enrollment, and CTE programs work to support high school students.

**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.**

# Goals and Actions

## Goal

Goal #	Description
2	Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation. Engagement Priority 3: Parental Involvement Priority 5: Pupil Engagement Priority 6: School Climate

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	92.67%	94.77%	94.81%	SY2324 attendance rate for P2: 95.79%	95%
Chronic Absenteeism	43% (19-20 internal measurement, Dashboard data unavailable)	17.5%	11.3%	18.3% chronically absent 22-23	14%
Parent Participation in Special Programs: Set baseline for parent participation in special programs as measured by SEIS and Marvin databases	93%	97%	96%	98.7% (Fall 23-24)	100%
(Dashboard) HS Graduation Rate	70.5%	73.1%	80.2%	82.7% 22-23	84%
Survey Response Rate: Student First	24%	18.4%	16.4%	17%	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Check in Response rate averaged across 7 surveys.					
Participation in State Testing	95% (18-19) State testing was not given in 19/20 due to COVID.	94.95%	96%	96% 22-23	95% (maintain)
Suspension Rate	0%	0%	0%	0% 22-23	Maintain Baseline
Expulsion Rate	0%	0%	0%	0% 22-23	Maintain Baseline

## Goal Analysis

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

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

Actions and Services for Goal 2 from the LCAP are listed below; included since we do not have the actual 22-23 LCAP embedded within the annual update:

\*2.1 EL Services - Provide interpreter and translation services so families who speak a language other than English will be engaged in school.  
 \*2.2 Engagement - Revised description to include more of a focus on clubs, outings, engagement tools (Parentsquare) and positions supporting these efforts. Some positions previously rolled into the engagement initiative will be moved to the 4.2 Attendance Intervention Focus goal.

\*2.2 Engagement - Maintain regular and reciprocal school to home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Video conferencing platform will be utilized as an additional way to communicate with families and partner with stakeholders. Surveys will be incorporated as an opportunity to collect feedback from families and to identify students who may need additional supports. We provide Social Emotional Learning Curriculum (7 Mindsets Curriculum) and School-Wide Assemblies to at risk students who are not meeting academic standards with the goal of improving their social-emotional growth, which will improve school conditions to encourage student learning. Student incentives and celebrations will be used to increase engagement and participation for identified students, improve pass rates, increase live session attendance, and independent reading. Additionally, activities like student leadership and school sponsored clubs will be provided to increase student engagement. Student celebrations include a graduation ceremony for 8th grade and 12th grade students. The school will be reviewing social-emotional activities and engagement initiatives yearly to determine if new programs can be offered that improve student engagement. To provide a wide variety of after school student clubs, teacher will be provided a stipend to be an advisor for a club. Extracurricular activities provide a channel for reinforcing the lessons learned in the

classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Staff works to improve the levels of parent and student engagement, ensuring that this increased engagement leads to improved academic achievement. They facilitate and develop local school initiatives and promotes opportunities for students and families to come together and work academically and socially. They also develop and manage content, coordinates our school communication system through Parent Square, and serves as the primary contact point for the school social media presence. Staff also provides information, resources, and support to students and families who are new to our schools, to ensure they understand and meet enrollment requirements. They work with students to identify and develop the skills needed to be engaged in school, meet grade level expectations, and provides targeted support to build relationships.

\*2.3 Social 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

Overall the overall implementation of the actions were consistent with our intent to make progress related to Goal 2 and it's associated AMOs. During the 23-24 school year we saw improvements in overall attendance. We don't have the chronic absenteeism data yet for 23-24, but internally we are seeing signs that the improved attendance has had a impact on the number of students who meet the chronically absent criteria. The trend over the 3 year period shows a gradual improvement in all AMO data that are directly tied to state indicators. Though we saw an increase in chronic absenteeism the progress made in 23-24 insofar as attendance suggests that the trend is not reversing, despite the step back we had in 22-23.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Engagement in any school setting requires a focus on multiple competencies to be effective. Broadly when looking at the AMO's listed, all of these are directly or indirectly related to academic engagement dashboard indicators. The two major engagement indicators from the dashboard are chronic absenteeism and graduation rates. In both these areas IQ has seen steady and sustained progress.

Graduation rate: 12.2% increase since 2019-2020

Chronic Absenteeism: Reduction by 24.7% since 2019-2020. Likewise, another thing to note here is while IQ did see an increase in the chronic absenteeism rate in 22-23, we still rated as below the state averages by 6% and this increase came after achieving our lowest-ever chronic absenteeism rate in 21-22 (11%).

Attendance Rates: We see broad sustained increases in attendance increasing by 3.12% since 2019-2020.

Actions listed from goal 2 are:

2.1 EL Services, 2.2 Engagement, 2.3 Social Emotional Learning, Prevention, and Intervention.

The story being told in the data for all actions suggests effective implementation and iterative progress over the 3 year period for all actions in goal two.

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

2.1 EL Services - No change.

2.2 Engagement - Revised description to include more of a focus on clubs, outings, engagement tools (Parentsquare) and positions supporting these efforts. Some positions previously rolled into the engagement initiative will be moved to the 4.2 Attendance Intervention Focus goal.

2.3 Social Social Emotional Learning, Prevention, and Intervention - Revised description to include mental health supports, restorative justice practices, and SEL competencies.

2.4 Credit Recovery - Created New goal with the intent of capturing all credit recovery options being offered by the school in summer as well as in-year. Moved to goal 2 as it fits better as a action under a goal that explicitly focuses on Academic Engagement indicators and graduation rate which are better aligned metrics to monitor effectiveness of these efforts.

**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.**

# Goals and Actions

## Goal

Goal #	Description
3	<p>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.</p> <p>Conditions for Learning            Priority 1: Basic            Priority 2: State Standards            Priority 7: Course Access</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses	100%	87.23%	96.30%	100% (based on CALSAAS) report 22-23.	100% (maintain)
Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met (maintain)
Student Support Programs: Ensure 100% of ELL students will be correctly classified	100% of students will have access to targeted support programs	100% of students will have access to targeted support programs	100% of students will have access to targeted support programs	100% of students will have access to targeted support programs	100% (maintain)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and have access to appropriate ELD support					
Dashboard Indicator: Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met (maintain)
Access to Instructional Materials: All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS	100%	100%	100%	100%	100% (maintain)

## Goal Analysis

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

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

LCAP Actions are listed below as we do not have them as a reference point in the annual update:

### Actions

\*3.1 Student ISP - Provide an internet subsidy for students who qualify for free and reduced lunch.

\*3.2 Teachers - Provide highly qualified fully credentialed teachers. Salary increases and/or bonuses 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.

\*3.3 Accountability - Data analysis staff is integral in updating our chronic absenteeism data by sub-group and school each week for review. This allows us to identify strengths and weaknesses in our data and take necessary action to better improve attendance for all students. Students who attend school more regularly are more successful on their academic growth. Staff aides in ensuring all students participate in testing. Staff creates data reports on the testing results we have available. This includes both summative state testing data and formative

local assessments. The data is disaggregated by sub-group to allow us to identify students who need additional support or enrichment. Action plans are implemented to address the needs of all our students. Data (Star360, screening and progress-monitoring assessment) from internal assessments are monitored after each testing window (beginning, middle, end of year) by sub-group to review success of our action plans and adjust actions as needed. Staff uses an additional student information system to track state and internal testing data over a student's enrollment to gather longitudinal trends by student and subgroup for unduplicated and underperforming populations. As well as, identifying attendance and engagement trends for underperforming subgroups.

\*3.4 Teacher Trainer - The Lead of Teacher Training is a trainer who works with all IQ teachers to onboard new teachers, conduct regular training with all teachers, maintain school training sites and references, and provides one on one assistance to teachers throughout the year in areas of identified need.

\*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

\*3.6 Induction Mentor - Induction mentors/coaches provide support and guidance to teachers who are working on clearing their credential. They work with an induction program that the inductee has chosen. Induction mentors/coaches meet regularly to collaborate, discuss, and provide feedback on the teacher's effectiveness of instruction, analysis of student data, the use of the data to inform planning and instruction, and offer opportunities for self-reflection.

\*3.7 Guidance Counselor - The School Counselors are implementing a comprehensive school guidance program. Additional counselors will allow for quarterly, one-on-one, support for students. This will give the counselors an opportunity to address student academics, mental health, social emotional needs, and putting plans in place to help bridge gaps in learning and credit deficiency. Extended work days for counseling staff create opportunity for counselors to evaluate course placement and ensure credit recovery options are in place for students who are credit deficient upon the end of the school year. The counseling and leadership teams will participate in coaching and professional development around the ASCA national model and utilizing data to develop a comprehensive school counseling program and improve graduation rates in targeted populations. The leadership teams will continue professional growth in leadership capacity building.

