AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
iQ Academy California-Los Angeles
June 18, 2024
1:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/6666524076
Conference call: (669) 900-9128
Meeting ID: 666 652 4076

ORIGINAL

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The iQ Academy California-Los Angeles Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the iQ Academy Office (805) 581-0202.

2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the iQ Academy Office (805) 581-0202 seventy two hours in advance of the meeting.

3. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.

5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

6. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

iQ Academy California- Los Angeles does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures of practices.
In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact iQ Academy California- Los Angeles office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _1:03_P.M.

B. ROLL CALL

	Present	Absent
Dr. Brian Huff	__X___	_____
Dr. Julie Mendoza (President)	__X___	_____
Mr. Ben Pace (Treasurer)	__X___	_____

C. FLAG SALUTE

- Nick led

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 18, 2024** **1:00 PM**
During its Regular Board Meeting

LOCATION: **Zoom Meeting:** https://zoom.us/j/6666524076

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: _1:04__PM

Closing of Public Hearing: _1:05__PM

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B. For Information: Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

- 1608 enrollment at end of year; 673 in TK-5, 389 in MS, and 546 in HS
- 80% are registering for next year
- We currently have 173 students (was 98 in the year prior) students have been approved for a 24-25 start in August so far. Enrollment interest looks very healthy and with our high re-registration rates the school is looking toward modest enrollment growth for next year. We are planning for those staffing needs accordingly over the summer.
- As far as staffing goes, we expect that the greatest area of need we currently have are education specialists for our special education department, here we are sourcing full time applicants and also planning for the possibility of needing contractors if we cannot secure applicants by August. Both of these things are being actively worked on. We are also reviewing our marketing and job placement processes to be sure our postings are visible and easily searched.

- State Testing we have reached 95% completion for all tests.
- Graduation Debrief: We had a wonderful event filled with happy families, happy graduates, and happy staff.
    - # of friends and families: around 1200.
    - # of graduates 100 total in attendance.
    - Projected graduation rate - we are currently projecting an increase of 4% YOY (which should put us around 86-87%) for our graduation rate (which would put us at or above parity with the state for next years dashboard. One qualifier here is that we have several students in summer programs that are contingent on them passing classes over summer to graduate, so this number may change based on those outcomes.
    - I also want to mention that were projecting our CCI indicator performance to be around 24%. Similar to grad rate we revised our tracking and reporting structure in spring of 23-24. So this projection is based on that system we created. If we end up being off in our rating we will be modifying the process to account for what was missed for 24-25.
    - We were so fortunate to have Kevin Chavez who was our guest speaker. For those board members who are not familiar with Kevin, he is the former CEO of stride and very effective and prominent figure in the Washington DC Public school charter school movement. We were so lucky to have him and his speech was warm and inspirational.
- We completed our EOY testing and are now in the process of building out our end of year review where we will analyze all state dashboard indicator performance by using quantitative and qualitative data. The review broadly mirrors our LCAP Measurable outcomes as well as supporting data that goes with these measurements.

C. <u>For Information: Board/Staff Discussions</u>
Board and staff discuss items of mutual interest.
- Dashboard Local Indicators
    Cathy Wilson shared summary

D. Approval of Previous Board Meeting Minutes
    Moved: Ben
    2nd: Julie

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

IV. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan (LCAP) BDRPT 01
- The recommendation for the board to approve was missing and will be added for the minutes.

APPROVED

Consolidated Application BDRPT 02
- No questions asked.

APPROVED

FY 2024-25 Preliminary Budget BDRPT 03
- No questions asked.

APPROVED

Ratification of Disbursements BDRPT 04
- No questions asked.

APPROVED

B. PERSONNEL

2023-24 Employment Agreements and Terminations BDRPT 08
- No questions asked.

APPROVED

C. INSTRUCTION AND CURRICULUM

Parent/Student Handbook Update BDRPT 09
- The day count for the 8th and 9th month of the LPs are incorrect on the calendar and will be corrected for the minutes.

APPROVED

Homeless Education Board Policy Update BDRPT 10
- No questions asked.

APPROVED

Suspension and Expulsion Policy BDRPT 12
- No questions asked.

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at _1:58_ P.M.

California Department of Education
December 2023

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
    - All instructional materials are available in the online school to every student.
    - Internet reimbursements are offered to qualifying families.
    - Hotspots are offered to MKV families and other qualifying families.
    - Student Onboarding Survey
      540 Responses
      93.5% Have access to internet
    - Williams Survey determined sufficiency.
        - "The Los Angeles County Office of Education (LACOE) acknowledges your Local Education Agency's administrators and the school site staff for ensuring that all students have access to instructional materials. An Instructional Materials review team from LACOE visited IQ Academy California-Los Angeles, on September 14, 2023. This letter is to inform you that LACOE determined a sufficiency of instructional materials exists in each of the specified classes visited during the review."

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

  ☐ 0%- We are a virtual school

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education

- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	2	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	2	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

3. **Rate the LEA's progress in implementing policies or programs to support**

staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Health Education Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Physical Education Model Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Visual and Performing Arts	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
World Language	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Identifying the professional learning needs of individual teachers	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Providing support for teachers on the standards they have not yet mastered	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The school focuses on building meaningful relationships to support student success in the virtual learning environment. Families are welcomed and provided individualized onboarding and support by their Engagement Coach when their enrollment is approved. The robust support continues for the entire year and ensures that families understand program expectations and communication platforms, how to request help, and efficiently use the online school platform and resources. Teachers promptly reach out to families to complete a welcome call, hold monthly connection calls and academic conferences, and provide standards-based, synchronous (live) instruction. During monthly connection calls teachers discuss students' strengths and goals, teacher expectations, as well as build relationships with students and parents, leading to improved engagement and academic outcomes. Teachers and staff use online platforms that allow face-to-face virtual interaction with students and parents.

In addition to classroom connections, we provide in-person and virtual outings, clubs, and parent/learning coach (LC) support sessions, offered in English and Spanish. We provide support to families throughout the calendar year, including summer.

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 iQ Connect and IQ Boost programs. IQLA has added bilingual engagement support for Spanish speaking families during the onboarding process to provide additional support throughout the calendar year. Schoolwide forms and documents have been translated into Spanish. Document translation and interpreting services are available, on demand.

The school involves parents, students, and staff in the planning process through regular surveys, focus groups, and planning meetings. The school community evaluates data through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) feedback and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges). These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While we have seen an increase in the number of parents and students attending planning meetings and feedback sessions, we would like to achieve more teacher participation in these forums.

Additionally, we have seen a sharp increase in the number of Spanish speaking families. We would like to expand the relationship building opportunities with the incoming families that do not speak English to ensure their voices are heard through bilingual engagement coaches that work directly with our Spanish speaking population as well as through specific groups set up through WhatsApp.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified

during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school is expecting to expand our Spanish speaking classified support staff in 24-25 to further facilitate the need of supporting our incoming families that do not speak English. We are also exploring interpreting software through AI that allows us to have seamless conversations with families that do not speak English.

We have expanded and continue to expand our support of MKV and foster families. Each MKV and foster family is assigned an Engagement Coach who partners with them to ensure success in our programs.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of eduational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

An area of strength is building partnerships with families for student success. As an independent study charter school, a parent's role in education is critical, and the school intentionally involves parents, providing families with information and resources to support student learning. Teachers conference quarterly with families on student progress/assessment results and expectations. Parents have access to student grades and online school activities including curriculum. Engagement and attendance support teams are in place to ensure students are engaged in school and include educating parents on expectations and how to stay involved in the daily schooling of their students.

We have a learning coach app that our parents can download on their phone and communicate with each other and staff through discussions. This is utilized frequently to have back and forth discussions about activities and programs in the school.

We send teacher surveys several times a year to gain satisfaction related input specifically from teachers.

We implemented a student survey this year that students took at the beginning of the year. It allowed us to determine their level of preparation for the school year, get feedback on their experience from the previous year and identify any needs they may have that we can support as a school.

Our Curriculum Specialists have evolved our Professional Learning Community (PLC) teams to ensure high levels of support for every teacher and high levels of learning for every student.

Through the schoolwide messaging platform (ParentSquare), digital parent-student handbook, social media, LC Community (social platform for IQLA parents/learning coaches), and the IQLA website, families understand their legal rights, have opportunities to build relationships, and are encouraged to advocate for students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We receive quite a bit of input and feedback from parents and students. but would like to increase the amount of input we receive from teachers. We would also like to see more ongoing opportunities for students to give feedback throughout the year. Both students and teachers do have ongoing opportunities for feedback throughout the year. However, finding methods they are likely to utilize at a higher degree than the ones presently utilized would be valuable. Student feedback is seen most in the beginning of the year survey. Teacher feedback is seen most in casual conversations throughout the year. Leveraging both those strategies to formalize the collection of feedback would be useful. We plan to continue to send student survey's periodically throughout the year beginning in 24/25. We have also recently created a SEL committee that consists of teachers, administrators, parents and students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified

during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We plan to continue to build a parent teacher organization that will provide an opportunity for all families to be represented. We plan to establish a WhatsApp group that would provide a familiar platform for Spanish speaking families to interact with other parents and school staff in real time. We are providing 1:1 support to new Spanish speaking families when they begin our school to ensure success as they progress throughout their first year.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   We have seen a large and steady increase in the number of parents, students and teachers attending and actively participating in our Educational Partner feedback sessions, our Title I meetings and our ELAC meetings. We have also seen a large and steady increase in the number of parents joining and actively participating in our Learning Coach app which allows them to communicate in more casual discussions with other parents and school administration in real time.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   The parent teacher organization and the iQReach committee are parent and teacher led groups, respectively, that will allow increased opportunities for parents and teachers to be involved in decision making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   We plan to continue strengthening our ELAC committee, which has grown significantly in the last two years. Specific invitations from Engagement Coaches to Spanish speaking families to our various types of feedback sessions tends to increase attendance of that population at those meetings. We will leverage that more in the 24/25 school year. Advertising and building the PTO gives opportunities for all families to have a voice. Formalizing the collection of feedback provided through informal conversations between MKV/foster families and their Engagement Coaches will allow their voice to be heard even when they are unable to attend formal feedback sessions or complete surveys.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The school focuses on building meaningful relationships to support student success in the virtual learning environment. Families are welcomed and provided individualized onboarding and support by their Engagement Coach when their enrollment is approved. The robust support continues for the entire year and ensures that families understand program expectations and communication platforms, how to request help, and efficiently use the online school platform and resources. Teachers promptly reach out to families to complete a welcome call, hold monthly connection calls and academic conferences, and provide standards-based, synchronous (live) instruction. During monthly connection calls teachers discuss students' strengths and goals, teacher expectations, as well as build relationships with students and parents, leading to improved engagement and academic outcomes. Teachers and staff use online platforms that allow face-to-face virtual interaction with students and parents.

In addition to classroom connections, we provide in-person and virtual outings, clubs, and parent/learning coach (LC) support sessions, offered in English and Spanish. We provide support to families throughout the calendar year, including summer.

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 iQ Connect and IQ Boost programs. IQLA has added bilingual engagement support for Spanish speaking families during the onboarding process to provide additional support throughout the calendar year. Schoolwide forms and documents have been translated into Spanish. Document translation and interpreting services are available, on demand.

The school involves parents, students, and staff in the planning process through regular surveys, focus groups, and planning meetings. The school community evaluates data through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) feedback and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges). These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While we have seen an increase in the number of parents and students attending planning meetings and feedback sessions, we would like to achieve more teacher participation in these forums.

Additionally, we have seen a sharp increase in the number of Spanish speaking families. We would like to expand the relationship building opportunities with the incoming families that do not speak English to ensure their voices are heard through bilingual engagement coaches that work directly with our Spanish speaking population as well as through specific groups set up through WhatsApp.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified

during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school is expecting to expand our Spanish speaking classified support staff in 24-25 to further facilitate the need of supporting our incoming families that do not speak English. We are also exploring interpreting software through AI that allows us to have seamless conversations with families that do not speak English.

We have expanded and continue to expand our support of MKV and foster families. Each MKV and foster family is assigned an Engagement Coach who partners with them to ensure success in our programs.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of eduational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

An area of strength is building partnerships with families for student success. As an independent study charter school, a parent's role in education is critical, and the school intentionally involves parents, providing families with information and resources to support student learning. Teachers conference quarterly with families on student progress/assessment results and expectations. Parents have access to student grades and online school activities including curriculum. Engagement and attendance support teams are in place to ensure students are engaged in school and include educating parents on expectations and how to stay involved in the daily schooling of their students.

We have a learning coach app that our parents can download on their phone and communicate with each other and staff through discussions. This is utilized frequently to have back and forth discussions about activities and programs in the school.

We send teacher surveys several times a year to gain satisfaction related input specifically from teachers.

We implemented a student survey this year that students took at the beginning of the year. It allowed us to determine their level of preparation for the school year, get feedback on their experience from the previous year and identify any needs they may have that we can support as a school.

Our Curriculum Specialists have evolved our Professional Learning Community (PLC) teams to ensure high levels of support for every teacher and high levels of learning for every student.