\*3.8 Curriculum Specialists - The Curriculum Specialists are the experts in their designated grade level and/or content area. They are able to articulate content standards, course curriculum scope and sequence, and content instructional strategies and practices to best support student learning.

\*3.9 HS Scheduling - To ensure English Learners, Students with Disabilities, and low achieving students have full access to instruction and intervention with credentialed teachers, the high school will use a scheduling program supported by a registrar. This position works with the high school leadership and instructional team to accurately schedule teachers and students, resolve conflicts, and continually update student schedules as needed based on course changes.

Overall all actions made progress in maintaining our AMO's and thus achieving their intent of targeting action/service as it relates to the goal. One action/service that we did have issues with relates to 3.2 Teachers. We had vacancies over the 3 year period that impacted our ability to

scale our planned actions to our growing enrollment. While we were able to maintain appropriate coverage, this lack of applicants remains delays associated with maintaining action 3.2 impacted the action and other actions that relied on that maintenance.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 3.1 Student ISP, 3.9 HS Scheduling, 3.5 MKV/FY, were all broadly focused on providing support for students that fund initiatives that are directly or indirectly tied toward Access to a broad course of Study, Student Support Programs, and access to aligned materials. The data suggests that the efforts put forth in these actions had the intended effect of maintaining IQLA's outcomes for these AMOs. Therefore the school rates these actions as effective.

Action 3.3 Accountability: To adequately address gaps in student learning, teachers and staff must spend time analyzing student performance data. To do this, we need staff to manage a comprehensive assessment system that includes continuous analysis of student data to monitor student progress and growth for all students but especially for unduplicated pupils. The school over the 3 year period would rate this action as effective as outcomes in chronic absenteeism, student performance, graduation rate, and our college/career indicator. Improvements in these annual measurable outcomes/state indicators are a byproduct of the effectiveness of this action as the data management/training/analysis was a critical factor in these improvements.

Actions 3.2 Teachers, 3.4 Teacher Trainer, 3.6 Induction Mentor - The school saw substantial enrollment increases from 2019 - 2024. Going from 793 students to 1600 students (as of spring 2024). This doubling of the student population required expansion of staff to meet the needs of students and all 3 actions were effective in delivery of training and following up with live support for all positions as needed. The training completion data is listed below, but these actions were also effective in ensuring access to properly credentialed teachers and student support programs.

Training completion audits 22-23 -

All Staff-4,744 modules assigned, 458 = 90% completion of assigned trainings.

3.7 Guidance Counselor - Over the 3 year period we were able to leverage this LCAP action into the expansion of our Guidance department (from 1 guidance counselor to 2) which allowed us to lower caseloads for these staff members and provide students with 1:1 meetings every quarter to review grad plans, post high school plans, and progress toward graduation.

3.8 Curriculum Specialists - The school has successfully hired 4 curriculum specialists over the 3 year period that work with the TK-2nd, 3rd - 5th, 6th - 8th, 9-12th grade bands. These curriculum specialists successfully managed the revised curriculum maps over the 3 year period. Providing support to teachers to be sure their curriculum reflected the best alignment with the CCSS as well as prioritized and aligned curriculum with assessment data and instruction.

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

Actions 3.1 Student ISP - No change.

3.2 Teachers - No change.

3.3 Accountability - Renamed to Administration and Accountability and revised the description. The intent here was to take this action and better organize it under our 24-25 LCAP so that we had one action that reflected the various administrative positions at the school 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 indicator

3.4 Teacher Trainer - Renamed to Staff training and updated the description to account for instructional coaching supports and induction supports.

3.5 MKV/FY - No change.

3.6 Induction Mentor - Moved to new action under goal 3.2 ; Staff Training - The intent here was to take this action and better organize it under our 24-25 LCAP so that we had one action that reflected the various

3.7 Guidance Counselor - Moved action to Goal 1 action 4; College and Career. The intent was to better align the placement of this action with the college and career state priority as we believe the impact of this action is a better fit there.

3.8 Curriculum Specialists - Moved to new action under goal 3.3 ; Administration and Accountability - The intent here was to take this action and better organize it under our 24-25 LCAP so that we had one action that reflected the various administrative positions at the school 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 indicator

3.9 HS Scheduling - Moved to new action under goal 3.3 ; Administration and Accountability - The intent here was to take this action and better organize it under our 24-25 LCAP so that we had one action that reflected the various administrative positions at the school 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 indicator

**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.**

# Goals and Actions

## Goal

Goal #	Description
4	Decrease Chronic Absenteeism Rate (Focus Goal): By June 2024 The school will lower the Chronic Absenteeism rate 14%  Chronic Absenteeism Priority 5: Pupil Engagement

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	43% (19-20 internal measurement, Dashboard data unavailable)	17.5%	11.3%	18.3%	14%
Attendance	92.67%	94.77%	94.81%	93.22% in 22-23 SY2324 attendance rate for P2: 95.79%	95%
Drop Out Rate (4 year cohort)	19.0% 2019-2020	26.8% 2020-2021	13.6% 2021-2022	9.2% drop out rate	10%

## Goal Analysis

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

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

4.1 Compass - The Compass Program 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.

4.2 Attendance Interventions - Students must be actively engaged in their education by completing assigned schoolwork or educational activities every day. Teachers monitor student assignment submissions and completed assignments, daily. If no assignments were submitted or completed, then teachers must follow the school's Student Support Process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, success plans (work contracts), and academic probation plans. Teachers monitor student attendance daily in live sessions, as well as the completion of work assignments. Teachers create high impact commitments for those students in their class needing additional support to attend and engage in their school work.

4.3 Director of Student Engagement and Support - The Director of Student Engagement is responsible for ensuring that students are provided opportunities to successfully engage in school within and beyond the classroom. They provide guidance, instruction and support to staff in meeting student's needs for developing connections with the school community. The Student Engagement and Support Administrator is responsible for driving student outcomes and promoting school culture through the development of teacher training, student academic support, social-emotional learning programs as well as in-person and virtual experiences that increase student retention and engagement. This position also provides direct oversight of the schools 504, NAM, and SST programs.

Overall IQLA saw consistent iterative work through these actions/services toward making progress on the AMO's associated with this focus goal. We saw gradual decreases in our chronic absenteeism rates over the 3 year period (which was a period where most schools saw dramatic increases in chronic absenteeism due to covid). This break from that macro trend and the attendance data from 23-24 suggest that our trend of improvement has not been broken by the decreases we saw in 22-23.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Broadly Goal 4 was focused on improving engagement and reducing chronic absenteeism at the school. The sustained decrease in chronic absenteeism from a high of 43% to a low of 11% (during year 2) shows that while the fidelity of these actions is still improving, they have had a noticeable impact on student engagement at the school. For this reason we rate all actions below as effective.

4.1 Compass - Now called IQ connect, this engagement department was formed to broadly improve engagement with the online school. These efforts were centered around classified staff that provide support in reducing chronic absenteeism and improving attendance.

4.2 Attendance Interventions - This action was built to provide support to teachers and other school staff in generating data, notifying families, and providing support clerical support to ensuring the schools enrollment requirements were being met by all students.

4.3 Director of Student Engagement and Support - This position has been crucial in providing monitoring, oversight, and accountability for the various socialization and engagement efforts the school undertakes.

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

4.1 Compass - Revised description and changed name to 4.1 Attendance Interventions. This action was created to better organize the supports that are being specifically utilized to target attendance and chronic absenteeism.

4.2 Attendance Interventions - Moved to 3.3 as the support being provided is specifically clerical as it relates to enrollment requirement monitoring/family notification or providing support to administrative staff in reaching out and monitoring engagement.

4.3 - Also moved to 3.3 as this position was providing monitoring/oversight and accountability support for many state priorities over the last 3 years with a special focus on chronic absenteeism. The new 3.3 Administration and Accountability better captures the scope of the position.

For the 24-25 LCAP IQLA Added Chronic Absenteeism for HS as a measuring and reporting result. This should better capture a holistic view of chronic absenteeism since the state dashboard rate is only reflective of ES/MS populations.

**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.**



# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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**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.**

# Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# 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 [2024-25]

### General Information

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

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 1413 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 6.9% English Learners. 73.8% of our students qualify for free or reduced lunch. Our population is made up of 22.3% African American, 50.7% Hispanic or Latino, 3.1% Filipino, 17.8% White; 1.5% "2 or more races", 2.4% Asian, 1.2% American Indian or Alaska Native, and 0.6% Pacific Islander. Approximately 11.4% 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's area(s) of strengths and weaknesses.
- \* State-certified teachers provide instruction synchronously and asynchronously.
- \* Broad, rigorous, highly interactive curriculum enriches and inspires.
- \* College-and-career counseling and community volunteering enrich the education experience.
- \* In-person and virtual outings help students connect.
- \* Concurrent enrollment program lets qualified students earn college credits for select courses.
- \* Service Learning opportunities in our high school program.
- \* Grad Plans for high school students showing the pathway from 9th grade through graduation.

## Reflections: Annual Performance

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

Overview of 22-23 Indicators and the schools performance in them:

Academic Indicators:

\*iQLA has maintained performance consistent with the state in Mathematics and English Language Arts, scoring “Orange” on both indicators.

\*For subgroups where there were differences between state and school outcomes:

ELA - School is showing as having higher performance with Students with Disabilities (Orange) compared the state average of Red.

ELA - School is showing as having higher performance with African American (Yellow) compared the state average of Orange.

Math – School is showing as lower performance with English Learners (Red) when compared to the state average of (orange)

Math – School is showing as lower performance with Students with Disabilities (Red) when compared to the state average of (orange)

Math – School is showing as lower performance with Socioeconomically Disadvantaged (Orange) when compared to the state average of (Yellow)

Math – School is showing as higher performance with African American (Yellow) when compared to the state average of (Red)

\*iQLA scored below the state average with English Learner Progress scoring “Red” compared to the state average of “Yellow”.

\*iQLA scored below the stage average for College and Career scoring “Low” compared to the state average of “Medium”.

\*For subgroups where there were differences between state and school outcomes:

School is showing as having lower performance with Hispanic (Low) compared the state average of Medium.

School is shown as having lower performance with Socioeconomically Disadvantaged (Low) compared the state average of Medium.

\*iQLA is Met on Local Indicator: Implementation of Academic Standards.

Academic Engagement indicators:

\*iQLA has exceeded the state average in chronic absenteeism with a score of “Red” compared to the state average of “Yellow”. Please note that while the school saw a decrease, the actual chronic absenteeism rate is still far below the state average (18.3% vs 24.3%)

\*For subgroups where there were differences between state and school outcomes:

School is showing as scoring higher in Chronic Absenteeism (scoring Red) compared to state (Yellow) for African American

School is showing as higher in Chronic Absenteeism (scoring Red) compared to state (Yellow) for Hispanic

School is showing as higher in Chronic Absenteeism (scoring Red) compared to state (Yellow) for Socioeconomically Disadvantaged

School is showing as higher in Chronic Absenteeism (scoring Red) compared to state (Yellow) for Students with Disabilities.

School is showing as higher in Chronic Absenteeism (scoring Red) compared to state (Yellow) for White  
School is showing as higher in Chronic Absenteeism (scoring Orange) compared to state (Yellow) for Asian  
School is showing as higher in Chronic Absenteeism (scoring Orange) compared to state (Yellow) for English Learners

\*iQLA has Exceeded the performance of the state with a score of “Green” for Graduation Rate compared to the state average of “Orange”.

\*For subgroups where there were differences between state and school outcomes:

School is showing as scoring higher in Graduation Rate (scoring Yellow) compared to state (Orange) for Socioeconomically Disadvantaged  
School is showing as scoring higher in Graduation Rate (scoring Green) compared to state (Orange) for Hispanic.

\*iQLA is met on the Local Indicator: Access to a Broad Course of Study.

### Conditions and Climate

\*iQLA has exceeded the state average in Suspension Rate with a score of “Blue” compared to the state average of “Orange”. All Subgroups are listed as “Blue” for this state priority.

\*iQLA is met on the Local Indicator: Basics: Teachers, Instructional Materials, Facilities

\*iQLA is met on the Local Indicator: Parent and Family Engagement

\*iQLA is met on the Local Indicator: Local Climate Survey

Although this is a reflection on the annual performance there is a historical trend that can showcase how IQLA as school has been responsive to both state and local data, responsive to stakeholder feedback, and through the iterative process within the LCAP and within the schools own internal data reflection processes; has seen improvements broadly in our ability to improve outcomes with students in key identified state indicators. This is best seen through state accountability ratings from the prior renewal period compared to current outcomes.

English Learners: CAASPP ELA & Math

Socioeconomic Disadvantaged: Graduation Rate

Student with Disabilities: CAASPP ELA & Math, College/Career Indicator

African American: CAASPP Math, Chronic Absenteeism Rate

The only indicator that did not see improvement since 2018 was our English Learner Progress indicator, although we did see this improve to 55% (exceeding the state) in 21-22. The school did see a surge in ELD enrollment during this time and saw a decrease in outcomes that was correlated with difficulty in securing the needed additional ELD staff.

### 2018-2019 SY

English Language Arts - 39.2 Points Below Standard

Mathematics -106.7 Points Below Standard

English Learner - Progress 40% Making Progress

College and Career - 9.7% Prepared

Chronic Absenteeism - 24.6% Chronically Absent

Graduation - 60.5% Graduated  
Suspension Rate - 0%

#### 2022-2023 SY

English Language Arts - 24.8 Points Below Standard - Improved 14.4 points  
Mathematics 74.6 Points Below Standard - Improved 32.1 points  
English Learner Progress - 37.8% Making Progress - Decreased 2.2%  
College and Career - 16.3% Prepared - Improved 6.6%  
Chronic Absenteeism - 18.3% Chronically Absent - Improved 6.6%  
Graduation - 82.7% Graduated - Improved 22.2%  
Suspension Rate - 0%

It's clear looking at the comparison between these 2 school years that IQLA has made changes in the interim years since renewal that have had an impact on student outcomes. These changes are detailed below and speak to the school's iterative framework on its academic program to constantly seek improvements.

#### Academic Changes in English Language Arts and Mathematics:

- 2018-2019 - The school begins to use STAR 360 assessment program and to do research-based activities on the admin side over the summer to identify important foundational standards by grade level/subject that provide students more growth. This would later be used within professional development with teachers to shift our instructional focus from broad-based curriculum support to targeted priority standards based on student assessment data.
- 2019-2021 – The school iterates off the priority standards focus to make sure that learning objectives/priority standards are assessed within instructional cycles and reviewed regularly in newly established PLC teacher teams. During these cycles teachers begin to track observed student progress by using formative assessments as exit tickets to determine class level mastery in identified lesson objective/priority standards. This formative assessment data is then used within a PLC process to adjust objectives in subsequent cycles and to compare observed outcomes to assessment data in STAR 360 and remediated based on the observed alignment (or misalignment) between observed outcomes in formative assessments and the STAR 360 standards level assessment data.
- 2021-2023 – With enrollment growth from the COVID period as well as additional COVID funds the school begins to hire support staff to help tighten the turnaround between identifying key learning objectives that a class may have need for based on historical and current assessment data. These staff assist teachers in the creation of curriculum maps that are then aligned to historical priority standards and current assessment data. Alignment between key identified priority standards, curriculum, instruction, and pacing becomes far more accessible and accountable as a result.

The measurement for success of this program was always tied to state assessment data and internal growth data using the STAR 360 assessment. While broad improvements can be observed above in the comparison of state assessment data between the two school years noted, grade level growth; defined as students who achieve at least one year's academic growth in our program, also saw improvements over the years during this iterative academic reform the school went through.

#### Academic Growth from last 2 years:



2021-2022

STAR 360 Growth: Percent of students who achieve one year growth in Math

K-5 - 27.50%

MS - 41.30%

HS - 43.60%

STAR 360 Growth: Percent of students who achieve one year growth in ELA

K-5 - 46.30%

MS - 38.30%

HS - 45.30%

2022-2023

STAR 360 Growth: Percent of students who achieve one year growth in Math

K-5 - 36.70%

MS - 53.20%

HS - 46%

STAR 360 Growth: Percent of students who achieve one year growth in ELA

K-5 - 46.30%

MS - 52.20%

HS - 45.50%

English Learner Progress:

Changes to the ELD Department starting in 2022-23 School Year

During the 2022-23 school year, the ELD Department at IQ Academy became its own department in-house. With the development of our own ELD department, we hired 2 ELD Specialists who supported seven grade levels each. Although caseloads were low, the grade span and language proficiency level were very wide. Both teachers were new to teaching online and on our platform.

Due to continual growth, we will be hiring a third ELD Specialist

Data to explain why our ELPI decreased on the dashboard from 21-22 to 22-23:

We grew 24% in the number of active EL students. In addition, 27% of the students who took the ELPAC in 22-23 were newly enrolled students.

We saw an increase of newcomer ELs which means that they have been schooled in the US less than 12 months.

- At the time we did not have a proper newcomer program, but we have since then implemented the use of Rosetta Stone as a supplemental program.

In 2023 we piloted the use of a new online curriculum that we ended up adopting as the official ELD curriculum for the 23-24 school year.

This curriculum is aligned with ELPAC proficiency levels and the CA ELD Standards.

## Evolution of the Program

We have consistently grown in the participation and attendance of educational partners in the English Language Advisory Committee (ELAC).

In the 23-24, the ELD Coordinator has assisted the ELD Specialists to create curriculum maps that align the priority ELD standards based on ELPAC data, curriculum, instruction, and pacing. Each lesson also addresses the ELA common core standard aligned to the focused CA ELD standard.