Through the schoolwide messaging platform (ParentSquare), digital parent-student handbook, social media, LC Community (social platform for IQLA parents/learning coaches), and the IQLA website, families understand their legal rights, have opportunities to build relationships, and are encouraged to advocate for students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We receive quite a bit of input and feedback from parents and students. but would like to increase the amount of input we receive from teachers. We would also like to see more ongoing opportunities for students to give feedback throughout the year. Both students and teachers do have ongoing opportunities for feedback throughout the year. However, finding methods they are likely to utilize at a higher degree than the ones presently utilized would be valuable. Student feedback is seen most in the beginning of the year survey. Teacher feedback is seen most in casual conversations throughout the year. Leveraging both those strategies to formalize the collection of feedback would be useful. We plan to continue to send student survey's periodically throughout the year beginning in 24/25. We have also recently created a SEL committee that consists of teachers, administrators, parents and students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified

during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We plan to continue to build a parent teacher organization that will provide an opportunity for all families to be represented. We plan to establish a WhatsApp group that would provide a familiar platform for Spanish speaking families to interact with other parents and school staff in real time. We are providing 1:1 support to new Spanish speaking families when they begin our school to ensure success as they progress throughout their first year.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   We have seen a large and steady increase in the number of parents, students and teachers attending and actively participating in our Educational Partner feedback sessions, our Title I meetings and our ELAC meetings. We have also seen a large and steady increase in the number of parents joining and actively participating in our Learning Coach app which allows them to communicate in more casual discussions with other parents and school administration in real time.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   The parent teacher organization and the iQReach committee are parent and teacher led groups, respectively, that will allow increased opportunities for parents and teachers to be involved in decision making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   We plan to continue strengthening our ELAC committee, which has grown significantly in the last two years. Specific invitations from Engagement Coaches to Spanish speaking families to our various types of feedback sessions tends to increase attendance of that population at those meetings. We will leverage that more in the 24/25 school year. Advertising and building the PTO gives opportunities for all families to have a voice. Formalizing the collection of feedback provided through informal conversations between MKV/foster families and their Engagement Coaches will allow their voice to be heard even when they are unable to attend formal feedback sessions or complete surveys.

California Department of Education
January 2024

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Topic	Healthy Kids
Number of Respondents	540
Students feel safe	92.6%
Teachers care about student success at school	90.1%
School promotes academic success	89.2%
School fosters and appreciation of differences and diversity	92.2%
School gives all students equal opportunities to participate in classroom discussion or activities	89.4%
Adults at this school believe that every student can be a success.	93.8%

LCAP Feedback Survey	Number of Respondents	Satisfaction	Live Instructional Sessions are Valuable	Online Curriculum is Valuable	Students Receive Needed Support
All	171	90%	92%	94%	88%
Students with special needs	15	73%	80%	87%	80%
English Learners	9	100%	100%	100%	88%
MKV	8	50%	87%	87%	75%
Socioeconomically Disadvantaged	13	92%	92%	92%	92%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The data collected from the Healthy Kids Survey and the LCAP Feedback Survey seems to indicate a couple of things. First, we did not collect sub group data in the Healthy Kids Survey. That was only collected by grade band for the previous school year. We did collect data by sub group for the LCAP Feedback Survey. We can see that families belonging to the sub groups are not participating in surveys to the degree that families outside of these sub groups are participating. So, meaning of the data as it relates to the sub groups is difficult to determine. However, those that did respond from the sub groups listed in the table have noticeably lower scores than the general population.

That said, the overall participation as well as the overall scores have increased year over year in all areas. This indicates the overall school climate is positive and continuing to improve in terms of participation in feedback opportunities and the in terms of the feedback itself.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will address the lack of formal feedback collected from sub groups so that we can analyze more accurate data as it pertains to these populations. We do receive feedback informally from each of these groups. However, in the 24/25 school year, we will include identifying information in the Health Kids Survey that allows us to break that data down by sub group. We will also formalize the informal feedback we receive from these groups throughout the year so that it can be analyzed.

In responding to the low general satisfaction scores from our students with special needs and MKV populations, we will address that through increased support within those families in 24/25. We have implemented an expanded program to support MKV families since this survey was given that allows additional 1:1 support to MKV families throughout the year. We are also adding staff members and an administrator to our Special Education to ensure we are able to provide additional support to our students with special needs. Additionally, we will be trained in Restorative Practices for the 24/25 so that we are able to provide trauma informed and specific support to families who struggle in the program.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 7 are provided below.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
   The school uses individualized learning plans and grad plans to ensure all students across all grade bands and student groups have access to and are provided instruction in core subjects including math, language arts, history, science, physical education, and elective courses. In addition to the core courses offered, elementary and middle school students are offered world language, careers (MS only), music, and art. Middle school students are offered an elective of career technical education, with the opportunity to take high school courses. High school students have access to a variety of A-G approved electives that include foreign language to art to computer science. These are reviewed by teaching staff, administrative teams, and guidance counselors on a semi-annual basis at a minimum. Additionally, administrative teams review course reports regularly to ensure enrollment is accurate and appropriate for student needs. Students with IEPs who are working towards a certificate of completion are provided an option to complete an alternate course of study while continuing to have opportunities to participate in general education courses as deemed appropriate by the educational team.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups

in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

In each review period, 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.

Students are accessing available courses and enrolling in a wide range of electives in addition to the core subject areas. The school has a CTE program and offerings, available to high school and middle school students. Careers Explorations are offered to 6th, 7th and 8th grade students, as well as CTE courses for qualifying 7th and 8th graders.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

   Families will sometimes elect to use their own computers versus having a school provided computer shipped to them. This can create access issues in some circumstances. Barriers include access to wifi and school materials, especially in homeless, foster, and socioeconomically disadvantaged students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

   We encourage all families to accept the school provided laptop. To ensure access to content, the school provides ISP reimbursement to those who qualify, mobile hotspots and school supplies to students demonstrating need, and reimbursement for AP exams for those who qualify.

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #01

VIA: IQ ACADEMY STAFF
June 18, 2024

SUBJECT: Local Control Accountability Plan

PROPOSAL: It is proposed that the Governing Board of iQ Academy California- Los Angeles approve the Local Control Accountability Plan (LCAP).

BACKGROUND: The LCAP is a tool for local educational agencies (LEA) to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. It allows LEAs to share their stories of how, what, and why programs and services are selected to meet local needs. Educational partners are engaged in the annual evaluation and planning process.

Schools that receive federal funding through the Consolidated Application must annually prepare a plan. The education code allows charter schools to use the LCAP and educational partner requirements to satisfy the plan requirement. The plan includes actions on how federal funds will be used to improve the academic performance levels of all students. The LCAP Federal Addendum supplements the plan to ensure the provisions of the Every Student Succeeds Act are met.

BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

RECOMMENDATIONS:
It is recommended the Governing Board:

Review and approve the Local Control Accountability Plan.