We have partnered with IQ Connect and the intervention program to ensure academic growth of our Newcomers, Long Term ELs (LTELs), and RFEP monitored students.

## College and Career:

While the school has seen an increase in the CCI indicator percentage compared to 2018 we are still far below the state average. The school began a series of changes starting in 2021-2022 SY that were meant to address this lack of growth over a period of 4 years (with an expectation that these changes would result in large increases in our CCI indicator percentage by 26-27);

Some of these changes include:

The school established a dual enrollment partnership with Norco Community College in 2021-2022 SY. This Partnership provided students with tuition free opportunities related to dual enrollment and satisfies one of the criteria for the CCI state indicator.

The school reduced guidance counselor caseloads from 500 to 250 in 2021-2022 so that HS students could receive one to one conference every quarter that focus on planning for enlistment/enrollment/employment while monitoring and case managing students who are credit deficient.

- After the CCI indicator results came out in 22-23 guidance staff in 23-24 were trained on the CCI indicator criteria and will begin to case manage all students they oversee to be sure those students are on track to meet at least one of the indicator criteria.

The school broadly began plans for a shift to an explicit CTE orientation at both the middle and high school in 2021-2022 SY. This involved;

- Planning out which pathways would be available for students to participate in by survey stakeholders and students.
- Hiring and training HS staff for CTE based courses.
- Revising MS courses to provide introductory pathways to better prepare students in MS for selection of a CTE pathway.

The school has grown CTE offerings each year and as of 23-24 has 3 pathways related to

- Business and Finance Industry Sector
- Information and Communication Technologies
- Arts Media and Entertainment

## Chronic Absenteeism:

As many schools found during the COVID period, engagement is significantly challenging in a virtual setting. Chronic absenteeism is a lagging indicator for engagement and IQ has seen improvement in this metric since 2018. In fact, it's important to note that in 2021-2022 the school saw one of its lowest historical chronic absenteeism rates in its history (11.3%) during a time when the state of California was seeing post-COVID chronic absenteeism rates of 30%.

Since 2018 the school has seen a series of data driven engagement reforms that have been utilized to provide better monitoring and intervention initiatives. Broadly these reforms revolve around identifying key performance indicators that drive student engagement and then

creating frameworks and expectations for staff to act when disengagement is being observed.

Examples of key indicators that are regularly monitored include but are not limited to; login frequency/time, live instruction attendance, onboarding completion, work produced per day/week/month, grades/progress, attendance to school outings/events, and responsiveness to communication.

In addition, the school has improved its extracurricular activity offerings to include virtual and site-based outings, school e-sports teams, student clubs, and regular updates on school news/cultural events through Parentsquare.

These initiatives have been iterative and constant since 2018 but has resulted in clear improvements in some important engagement related metrics at the school.

Attendance Increased by 3.16% since 19-20 SY.

19-20 92.63%

20-21 94.77%

21-22 94.82%

22-23 93.22%

23-24 (P2) 95.79%

Chronic Absenteeism decreased by 6.3% since 18-19 SY.

18-19 24.6% chronically absent

19-20 No Data COVID

20-21 No Data COVID

21-22 11.3% chronically absent

22-23 18.3% chronically absent

Graduation Rate:

IQLA has seen a dramatic increase in it's graduation rate since our last renewal. This was a result of a combination of efforts the school has been working through in order to improve the accuracy and student performance in this indicator;

- The administration team did professional development and created new systems for monitoring all students who would count against the school's graduation rate. This review results in process revisions that better tracked incoming and outgoing students. Given our schools transitory population having robust follow up after withdrawals from our program had a significant impact on our graduation rate.
- We expanded credit recovery opportunities to expand both in-year and summer credit recovery opportunities.
- We made explicit case management of seniors something administrative and guidance staff focus on as a monitoring metric for HS.
- We revised our guidance program to lower ratios for guidance counselors in order to improve the face to face meeting time with HS students to once a quarter on average.

Graduation Rate by Year: Here you can see IQLA has seen a 24.4% increase in our graduation rate since SY 18-19.

18-19 58.30%

19-20 68.60%

20-21 71.10%

21-22 80.20%  
22-23 82.70%

One other metric we pay close attention to that IQLA believes showcases the efforts mentioned having the desired effect is our dropout rate;

Drop out Rate by Year: IQLA has seen 29.7% decrease in our dropout rate.

18-19 38.90%  
19-20 19%  
20-21 26.80%  
21-22 13.60%  
22-23 9.20%

## 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. 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.
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.
Teachers	Teachers are sent a teacher pulse check survey several times a year that collects feedback on their experience in the school in general.

Educational Partner(s)	Process for Engagement
	<p>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.</p>
Administrators	<p>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.</p>
Other School Personal	<p>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.</p>

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.

The school has engaged Educational Partners during the 2023-2024 school year as follows: Educational Partners refers to parents, learning coaches, students, teachers, principals, administrators, and other school personnel.

1. 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.
2. 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.
3. Parent/Teacher/Student Focus Groups: We invited a group of parents, teachers and students to participate in focus groups to discuss school programs and policies in-depth. This was a useful way to gather detailed feedback from a small, targeted group of parents. These include sessions specific Title I, and LCAP.
4. 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.
5. 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.
6. Student Clubs: Students have the opportunity to create and run clubs that are focused on their passions and areas of interest.
7. Leadership Club: Students have the opportunity to participate in a high school leadership club in which they take an active role in leading out events and outings for the school.

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.

# 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

Some specifics as it relates to Math subgroups with red indicators; For students with disabilities and English learners which are subgroups with red indicator levels. Both of these groups are going to be the focus during professional development (Action 1.1) The professional development starting in 24-25 will focus on broad revisions in processes related to the data side of IEP goal development and ELD progress monitoring. This work will mirror some of the developments we made in Math and ELA with General Education Staff during the 21-22 and 22-23 school years. The intent will be to provide PD that acts as a spring board for these systems to be integrated into our normal iterative

academic processes, tie GE/ELD/SPED teams together in ways that enhance the different groups in supporting each others data based objectives, and also to make sure this PD isn't just implemented but supported through additional trainings and PLC time for teams and teachers to continue to collaborate and grow their skills to serve these student populations.

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

English Learner Progress  
 English Learners Red

Some specifics as it relates to English Learner Progress Indicator;

The ELD department has a YOY increase of 24% of identified English Learner students in both 22-23 and 23-24. In 24-25 we intend to expand our department to account for this growth in the overall student population. By adding an additional ELD Specialist, we will be able to address the needs of this growing population by differentiating instruction based on language proficiency needs and grade level. With the support of bilingual engagement coaches, the ELD program will be able to service newcomers and LTELs by pulling them into small groups using our supplemental curriculum (Rosetta Stone and Educeri) to target the unique needs of these learners.

Reclassified fluent English proficient (RFEP) students who are in the monitoring period of four years will receive additional academic intervention if they show a lack of academic progress and/or academic success as measured by Star360, passing rates, and state assessments.

General education teachers will be provided with professional development training on how to effectively scaffold instruction to ensure ELs are accessing grade level curriculum. Within the PLC process, GE teachers and ELD Specialists will identify areas of need and collaborate on strategies for academic success and monitoring.

## 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:			All Students - 14.8 points below standard  Subgroups:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American - Yellow - 35.1 points below standard</p> <p>English Learners - Orange - 53.3 points below standard</p> <p>Students with Disabilities - Orange - 76.4 points below standard</p> <p>Hispanic - Orange - 32 points below standard</p> <p>Socioeconomically Disadvantaged - Orange - 30 points below standard</p> <p>White - Green - 3.5 points below standard</p>			<p>African American - 25.1 points below standard</p> <p>English Learners - 43.3 points below standard</p> <p>Students with Disabilities - 66.4 points below standard</p> <p>Hispanic - 22 points below standard</p> <p>Socioeconomically Disadvantaged - 20 points below standard</p> <p>White - 6.5 points above standard</p>	
1.2	CAASPP Math: Grades 3 - 8 and 11	<p>All Students - Orange - 74.6 points below standard</p> <p>African American - Yellow - 90.7 points below standard</p> <p>Students with Disabilities - Red - 139.3 points below standard</p> <p>English Learners - Red - 99.9 points below standard</p> <p>Hispanic - Orange - 80.9 points below standard</p>			<p>All Students - 64.6 points below standard</p> <p>African American - 80.7 points below standard</p> <p>Students with Disabilities - 129.3 points below standard</p> <p>English Learners - 89.9 points below standard</p> <p>Hispanic - 70.9 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - Orange - 83.1 points below standard White - Yellow - 49.8 points below standard			Socioeconomically Disadvantaged - 73.1 points below standard White - 39.8 points below standard	
1.3	California Science Test Met or Exceeded Standard	18.85% Met or Exceeded			28.85% Met or Exceeded	
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 - 26.3% prepared  Subgroups: Hispanic - 20.9% prepared Socioeconomically Disadvantaged - 24.1% Prepared	
1.5	CCI Details	A-G Completion - 20.20% CTE Pathway Completion (all) - 0% CTE Pathway Completion (SED only) - 0% Both CTE & a-g Completion - 0% Early Assessment Program (EAP) - ELA: 49.18% Math 16.67%			A-G Completion - 30% CTE Pathway Completion (all) - 10% CTE Pathway Completion (SED only) - 10% Both CTE & a-g Completion - 10% Early Assessment Program (EAP) - ELA: 59.18%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Math 26.67%	
1.6	English Learner Progress	Red - 37.8% making progress			47.8% Making Progress	
1.7	EL reclassification rate	16.7% 22-23 (based on internal measurement, data on CDE website only available up to 21-22)			19%	
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.	Elementary: K-1: 54.73% 2nd - 5th: 37.09% Middle School: 50.70% High school: 69.57%			Elementary: K-1: 60% 2nd - 5th: 42% Middle School: 56% High school: 74%	
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.	K-5: 53% MS: 51% HS: 60%			K-5: 58% MS: 56% HS: 65%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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, 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.	\$12,901.81	No Yes
1.2	Universal Assessment	Universal screeners are used to generate local student data that enables the school to conduct in-year progress monitoring toward state academic indicators. Assessment based progress monitoring is used as a tool by administrators and teachers to align the schools staff and academic program to better address needs identified state academic indicators.	\$19,838.00	Yes
1.3	EL Support	Implement a research-based English Language Development (ELD) program that uses standards-based ELD curricular materials.	\$402,192.07	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The program options for English learners (ELs) are based upon the needs of the ELs, the school’s resources, and the preferences of the parents and community. Services for English Learners are based on all ELs being assessed annually with the Summative ELPAC and on an ongoing basis using common formative assessments developed by the ELD Specialists and general education staff. These CFAs are used to create individualized language proficiency goals that drive designated and integrated ELD supports. In addition to designated ELD instruction using our ELD curriculum, Launch to Literacy and Link to Literacy, English Learners are given extended learning support using Brainfuse for tutoring (which has Spanish Speaking supports), Rosetta Stone for Newcomers, and Educeri to name a few of our differentiated intervention programs. The program identifies and services long term ELs (LTELs) and those at risk to becoming LTELs by targeted academic vocabulary and higher-level literacy skills needed to be successful in their core classes. Newcomers are assigned a prescriptive plan developed by the ELD Specialist and general education staff to ensure success. Newcomers will be supported by an ELD Specialist and a bilingual engagement coach (if Spanish speaking). The ELD Specialist will meet with the students in live sessions as well as monitor their usage of Rosetta Stone as an independent resource for English language learning. All ELD instruction is aligned to both the ELD standards, and the essential standards identified by the general education teachers. Academic support sessions are held using scaffolding to help make the rigorous academic content comprehensible for struggling English Learners. Family engagement is a priority in that we provide live Spanish language interpreting during IEP, 504, and Non-Compliance meetings. We also hold quarterly English Language Advisory Committee (ELAC) meetings to elicit participation from EL parents in the decision making of the school with budgeting and instructional programs.</p> <p>Input from educational partners gathered through needs assessment surveys and during our English Language Advisory Committee (ELAC) meetings is used to drive professional development within the ELD Department and general education staff. Professional Learning Committee meetings are held which include general education teachers and ELD specialists where data specific to English Learners is shared and analyzed. Through the PLC process, common formative assessments are developed that are appropriate for all learners. School level trainings</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>addressing EL issues, analysis of EL achievement data, the implementation of ELD Standards within classroom instruction, addressing the language and academic needs of the different profiles of ELs, newcomers, and long-term English learners. PD activities address many elements of cultural proficiency/competency training, including cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.</p> <p>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.</p>		
1.4	College and Career	<p>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</p>	\$255,340.16	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.5	Academic Intervention	<p>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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>* IQ Boost provides engagement, tutoring, and 1 on 1 support for students, identified by diagnostic/progress monitoring assessments to provide additional academic interventions.</li> <li>*IQ certificated staff provides targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards.</li> <li>* 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.</li> </ul>	\$989,848.11	No 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

Some specifics on Chronic Absenteeism - While iQLA scored “Very High” compared to the state average of “High” in chronic absenteeism the school still scores below the overall state average in chronic absenteeism in percentage terms; iQLA had 18.3% of its students as chronically absent in 22-23 compared to the state average of 24.3%. Further, the school in 21-22 had an 11.3% Chronic absenteeism rate, nearly 20% lower than the 30% state average in 21-22. The Increase iQLA experienced in 22-23 in chronic absenteeism can be attributed to the overall difficulty in sourcing staff during this school year. We expect to see our performance in this state of priority improve as our ability to source qualified staff improves. This will be a focus of Goal 3 Action 2. Broadly we are continuing programs that have worked well in the past to address chronic absenteeism; Detailed in (action 2.2 and 2.3 respectively). In addition we will have more actions that are meant to reverse the decline we saw in 22-23 detailed out in Goal 4 where Chronic Absenteeism remains our focus goal. All actions will be focusing on identified subgroups with the greatest need based on in-year measurements of internal monitoring of attendance and the chronic absenteeism rate.

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)			95%	
2.2	Chronic Absenteeism K-8	All Students - Red - 18.3% 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 - 13% African American - 15% English Learners - 10% Hispanic - 14% Socioeconomically Disadvantaged - 15% Students with Disabilities - 17% White - 10% Asian - 7.8%	
2.3	Chronic Absenteeism HS	All Students - 39.2% African American - 41.5%			All Students - 29.2% African American - 31.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - 42.9% Hispanic - 36% Socioeconomically Disadvantaged - 41.6% Students with Disabilities - 34.8% White - 43.5% Asian - 50%			English Learners - 32.9% Hispanic - 26% Socioeconomically Disadvantaged - 31.6% Students with Disabilities - 24.8% White - 33.5% Asian - 40%	
2.4	(Dashboard) HS Graduation Rate	All Students - Green - 82.7% Hispanic - Green - 85% Socioeconomically Disadvantaged - Yellow - 79.8%			All Students - 86% Hispanic - 86% Socioeconomically Disadvantaged - 83%	
2.5	IQLA Healthy Kids Survey (This is an internal survey that asks questions related to; access to instructional materials, access to a broad course of study, and School Climate, and parent and family engagement related questions).	23-24 39% Participation (IQLA Health Kids Survey) With the revisions made to the survey in August of 2023, the 23-24 rating should be the baseline.			50% participation in IQLA Healthy Kids Survey.	
2.6	Participation in State Testing	95.85% ELA 96.09% Math 96.34% Science			Maintain 95% Participation or Greater	
2.7	Suspension Rate	0% suspended at least one day			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Expulsion Rate	0%			Maintain	
2.9	Parent Participation in Special Programs: Set baseline for parent participation in special programs as measured by SEIS and Marvin databases	95%			100%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$11,462.06	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Engagement	<p data-bbox="506 207 1568 459">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.</p> <p data-bbox="506 500 1568 824"><b>Culturally Responsive Outreach and Communication:</b> 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.</p> <p data-bbox="506 865 1568 1076"><b>School Outing Days</b> 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.</p> <p data-bbox="506 1117 1568 1515"><b>Educational Partner Engagement</b> 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.</p>	\$343,872.70	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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.</p>		
2.3	Social Emotional Learning, Prevention, and Intervention	<p>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:</p> <ul style="list-style-type: none"> <li>* fostering supportive adult-child relationships</li> <li>* scaffolding learning so students builds a sense of self-efficacy and control</li> <li>* strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction""</li> </ul>	\$6,641.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>The school will utilize restorative justice practices when supporting families with meeting enrollment requirements and supporting students with positive classroom behavior.</p>		
<b>2.4</b>	Credit Recovery	<p>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.</p>	\$159,182.26	No 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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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## 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)			100%	
3.2	Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	Met			Met	

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	
3.4	Dashboard Indicator: Access to a Broad Course of Study	Met			Met	
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	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$225,758.00	Yes
3.2	Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	\$54,792.00	Yes
3.3	Administration and Accountability	The school utilizes 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.	\$1,033,139.48	Yes
3.4	Staff Training	<p>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.</p> <p>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.</p>	\$247,384.76	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
3.5	MKV/FY	<p>McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.</p>	\$15,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Decrease Chronic Absenteeism Rate (Focus Goal): By June 2024 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 - 13% African American - 15% English Learners - 10% Hispanic - 14%	