RESPECTFULLY SUBMITTED
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/18/2024_____

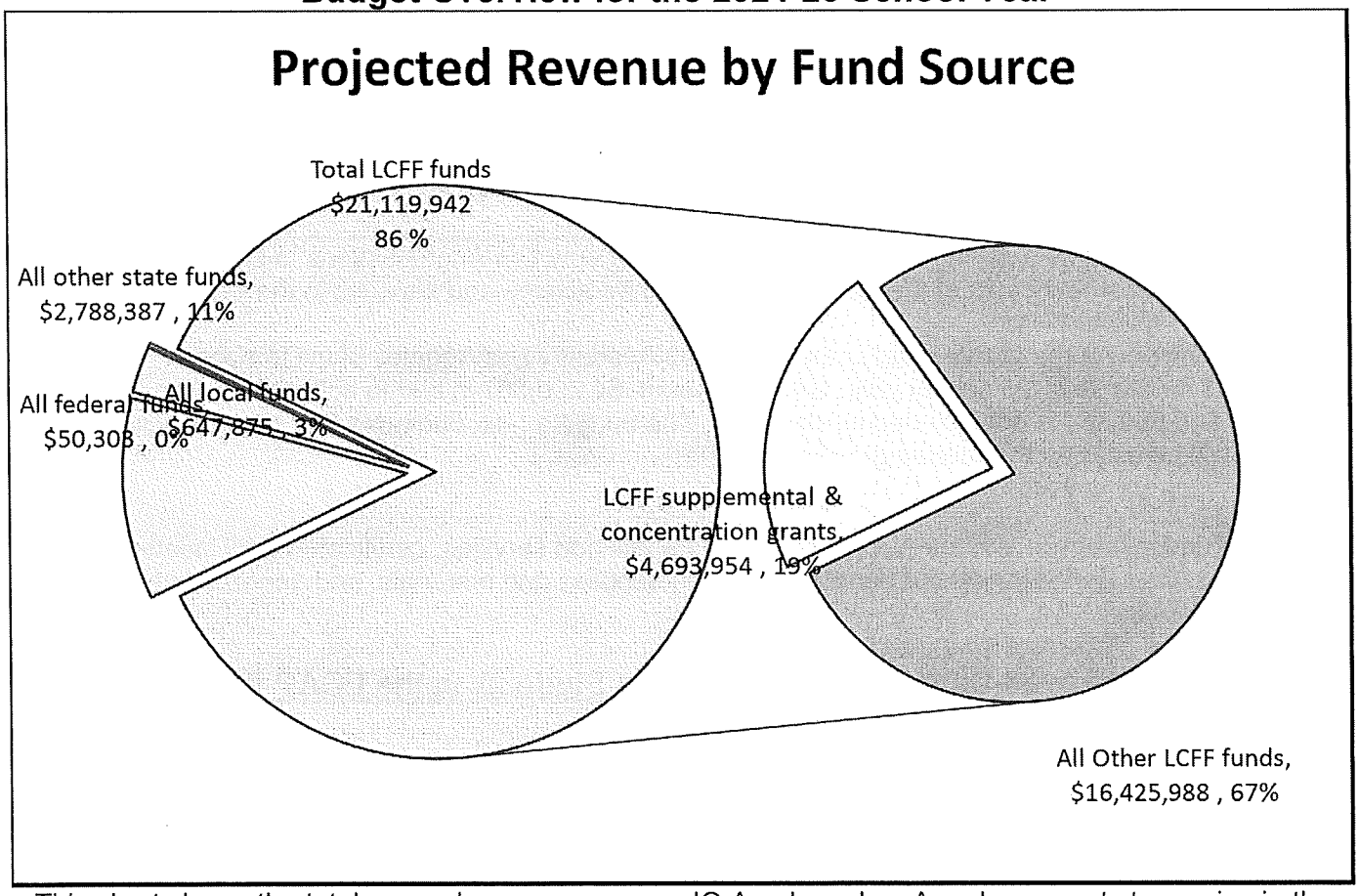
Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					
Dr. Julie Mendoza	X				X	
Ben Pace	X					X

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
nicstecken@iqcala.com
805-581-0202

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

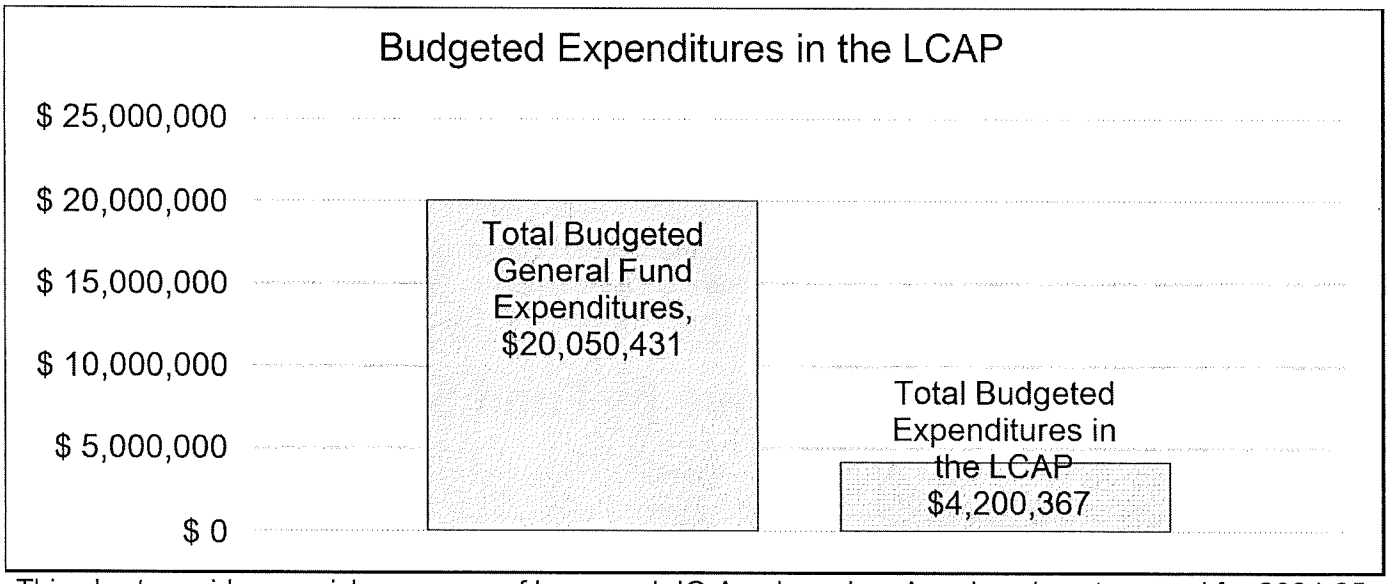


This chart shows the total general purpose revenue IQ Academy Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for IQ Academy Los Angeles is $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:

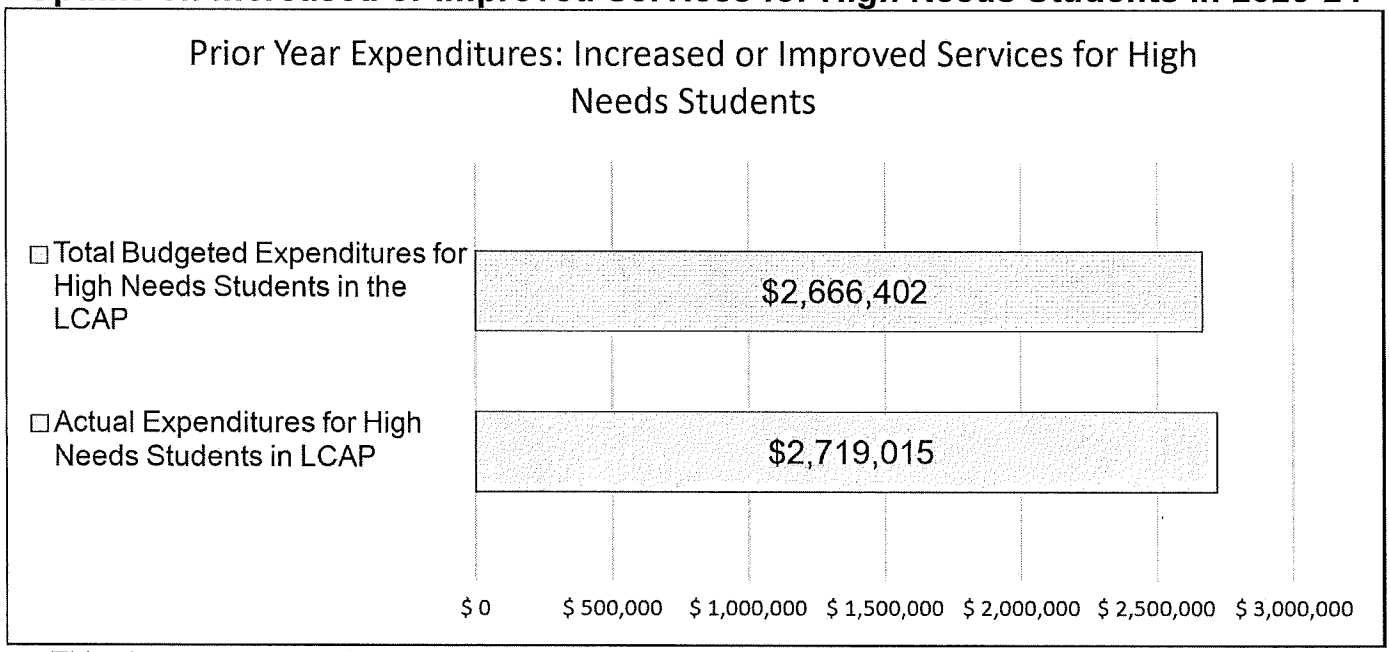
- Goal 1, Action 8
- Goal 2, Action 2
- Goal 3, Action 2

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	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities. Pupil Outcomes Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes

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	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. Conditions for Learning Priority 1: Basic Priority 2: State Standards Priority 7: Course Access

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. Actions 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 are 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 an 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 assoicated 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.

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.

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 it's 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 COIVD 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
	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.
Administrators	Administrators are invited to participated in the Educational Partner surveys and feedback sessions. Administrators are also part of the LCAP development and creation. They are invited to participate in the SEL committee that is tasked with creating SEL, trauma informed and restorative practices programs for our school. Additionally, a weekly administrator meeting is held in which the entire admin team collaborates on school processes and programs.
Other School Personal	Other school personnel would consist of our paraprofessionals. Paraprofessionals are included on our teacher pulse checks that are sent several times a year and collect data on their overall experience as a staff member in our school. They are also invited to participate in our Educational Partner sessions and surveys. They are invited to participate in our SEL committee that serves to create and provide feedback on SEL, trauma informed and restorative practices initiatives. Our paraprofessionals participate in the professional development days that are held several times a year. As such, they are also provided the professional development survey that is sent at the conclusion of the day to collect their feedback on effectiveness and future needs.

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

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

provide input, and support the implementation of actions through meaningful feedback.

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
		African American - Yellow - 35.1 points below standard English Learners - Orange - 53.3 points below standard Students with Disabilities - Orange - 76.4 points below standard Hispanic - Orange - 32 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard White - Green - 3.5 points below standard			African American - 25.1 points below standard English Learners - 43.3 points below standard Students with Disabilities - 66.4 points below standard Hispanic - 22 points below standard Socioeconomically Disadvantaged - 20 points below standard White - 6.5 points above standard	
1.2	CAASPP Math: Grades 3 - 8 and 11	All Students - Orange - 74.6 points below standard African American - Yellow - 90.7 points below standard Students with Disabilities - Red - 139.3 points below standard English Learners - Red - 99.9 points below standard Hispanic - Orange - 80.9 points below standard			All Students - 64.6 points below standard African American - 80.7 points below standard Students with Disabilities - 129.3 points below standard English Learners - 89.9 points below standard Hispanic - 70.9 points below standard	

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
		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-Compliancy meetings. We also hold quarterly English Language Advisory Committee (ELAC) meetings to elicit participation from EL parents in the decision making of the school with budgeting and instructional programs. Input from educational partners gathered through needs assessment surveys and during our English Language Advisory Committee (ELAC) meetings is used to drive professional development within the ELD Department and general education staff. Professional Learning Committee meetings are held which include general education teachers and ELD specialists where data specific to English Learners is shared and analyzed. Through the PLC process, common formative assessments are developed that are appropriate for all learners. School level trainings		