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%			Socioeconomically Disadvantaged - 15% Students with Disabilities - 17% White - 10% Asian - 7.8%	
4.2	Chronic Absenteeism HS	All Students - 39.2% African American - 41.5% English Learners - 42.9% Hispanic - 36% Socioeconomically Disadvantaged - 41.6% Students with Disabilities - 34.8% White - 43.5% Asian - 50%			All Students - 29.2% African American - 31.5% English Learners - 32.9% Hispanic - 26% Socioeconomically Disadvantaged - 31.6% Students with Disabilities - 24.8% White - 33.5% Asian - 40%	
4.3	Attendance	93.20% (P2 Attendance Measurement for 22-23)			95%	
4.4	Drop Out Rate (4 year cohort)	9.2%			8.2%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Interventions	<p>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.</p> <p>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.</p> <p>Targeted Support Services: Provide targeted support services tailored to the needs of specific student populations, such as mentorship programs and academic assistance.</p> <p>Technology Access and Support: Ensure equitable access to technology devices and reliable internet connectivity for all students, addressing barriers to online participation.</p>	\$423,014.48	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Offer technical support and training for students and families to navigate online platforms and utilize digital learning resources effectively.</p> <p>Use data-driven insights to make adjustments and refinements to the program over time, ensuring ongoing responsiveness to student needs. Attendance advocacy is intended to be a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. Students must be actively engaged in their education by completing assigned schoolwork or educational activities every day. Teachers monitor student assignment submissions and completed assignments, daily. If no assignments were submitted or completed, then teachers must follow the school's student support process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, involving support teams such as SST's and Engagment Coaches and creating Success Plans (back on track plans).</p> <p>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.</p>		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,693,954	\$510,828.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.576%	5.212%	\$810,382.42	33.788%

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	<p><b>Action:</b> Staff Professional Development</p> <p><b>Need:</b> For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups</p>	<p>Professional Development remains one of our primary mechanisms for aligning staff to served unduplicated populations at IQ Academy. The summary of areas of focus tend have been articulated as school wide initiatives because the practices of using assessment data to identify specific needs for subgroups is one that can be applied broadly to all students.</p> <p>Professional Development for the 22-23 SY focused on a review of school wide instructional</p>	<p>PD Feedback: 22-23 SY staff feedback ratings: August PD: "Value of the PD to your practice" 4.25/5 average rating March PD: "Value of the PD to your practice" 4.5/5 average rating</p> <p>PD Feedback 23-24 SY staff feedback ratings:</p>

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
	<p>All Students - Orange - 24.8 points below standard  English Learners - Orange - 53.3 points below standard  Socioeconomically Disadvantaged - Orange - 30 points below standard</p> <p>For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups</p> <p>All Students - Orange - 76.4 below standard  English Learners - Red - 99.9 points below standard  Socioeconomically Disadvantaged - Orange - 83.1 points below standard</p> <p>For ELP State Indicator:  English Learner Progress - Red - 37.8% making progress</p> <p><b>Scope:</b>  LEA-wide</p>	<p>goals and practices, collaboration with staff and teachers on standards and assessment identification using the STAR assessment, and understanding DOK levels and using appropriate formative assessments.</p> <p>In the March 22-23 PD the school offered choice sessions for teachers that were focused broadly on better instructional/alignment outcomes for students based on DOK level content mastery and understanding, ELD/SPED integration strategies, Instructional strategies, SEL and Engagement strategies in the virtual environment.</p> <p>Professional Development for the 23/24 SY was focused on staff and curriculum specialist led standards analysis in ELA and Math across all grade bands and departments. This was used in conjunction with a new process, managed by administration, where STAR assessment data was used to build out better aligned curriculum maps that were meant to reflect pacing/content that was aligned to student need.</p> <p>In the March PD of 23-24 the school reviewed the state testing environment best practices and made grade band plans meant to facilitate backwards planning and vertical alignment of planned spring content to best prepare students for assessment participation and performance.</p> <p>The school plans to continue to build on our cycle based framework for instruction/assessment/curriculum mapping/alignment to better serve ELD in the 25-</p>	<p>August PD: "Value of the PD to your practice" 4.33/5 average rating  March PD: "Value of the PD to your practice" 4/5 average rating</p>

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
		26 school year. This will involve a dedicated PD meant to work on alignment practices between GE teachers and ELD staff to improve best practices.	
1.2	<p><b>Action:</b> Universal Assessment</p> <p><b>Need:</b> For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups</p> <p>All Students - Orange - 24.8 points below standard English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard</p> <p>For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups</p> <p>All Students - Orange - 76.4 below standard English Learners - Red - 99.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard</p> <p>For ELP State Indicator:</p>	<p>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.</p> <p>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.</p>	<p>Average Teacher Rating from informal observations in 22-23; School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 88% of observed teachers met this requirement. School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 85% of observed teachers met this requirement. School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 78% of observed teachers met this requirement.</p> <p>Curriculum Alignment checks were instituted in the 23-24 SY and have the following outcomes observed and includes</p>

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
	<p>English Learner Progress - Red - 37.8% making progress</p> <p><b>Scope:</b> LEA-wide</p>		<p>available data at the time of the creation of the LCAP. The curriculum alignment checks for completion of curriculum alignment for each teacher. The curriculum alignment check is meant to determine if the teacher has correctly aligned curriculum scope/expectations/modifications with observed assessment data.</p> <p>HS: Math and ELA alignment checks: Quarter 1: 90.1% Quarter 2: 95.5% Quarter 3: 100%</p> <p>MS: Math and ELA Alignment checks: Quarter 1: 92.86% Quarter 2: 100% Quarter 3: 100%</p> <p>Elementary Math and ELA alignment: Quarter 1: 100% Quarter 2: 100% Quarter 3: 100%</p>

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
<p><b>1.4</b></p>	<p><b>Action:</b> College and Career</p> <p><b>Need:</b> The action is meant to address socioeconomically disadvantaged students who currently score lower than average at IQ Academy.</p> <p>All Students - Low - 16.3% Prepared</p> <p>Subgroups: Socioeconomically Disadvantaged - Low - 14.1% Prepared</p> <p><b>Scope:</b> LEA-wide</p>	<p>Socioeconomically Disadvantaged students having lower than 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.</p> <p>Specifically the school seeks to conduct annually review our CCI indicator scoring to expanding and enriching our programs in a way that provides better access to these opportunities. Specifically there is a focus to include more A-G courses, Career Technical Education (CTE) pathways, Dual Enrollment programs, and early graduation by focusing on these we are directly addressing the need for growth on the College Career Indicator (CCI) requirements. This holistic approach ensures that students have access to pathways aligned with their individual interests and aspirations, ultimately enhancing their readiness for post-secondary endeavors. Additionally, strengthening counseling support through personalized guidance, quarterly one-on-one sessions, and professional development aligns with best practices in college and career readiness, enabling us to better address any gaps in student achievement and graduation rates identified through data-driven approaches. The establishment of the PantherPath2College program further enhances our ability to provide students with dual enrollment opportunities, fostering seamless transitions to higher education and ultimately contributing to the overall growth and success of our College and Career program.</p>	<p>Based on identified needs we see that socioeconomically disadvantaged students performing in the following monitored metrics:</p> <p>22-23 CTE Pathway enrollment by percentage; proportion of the population is enrolled in a CTE pathway, A-G course completion, and Dual Enrollment at IQ Academy.</p> <p>All Students 43% Socioeconomically Disadvantaged Students 45.3%</p> <p>Students who graduated with A-G completion All Students 17% Socioeconomically Disadvantaged 14%</p> <p>Percent of Students enrolled in Dual Enrollment All 0.04% Socioeconomically Disadvantaged 0.03% Socioeconomically disadvantaged students make up 38% of our 5th year Grads</p>

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
			<p>IQ academy started our CTE program in 2021 and our dual enrollment program in 2022. We focused on providing access to subgroups of students with identified need. This is working and we will be continuing our practice from the prior year but have lowered minimum DE GPA to 2.5 from 3.0 to include a larger more inclusive population of students.</p>
<p><b>1.5</b></p>	<p><b>Action:</b> Academic Intervention</p> <p><b>Need:</b> For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups</p> <p>All Students - Orange - 24.8 points below standard English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard</p> <p>For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator</p>	<p>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.</p> <p>Targeted Academic Support: Once students have been identified, interventions such as IQ Boost, targeted instructional sessions, and the use of educational platforms like Freckle and Lalilo ensure that students receive personalized and focused support in areas where they are struggling. This targeted approach increases the effectiveness of interventions by addressing specific academic needs.</p>	<p>IQ Boost: Department uses Growth in STAR 360 assessment to determine effectiveness:</p> <p>EL Students:</p> <p>10% of caseloads for Reading Intervention 12% of caseloads for Math Intervention 59% of EL students made a year of growth in Math 68% of EL students made a year of growth in Reading</p> <p>Economically Disadvantaged Students: 76% of caseloads for Math and Reading Intervention</p>