Action #	Title	Description	Total Funds	Contributing
		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. Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills.		
1.4	College and Career	The College and Career program at IQLA is committed to providing students with comprehensive preparation for their future endeavors, encompassing workforce entry, military service, or higher education pursuits. Our program and goal are directly aligned with the College Career Indicator (CCI). With the introduction of CTE 2 years ago and PantherPath2College (PP2C) Dual enrollment program last year we are now offering students diverse pathways to reach the state level of prepared when they graduate high school. These options include A-G courses, Career Technical Education (CTE), Dual Enrollment programs, and early graduation. The PantherPath2College initiative facilitates dual enrollment opportunities, supported by staff assistance in application and course selection. This holistic approach aims to empower students for success in their chosen paths beyond high school. Through dedicated counseling support, we ensure personalized guidance for career needs. IQLA counseling staff focuses on data-driven approaches and the ASCA national model to enhance student success. With the implementation of comprehensive tracking of the College Career Indicator (CCI) criteria across student graduating cohorts, we are now equipped to accurately predict and demonstrate growth aligned with state standards within the next two years. This data-driven approach enables us to assess our	$255,340.16	No Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	Academic Intervention	IQ Academy provides a variety of programs that are meant to provide academic support to students. These programs utilize intervention tools/programs/software/etc to provide additional academic interventions based on results from daignaotic and regular progress monitoring based assessments. This includes: * IQ Boost provides engagement, tutoring, and 1 on 1 support for students, identified by dignostic/progress monitoring assessments to provided additional academic interventions. *IQ certificated staff provides targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards. * Specific support is targeted to RFEP and EL students who have shown a need in Language Arts or Math. Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills.	$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	IQ Academy provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis situation due to lack of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement. Culturally Responsive Outreach and Communication: Develop culturally sensitive and linguistically appropriate communication materials to engage families and students from diverse backgrounds. Conduct outreach efforts to build trust and rapport with communities, addressing cultural barriers to attendance and participation. IQLA seeks to provide staff who are able to improve engagement for non-English speaking families, this includes but is not limited tool; addressing the home language need of our significant population of Spanish speaking families with staff who are bilingual. School Outing Days We will provide outings throughout our serviced area to allow the opportunity for students to engage with one another and be part of a school community. Outing days are once a month and include in person and virtual opportunities. They are run and attended by teachers as well as families. Educational Partner Engagement Administrators host online parent, student, and staff feedback sessions throughout the year. Surveys are incorporated as an opportunity to collect feedback from families and staff to identify students who need additional support. IQLA has utilized a team of support staff to ensure the engagement of underrepresented families through the various school programs. IQLA has added bilingual engagement support for Spanish speaking families during the onboarding process to provide additional support throughout the calendar year. Schoolwide forms and documents have been translated into Spanish. Document translation and interpreting services are available, on demand.	$343,872.70	No Yes

Action #	Title	Description	Total Funds	Contributing
		The school involves parents, students, and staff in the planning process through regular surveys, focus groups, and planning meetings. The school community evaluates data through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) feedback and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges). These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings. School Clubs We will continue to diversity the number and types of clubs we offer to our students to meet the needs of all groups. Clubs are student initiated and sponsored by a teacher advisor. They are held virtually and allow students to hold roles of leadership and become community organizers as well as to explore their passions and establish their niche in society. Mental Health Our school prioritizes the mental well-being of our students through dedicated efforts to support their emotional and psychological health. By fostering a nurturing environment, we aim to help students achieve their fullest potential both academically and personally.		
2.3	Social Emotional Learning, Prevention, and Intervention	IQLA is dedicated to building and fostering supportive relationships within our school community - with staff, families and students. Strong relationships with teachers and school staff can dramatically enhance students level of motivation and therefore promote learning. According to Harvard Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities and families strengthen these factors, they optimize resilience across multiple contexts. The School will support student resilience by: * fostering supportive adult-child relationships * scaffolding learning so students builds a sense of self-efficacy and control * strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction""	$6,641.00	No

Action #	Title	Description	Total Funds	Contributing
		Students have access to coaches and workshops that support social, emotional competencies. Teachers receive professional development and instructional coaching in social emotional learning and trauma informed practices. The school will utilize restorative justice practices when supporting families with meeting enrollment requirements and supporting students with positive classroom behavior.		
2.4	Credit Recovery	The Credit Recovery program at IQ Academy provides both summer and in-year opportunities for students experiencing credit deficiencies. By meticulously assessing student progress, identifying credit deficiencies, and determining course needs, we tailor targeted offerings each term to ensure every student can recover the necessary credits for timely graduation. Additionally, our program is attuned to specific student subgroups demonstrating need according to state indicators, ensuring equitable access to support and resources.	$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.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses	96.3% (Dataquest 2021-2022 data)			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	Staff training at IQLA involves 1:1, small group, and asynchronous training. These training systems and staff are necessary for the school for school operational fidelity to match expectations and obligations associated with educating students in a public school. These trainings are updated annually to reflect changes in legislation and updated guidance and best practices from educational partners. Training includes (but is not limited to) onboarding of new staff, best practices associated with instruction, curriculum, data analysis, educational tools, school operations, school processes and procedures, subject/grade band specific trainings, induction support, and other areas of identified need.	$247,384.76	No Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	$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	Attendance support is delivered through both a proactive approach and a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. We aim to reduce chronic absenteeism and enhance engagement in online learning among African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner populations. We will employ a multifaceted approach targeting various factors contributing to absenteeism and disengagement, with a focus on culturally responsive and inclusive practices. Attendance Monitoring and Early Intervention: Implement a system for real-time monitoring of attendance data across demographic groups to identify patterns and trends. Establish protocols for early intervention, including personalized outreach to students and families at risk of chronic absenteeism. Targeted Support Services: Provide targeted support services tailored to the needs of specific student populations, such as mentorship programs and academic assistance. Technology Access and Support: Ensure equitable access to technology devices and reliable internet connectivity for all students, addressing barriers to online participation.	$423,014.48	Yes

Action #	Title	Description	Total Funds	Contributing
		Offer technical support and training for students and families to navigate online platforms and utilize digital learning resources effectively. Use data-driven insights to make adjustments and refinements to the program over time, ensuring ongoing responsiveness to student needs. Attendance advocacy is intended to be a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. Students must be actively engaged in their education by completing assigned schoolwork or educational activities every day. Teachers monitor student assignment submissions and completed assignments, daily. If no assignments were submitted or completed, then teachers must follow the school's student support process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, involving support teams such as SST's and Engagment Coaches and creating Success Plans (back on track plans). Teachers monitor student attendance daily in live sessions, as well as daily school attendance through the completion of work assignments. The student attendance data is tracked on the weekly progress monitoring reports shared with teachers. Administrators follow up on students missing school attendance through reaching out to the family to resolve issues preventing them from attending as well as managing academic probation plans.		

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	**Action:** Staff Professional Development **Need:** For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups	Professional Development remains one of our primary mechanisms for aligning staff to served unduplicated populations at IQ Academy. The summary of areas of focus 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. Professional Development for the 22-23 SY focused on a review of school wide instructional	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 PD Feedback 23-24 SY staff feedback ratings:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students - Orange - 24.8 points below standard English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 76.4 below standard English Learners - Red - 99.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard For ELP State Indicator: English Learner Progress - Red - 37.8% making progress **Scope:** LEA-wide	goals and practices, collaboration with staff and teachers on standards and assessment identification using the STAR assessment, and understanding DOK levels and using appropriate formative assessments. In the March 22-23 PD the school offered choice sessions for teachers that were focused broadly on better instructional/alignment outcomes for students based on DOK level content mastery and understanding, ELD/SPED integration strategies, Instructional strategies, SEL and Engagement strategies in the virtual environment. Professional Development for the 23/24 SY was focused on staff and curriculum specialist led standards analysis in ELA and Math across all grade bands and departments. This was used in conjunction with a new process, managed by administration, where STAR assessment data was used to build out better aligned curriculum maps that were meant to reflect pacing/content that was aligned to student need. In the March PD of 23-24 the school reviewed the state testing environment best practices and made grade band plans meant to facilitate backwards planning and vertical alignment of planned spring content to best prepare students for assessment participation and performance. 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-	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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner Progress - Red - 37.8% making progress **Scope:** LEA-wide		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. HS: Math and ELA alignment checks: Quarter 1: 90.1% Quarter 2: 95.5% Quarter 3: 100% MS: Math and ELA Alignment checks: Quarter 1: 92.86% Quarter 2: 100% Quarter 3: 100% Elementary Math and ELA alignment: Quarter 1: 100% Quarter 2: 100% Quarter 3: 100%

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
1.4	**Action:** College and Career **Need:** The action is meant to address socioeconomically disadvantaged students who currently score lower then average at IQ Academy. All Students - Low - 16.3% Prepared Subgroups: Socioeconomically Disadvantaged - Low - 14.1% Prepared **Scope:** LEA-wide	Socioeconomically Disadvantaged students having lower then average preparedness at IQLA requires the school to evaluate our HS program offerings to best produce opportunities for this subgroup to meet the state CCI indicator criteria. This process of evaluation, expansion, and alignment of our HS program offerings to serve this sub population can be used to benefit all students. Specifically the school seeks to conduct annually review our CCI indicator scoring to expanding and enriching our programs in a way that provides better access to these opportunities. Specifically there is a focus to include more A-G courses, Career Technical Education (CTE) pathways, Dual 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.	Based on identified needs we see that socioeconomically disadvantaged students performing in the following monitored metrics: 22-23 CTE Pathway enrollment by percentage; proportion of the population is enrolled in a CTE pathway, A-G course completion, and Dual Enrollment at IQ Academy. All Students 43% Socioeconomically Disadvantaged Students 45.3% Students who graduated with A-G completion All Students 17% Socioeconomically Disadvantaged 14% Percent of Students enrolled in Dual Enrollment All 0.04% Socioeconomically Disadvantaged 0.03% Socioeconomically disadvantaged students make up 38% of our 5th year Grads

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
			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.
1.5	**Action:** Academic Intervention **Need:** For ELA State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 24.8 points below standard English Learners - Orange - 53.3 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard For Math State Dashboard Indicator; IQLA saw a slight decrease (compared to 21-22 data) in all student rating and Red indicator	Identifying Students in Need: Utilizing tools like Star 360 Math and Reading assessments, homeroom teacher feedback, and ESGI baseline assessments helps in identifying students who require additional academic support. These assessments provide data-driven insights into students' strengths and weaknesses, allowing educators to tailor interventions accordingly. Targeted Academic Support: Once students have been identified, interventions such as IQ Boost, targeted instructional sessions, and the use of educational platforms like Freckle and Lalilo ensure that students receive personalized and focused support in areas where they are struggling. This targeted approach increases the effectiveness of interventions by addressing specific academic needs.	IQ Boost: Department uses Growth in STAR 360 assessment to determine effectiveness: EL Students: 10% of caseloads for Reading Intervention 12% of caseloads for Math Intervention 59% of EL students made a year of growth in Math 68% of El students made a year of growth in Reading Economically Disadvantaged Students: 76% of caseloads for Math and Reading Intervention

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
	ratings for English Learners and Socioeconomic disadvantaged groups All Students - Orange - 76.4 below standard English Learners - Red - 99.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard **Scope:** LEA-wide	Supplemental Learning Resources: Freckle and Lalilo serve as supplemental resources to reinforce high-priority standards in math and ELA respectively. These platforms offer engaging and interactive content designed to support student learning and mastery of essential skills. Early Intervention: ESGI's use as a baseline assessment for students in K-3rd grade allows educators to identify potential academic gaps early on. Early intervention is crucial for addressing learning difficulties promptly, preventing them from becoming more significant barriers to academic success later on. Overall, these actions combine assessment, targeted support, and supplemental resources to ensure that students in need receive the intervention necessary to improve their academic performance and achieve success.	81% of students made a years growth in Reading 46% of students made a years growth in Math Reading Remediation: Department uses Growth data through the ESGI assessment to determine effectiveness according to the actions: EL Students: 60% of students tested out of Reading Intervention over the course of the year. Economically Disadvantaged Students: 61% of students tested out of Reading Intervention over the course of the year.
2.1	**Action:** EL Services **Need:** Chronic Absenteeism remains high for our EL sub population; K-8 English Learners - Orange -15.6%	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. The ability to deploy outreach and engagement in a families native language remains a useful thing	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.

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
	HS English Learners - 42.9% **Scope:** LEA-wide	for school wide engagement efforts which is why we keep this under school wide/LEA-wide	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.
2.2	**Action:** Engagement **Need:** Decrease chronic absenteeism in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations. Increase engagement in online school through accessing the curriculum and attending live class sessions in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations. **Scope:** LEA-wide	Attendance Monitoring and Early Intervention: Implement attendance monitoring across demographics and establish protocols for early intervention. Targeted Support Services: Offered individualized support through mentorship, collaboration with the entire team and a culturally responsive approach.	Attendance Rates All Students- 93% African American- 94% Asian- 92% Hispanic- 97% Socioeconomically Disadvantaged- 94% Students with Disabilities- 93% English Learners- 93% Chronic Absenteeism All Students- 18% African American- 20% Asian- 13% Hispanic- 19% Socioeconomically Disadvantaged- 20% Students with Disabilities - 22% English Learners- 15% Ed Partner Feedback Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Average of 1% (22) parents attending sessions 11% participation Ed Partner survey responses Outing Attendance Average of 6% in person attendees monthly Average of 21% virtual attendees monthly School Club Participation 21% of student population attending a club
2.4	**Action:** Credit Recovery **Need:** 38% of 5th year seniors are socioeconomically disadvantaged , Credit deficient students at end of Spring semeter who need class to graduate on time, the number varies by year, last year summer 2023 8/105 seniors needed summer courses **Scope:** LEA-wide	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.	# 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.
3.2	**Action:** Teachers **Need:** Unduplicated students need to have highly qualified teachers available both in specific	Action 3.2 provides the school flexibility in sourcing new highly qualified and fully credentialed teachers and retaining highly qualified and fully credentialed teachers.	We will continue to use this local indicator as the measurement for effectiveness in meeting this goal.