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
	<p>ratings for English Learners and Socioeconomic disadvantaged groups</p> <p>All Students - Orange - 76.4 below standard  English Learners - Red - 99.9 points below standard  Socioeconomically Disadvantaged - Orange - 83.1 points below standard</p> <p><b>Scope:</b>  LEA-wide</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>81% of students made a years growth in Reading  46% of students made a years growth in Math</p> <p>Reading Remediation: Department uses Growth data through the ESGI assessment to determine effectiveness according to the actions:</p> <p>EL Students:  60% of students tested out of Reading Intervention over the course of the year.</p> <p>Economically Disadvantaged Students:  61% of students tested out of Reading Intervention over the course of the year.</p>
<p><b>2.1</b></p>	<p><b>Action:</b>  EL Services</p> <p><b>Need:</b>  Chronic Absenteeism remains high for our EL sub population;  K-8 English Learners - Orange -15.6%</p>	<p>The ability for teachers to monitor and communicate with the families who may not speak English as a primary language remains an important tool for engagement at the school.</p> <p>The ability to deploy outreach and engagement in a families native language remains a useful thing</p>	<p>We will continue to monitor chronic absenteeism and attendance rates as metrics that act as a call to action for school staff to engage with the families of identified students.</p>



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
	<p>HS English Learners - 42.9%</p> <p><b>Scope:</b> LEA-wide</p>	<p>for school wide engagement efforts which is why we keep this under school wide/LEA-wide</p>	<p>In 22-23 we saw overall higher levels of attendance (93.17%) for EL's compared to the full population (92.65). So there is evidence that our plans for additional engagement is having an impact.</p>
<p><b>2.2</b></p>	<p><b>Action:</b> Engagement</p> <p><b>Need:</b> Decrease chronic absenteeism in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations.</p> <p>Increase engagement in online school through accessing the curriculum and attending live class sessions in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations.</p> <p><b>Scope:</b> LEA-wide</p>	<p><b>Attendance Monitoring and Early Intervention:</b> Implement attendance monitoring across demographics and establish protocols for early intervention.</p> <p><b>Targeted Support Services:</b> Offered individualized support through mentorship, collaboration with the entire team and a culturally responsive approach.</p>	<p><b>Attendance Rates</b> All Students- 93% African American- 94% Asian- 92% Hispanic- 97% Socioeconomically Disadvantaged- 94% Students with Disabilities- 93% English Learners- 93%</p> <p><b>Chronic Absenteeism</b> All Students- 18% African American- 20% Asian- 13% Hispanic- 19% Socioeconomically Disadvantaged- 20% Students with Disabilities - 22% English Learners- 15%</p> <p><b>Ed Partner Feedback Participation</b></p>

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
			<p>Average of 1% (22) parents attending sessions 11% participation Ed Partner survey responses</p> <p>Outing Attendance Average of 6% in person attendees monthly Average of 21% virtual attendees monthly</p> <p>School Club Participation 21% of student population attending a club</p>
2.4	<p><b>Action:</b> Credit Recovery</p> <p><b>Need:</b> 38% of 5th year seniors are socioeconomically disadvantaged , Credit deficient students at end of Spring semester who need class to graduate on time, the number varies by year, last year summer 2023 8/105 seniors needed summer courses</p> <p><b>Scope:</b> LEA-wide</p>	<p>This will help all students and specifically sub groups struggling to graduate on time in the 4 year time frame. Most students who take summer courses need credit recovery, but there are many students who will take summer courses to get ahead and take extra classes. This also allows us to serve and keep extremely credit deficient kids and still get them to graduate on time in 4 or 5 years.</p>	<p># of kids credit deficient students each term, grad rate, 5th year seniors all all monitored metrics. The 2023 cohort had 8 kids that needed a 5th year and 3 or 38% are socioeconomically disadvantaged.</p>
3.2	<p><b>Action:</b> Teachers</p> <p><b>Need:</b> Unduplicated students need to have highly qualified teachers available both in specific</p>	<p>Action 3.2 provides the school flexibility in sourcing new highly qualified and fully credentialed teachers and retaining highly qualified and fully credentialed teachers.</p>	<p>We will continue to use this local indicator as the measurement for effectiveness in meeting this goal.</p>

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
	<p>areas of need (indicated below) and broadly (as a component of having access to a broad course of study).</p> <p>Areas of need 22-23; Mathematics - English Learners - Red - 99.9 points below standard English Learner Progress - English Learners - Red - 37.8% making progress</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	<p>Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses</p> <p>Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support</p> <p>Dashboard Indicator: Access to a Broad Course of Study</p>
3.3	<p><b>Action:</b> Administration and Accountability</p> <p><b>Need:</b> 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.</p>	<p>The action is meant to describes a variety of administrative support positions that provide support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators.</p> <p>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.</p>	<p>The school conducts regular audits and monitoring of leading and lagging local data that is related to annual measurable outcomes in Goal 1, 2 and 4. As such these annual measurable outcomes are considered summative data points that we use to monitor the effectiveness of the administrative staff that work to support the</p>

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
	<p>These positions also oversee outreach to educational partners for identified subgroups.</p> <p><b>Scope:</b> LEA-wide</p>		<p>schools supplemental and federal funded programs.</p> <p>Local Indicators; Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support</p> <p>Dashboard Indicator: Access to a Broad Course of Study</p> <p>Access to Instructional Materials: All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS</p> <p>Goal 1 Annual Measurable Outcomes: CAASPP ELA: Grades 3 - 8 and 11: English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard</p>

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
			<p>CAASPP Math: Grades 3 - 8 and 11  English Learners - Red - 99.9 points below standard  Socioeconomically Disadvantaged - Orange - 83.1 points below standard</p> <p>English Learner Progress  English Learners - Red - 37.8% making progress</p> <p>College/Career Indicator  Socioeconomically Disadvantaged - Low - 14.1% Prepared</p> <p>Goal 2 And Goal 4 Annual Measurable Outcomes:</p> <p>Chronic Absenteeism K-8  English Learners - Orange -15.6%  Socioeconomically Disadvantaged - Red - 20%</p> <p>Chronic Absenteeism HS  English Learners - 42.9%  Socioeconomically Disadvantaged - 41.6%</p> <p>Attendance Rates 22-23  English Learners - 93.17%</p>

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 - 93.9% Foster Youth 92.6%
3.4	<p><b>Action:</b> Staff Training</p> <p><b>Need:</b> 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.</p> <p>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.</p> <p><b>Scope:</b> LEA-wide</p>	While identified subgroups will benefit from having highly qualified teachers and staff who are trained and able to function in a virtual environment. Broadly having well trained staff in our unique setting is something that has a positive impact on all students.	<p>Training audits are completed for staff and reviewed regularly so that outreach and additional support can be offered to staff in-year</p> <p>Training completion audits 22-23 - All Staff-4,744 modules assigned, 458 = 90% completion of assigned trainings.</p> <p>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 22-23; School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 88% of observed teachers met this requirement.</p>

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
			<p>School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 85% of observed teachers met this requirement.</p> <p>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.</p> <p>Curriculum Alignment checks were instituted in the 23-24 SY and have the following outcomes observed and includes available data at the time of the creation of the LCAP. The curriculum alignment checks for completion of curriculum alignment for each teacher. The curriculum alignment check is meant to determine if the teacher has correctly aligned curriculum scope/expectations/modifications with observed assessment data.</p>

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
			<p>HS: Math and ELA alignment checks:  Quarter 1: 90.1%  Quarter 2: 95.5%  Quarter 3: 100%</p> <p>MS: Math and ELA Alignment checks:  Quarter 1: 92.86%  Quarter 2: 100%  Quarter 3: 100%</p> <p>Elementary Math and ELA alignment:  Quarter 1: 100%  Quarter 2: 100%  Quarter 3: 100%</p>
<p><b>4.1</b></p>	<p><b>Action:</b> Attendance Interventions</p> <p><b>Need:</b> Decrease chronic absenteeism in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations.</p> <p>Increase engagement in online school through accessing the curriculum and attending live class sessions in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations.</p>	<p>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.</p>	<p>The school maintains an in-year predictive rate for chronic absenteeism and uses this to drive and prioritize engagement intervention supports for all students who show need, with English Learners and Socioeconomically disadvantaged students prioritized.</p> <p>Outside of this IQLA will use our chronic absenteeism rating from</p>



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
	<b>Scope:</b> LEA-wide		the state dashboard to monitor effectiveness.  Chronic Absenteeism All Students- 18% African American- 20% Asian- 13% Hispanic- 19% Socioeconomically Disadvantaged- 20% Students with Disabilities - 22% English Learners- 15%

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.3</b>	<b>Action:</b> EL Support  <b>Need:</b> Increase English language proficiency as measured by the English Language Proficiency Increase (ELPI) on the CA Dashboard.  <b>Scope:</b> Limited to Unduplicated Student Group(s)	The ELD department has had an increase of about 24% of identified English Learner students the past two years. In 24-25 we intend to expand our department to account for this growth in the overall student population. By adding an additional ELD Specialist, we will be able to address the needs of this growing population by differentiating instruction based on language proficiency needs and grade level. With the support of bilingual engagement coaches, the ELD program will be able to service newcomers and LTELs by pulling	Summative ELPAC Scores (CA Dashboard ELPI): 37.80% (22-23)  Star 360 Reading Growth from BOY to EOY: 42.86% of all ELs who took both the BOY and EOY showed one year's growth. (22-23)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>them into small groups using our supplemental curriculum (Rosetta Stone and Educeri) to target the unique needs of these learners.</p> <p>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.</p> <p>General education teachers will be provided with professional development training on how to effectively scaffold instruction to ensure ELs are accessing grade level curriculum. Within the PLC process, GE teachers and ELD Specialists will identify areas of need and collaborate on strategies for academic success and monitoring.</p> <p>Educational partners give feedback through surveys and committee attendance on how to improve student success.</p>	
3.1	<p><b>Action:</b> Student ISP</p> <p><b>Need:</b> IQ Academy provides this resource in order to ensure access to a broad course of study and access to instructional materials.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	The school back to school packet includes questions meant to identify and make available the internet subsidy for qualifying families.	<p>We use our back to school packet completion as the metric to monitor for this action. This is the way we identify eligible families.</p> <p>22-23 64% of iQ students/families completing the Back to School Packet.</p>

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

N/A

**Additional Concentration Grant Funding**

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

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

# 2024-25 Total 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	16,425,988	4,693,954	28.576%	5.212%	33.788%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,052,339.64	\$482,362.99		\$665,664.26	\$4,200,366.89	\$3,764,594.73	\$435,772.16

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	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$0.00	\$12,901.81	\$2,901.81			\$10,000.00	\$12,901.81	
1	1.2	Universal Assessment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$0.00	\$19,838.00	\$19,838.00				\$19,838.00	
1	1.3	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$399,042.07	\$3,150.00	\$402,192.07				\$402,192.07	
1	1.4	College and Career	All Low Income	No Yes	LEA-wide	Low Income	All Schools	24-25	\$251,190.16	\$4,150.00	\$251,190.16	\$4,150.00			\$255,340.16	
1	1.5	Academic Intervention	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$940,068.11	\$49,780.00	\$383,401.37	\$293,817.42		\$312,629.32	\$989,848.11	
2	2.1	EL Services	English Learners	Yes	LEA-wide	English Learners	All Schools	24-25	\$0.00	\$11,462.06	\$11,462.06				\$11,462.06	
2	2.2	Engagement	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$316,864.14	\$27,008.56	\$343,872.70				\$343,872.70	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	24-25	\$0.00	\$6,641.00				\$6,641.00	\$6,641.00	

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	2.4	Credit Recovery	All Low Income	No Yes	LEA-wide	Low Income	All Schools	24-25	\$159,182.26	\$0.00	\$46,480.26	\$35,860.00		\$76,842.00	\$159,182.26	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	24-25	\$0.00	\$225,758.00	\$225,758.00				\$225,758.00	
3	3.2	Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$54,792.00	\$0.00	\$54,792.00				\$54,792.00	3.74%
3	3.3	Administration and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$973,056.75	\$60,082.73	\$859,596.21	\$76,615.99		\$96,927.28	\$1,033,139.48	
3	3.4	Staff Training	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$247,384.76	\$0.00	\$239,884.76			\$7,500.00	\$247,384.76	
3	3.5	MKV/FY	All	No			MKV/FY	24-25	\$0.00	\$15,000.00				\$15,000.00	\$15,000.00	
4	4.1	Attendance Interventions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$423,014.48	\$0.00	\$210,970.24	\$71,919.58		\$140,124.66	\$423,014.48	1.67%

# 2024-25 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
16,425,988	4,693,954	28.576%	5.212%	33.788%	\$3,052,339.64	5.410%	23.992 %	<b>Total:</b>	\$3,052,339.64
								<b>LEA-wide Total:</b>	\$2,424,389.57
								<b>Limited Total:</b>	\$627,950.07
								<b>Schoolwide Total:</b>	\$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 Low Income	All Schools	\$2,901.81	
1	1.2	Universal Assessment	Yes	LEA-wide	English Learners Low Income	All Schools	\$19,838.00	
1	1.3	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$402,192.07	
1	1.4	College and Career	Yes	LEA-wide	Low Income	All Schools	\$251,190.16	
1	1.5	Academic Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$383,401.37	
2	2.1	EL Services	Yes	LEA-wide	English Learners	All Schools	\$11,462.06	
2	2.2	Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$343,872.70	
2	2.4	Credit Recovery	Yes	LEA-wide	Low Income	All Schools	\$46,480.26	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$225,758.00	

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 (%)
3	3.2	Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,792.00	3.74%
3	3.3	Administration and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$859,596.21	
3	3.4	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$239,884.76	
4	4.1	Attendance Interventions	Yes	LEA-wide	English Learners Low Income	All Schools	\$210,970.24	1.67%

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,330,483.69	\$3,788,674.37

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	Training (PD)	Yes	\$19,204.77	74,342.73
1	1.2	Universal Assessment	Yes	\$19,899.30	19,899.30
1	1.3	Administrative Positions	Yes	\$490,769.30	446,025.21
1	1.4	ELD Support	Yes	\$293,366.83	295,483.35
1	1.5	Instructional Coaches	Yes	\$199,069.60	200,109.05
1	1.6	Summer School	No	\$91,824.00	68,987.08
1	1.7	CTE Program	Yes	\$242,912.11	207,765.95
1	1.8	Instructional Support (Intervention)	Yes	\$404,289.54	866,686.23
1	1.9	PantherPath2College	No	\$8,070.00	41.41
1	1.10	Teacher/Student Ratio Reduction	Yes		
1	1.11	A-G Completion	No	\$14,957.00	20,826.49



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	EL Services	Yes	\$6,202.35	12,276.07
2	2.2	Engagement	Yes	\$32,667.22	64,927.88
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	\$70,554.91	56,920.09
3	3.1	Student ISP	Yes	\$251,114.87	251,114.87
3	3.2	Teachers	Yes	\$30,000.00	42,941.52
3	3.3	Accountability	Yes	\$149,533.69	154,805.32
3	3.4	Teacher Trainer	Yes	\$105,650.36	105,029.83
3	3.5	MKV/FY	No	\$4,945.00	750.67
3	3.6	Induction Mentor	Yes		
3	3.7	Guidance Counselor	Yes		
3	3.8	Curriculum Specialists	Yes	\$423,524.68	393,192.27
3	3.9	HS Scheduling	Yes	\$92,218.36	99,403.01
4	4.1	IQ Connect	Yes	\$164,231.92	179,882.04

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)
4	4.2	Attendance Interventions	Yes		
4	4.3	Director of Student Engagement and Support	Yes	\$215,477.88	227,264.00

# 2023-24 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)
\$4,426,616	\$2,666,401.69	\$2,719,014.85	(\$52,613.16)	8.770%	8.200%	-0.570%

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	Training (PD)	Yes	\$19,204.77	19,930.87		
1	1.2	Universal Assessment	Yes	\$19,899.30	19,899.30		
1	1.3	Administrative Positions	Yes	\$216,707.30	212,908.79		
1	1.4	ELD Support	Yes	\$293,366.83	295,483.35		
1	1.5	Instructional Coaches	Yes	\$191,975.60	194,632.36		
1	1.7	CTE Program	Yes	\$242,912.11	207,765.95		
1	1.8	Instructional Support (Intervention)	Yes	\$396,639.54	428,860.14	1.76%	1.76%
1	1.10	Teacher/Student Ratio Reduction	Yes				
2	2.1	EL Services	Yes	\$6,202.35	12,276.07		
2	2.2	Engagement	Yes	\$32,667.22	64,927.88		
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	\$798.91	798.91		
3	3.1	Student ISP	Yes	\$251,114.87	251,114.87		
3	3.2	Teachers	Yes	\$30,000.00	52,992.00	5.24%	4.67%

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)
3	3.3	Accountability	Yes	\$85,430.69	83,712.42		
3	3.4	Teacher Trainer	Yes	\$105,650.36	105,029.83		
3	3.6	Induction Mentor	Yes				
3	3.7	Guidance Counselor	Yes				
3	3.8	Curriculum Specialists	Yes	\$375,935.68	368,152.78		
3	3.9	HS Scheduling	Yes	\$92,218.36	92,003.01		
4	4.1	IQ Connect	Yes	\$90,199.92	94,068.70		
4	4.2	Attendance Interventions	Yes			1.77%	1.77%
4	4.3	Director of Student Engagement and Support	Yes	\$215,477.88	214,457.62		

# 2023-24 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)
\$15,549,718	\$4,426,616	2.43%	30.898%	\$2,719,014.85	8.200%	25.686%	\$810,382.42	5.212%

# 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](mailto: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.

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.

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.
- 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.

### 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**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of 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).