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
	areas of need (indicated below) and broadly (as a component of having access to a broad course of study). Areas of need 22-23; Mathematics - English Learners - Red - 99.9 points below standard English Learner Progress - English Learners - Red - 37.8% making progress **Scope:** LEA-wide	This action is specifically meant to ensure that unduplicated populations in the subjects identified on the 22-23 state dashboard as areas of need are given priority. However ensuring access to a broad course of study is also a component of impacting the academic outcomes of unduplicated student populations. Thus providing this schoolwide also supports this unduplicated student population.	Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support Dashboard Indicator: Access to a Broad Course of Study
3.3	**Action:** Administration and Accountability **Need:** There is a need for a variety of positions that are meant to provide input, supervision, monitoring, and support for many competencies (listed out in action 3.3) that are necessary for other actions/services in goals 1,2,3 and 4, to function. Many of these areas of need are defined by the identified needs within goals 1,2,3 and 4 for unduplicated populations.	The action is meant to describes a variety of administrative support positions that provide support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators. While this work by administrative staff focuses on unduplicated populations as a priority, the work they do benefits all students and thus is applicable schoolwide.	The school conducts regular audits and monitoring of leading and lagging local data that is related to annual measurable outcomes in Goal 1, 2 and 4. As such these annual measurable outcomes are considered summative data points that we use to monitor the effectiveness of the administrative staff that work to support the

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

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

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

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
			School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 85% of observed teachers met this requirement. School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 78% of observed teachers met this requirement. Curriculum Alignment checks were instituted in the 23-24 SY and have the following outcomes observed and includes available data at the time of the creation of the LCAP. The curriculum alignment checks for completion of curriculum alignment for each teacher. The curriculum alignment check is meant to determine if the teacher has correctly aligned curriculum scope/expectations/modifications with observed assessment data.

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
			HS: Math and ELA alignment checks: Quarter 1: 90.1% Quarter 2: 95.5% Quarter 3: 100% MS: Math and ELA Alignment checks: Quarter 1: 92.86% Quarter 2: 100% Quarter 3: 100% Elementary Math and ELA alignment: Quarter 1: 100% Quarter 2: 100% Quarter 3: 100%
4.1	**Action:** Attendance Interventions **Need:** Decrease chronic absenteeism in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations. Increase engagement in online school through accessing the curriculum and attending live class sessions in African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and English Learner populations.	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.	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. Outside of this IQLA will use our chronic absenteeism rating from

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		the state dashboard to monitor effectiveness. Chronic Absenteeism All Students- 18% African American- 20% Asian- 13% Hispanic- 19% Socioeconomically Disadvantaged- 20% Students with Disabilities - 22% English Learners- 15%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** EL Support **Need:** Increase English language proficiency as measured by the English Language Proficiency Increase (ELPI) on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	The ELD department has had an increase of about 24% of identified English Learner students the past two years. In 24-25 we intend to expand our department to account for this growth in the overall student population. By adding an additional ELD Specialist, we will be able to address the needs of this growing population by differentiating instruction based on language proficiency needs and grade level. With the support of bilingual engagement coaches, the ELD program will be able to service newcomers and LTELs by pulling	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
		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. Educational partners give feedback through surveys and committee attendance on how to improve student success.	
3.1	**Action:** Student ISP **Need:** IQ Academy provides this resource in order to ensure access to a broad course of study and access to instructional materials. **Scope:** Limited to Unduplicated Student Group(s)	The school back to school packet includes questions meant to identify and make available the internet subsidy for qualifying families.	We use our back to school packet completion as the metric to monitor for this action. This is the way we identify eligible families. 22-23 64% of iQ students/families completing the Back to School Packet.

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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				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				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 %	**Total:**	$3,052,339.64
								LEA-wide Total:	$2,424,389.57
								Limited Total:	$627,950.07
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Professional Development	Yes	LEA-wide	English Learners 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)
Totals	$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.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- 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).

California Department of Education
November 2023

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2023-2024

Date of Board Approval

LEA Name

IQ Academy Los Angeles

CDS Code:

19-73452-0120600

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

IQLA uses federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. IQLA continually reviews our progress and performance throughout the year using multiple measures. A comprehensive needs assessment was completed using the CA Dashboard, local assessment data, and stakeholder feedback. This also included numerical student data disaggregated in multiple ways, parent and community meetings and anecdotal data/qualitative data. The school identified engagement and academic needs associated with unduplicated students, families that don't speak English primarily in the home, and special education students from our needs assessment. The plan is to use federal funds to supplement the academic and engagement based intervention programs currently being expanded and revised. While broadly trying to serve all students and subgroups, these program revisions will focuses on supporting these populations of students as a priority.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To promote alignment of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs, stakeholder groups are engaged to review LCAP goals, actions and services as part of the planning process for the use of categorical funds. The LCAP is used as the school plan for categorical funds and ESSA requirements. The Family Academic Support Teams a LCFF funded action that federal funds supplement.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Students are identified as low-income using the National School Lunch Program criteria. LEA is a charter school.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school has met all highly qualified teacher requirements. The charter school is a single school district with a non-site based program. Subgroups (low-income and minority students) are distributed between teachers.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California.

	Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The Parent and Family Engagement Policy is based upon board policy and administrative regulations to ensure compliance with both Federal and State regulations. It is reviewed and updated annually at a regularly scheduled meeting. The policy is then revised as needed and approved by the by the local governing board. The Policy is available on the school's website, with hard copies available upon request, it is also distributed at parent Title I meetings.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parent can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log in and submission of assignments. School announcements are made via Parentsquare (which sends them to parent emails as well), Weekly announcements are made in all the student's courses as well as frequent updates to families both as general newsletters and tailored updates. Parents can connect with other parents through a Facebook group and the K12 App, parent groups meet in the online classroom, and a parent network. There are parent and student orientations for newly enrolled students. If a student and parent are not engaged the student is referred to our IQ Connect team provides for additional support. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to student and parents. School-wide initiatives such as Connection Calls at the beginning of the year and Parent Teacher Conferences to ensure individual attention for student academic success.

The school involves parents, families, and students in jointly developing the parent and family engagement policy through surveys and school meetings. The policy was approved by the school board. It is emailed to parents of participating children as well as distributed during the annual Title I parent meeting, and it is posted on the school website.

The school provides assistance to parents of children in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children by holding quarterly check-ins with teachers. Teachers provide parents and students with the following STAR360 assessment results; local diagnostic assessment, interim assessment scores, updates on students Instructional Level assignment, guide on how to check student progress and grades on the online learning platform, and quarter and semester progress reports. As well as, communication from administration on state standards, expectations, and testing.

The school educates teachers via teacher trainers to best prepare them for the delivery of online education. Teachers also receive support in/with; specialized instructional support personnel, principals, and other school leaders, and other support staff. Teachers also receive training and support that helps them seek the assistance of parents, explains the the value and utility of contributions of parents, informs and collaborates on best practices for how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily bases, collaborating with parents, we call

them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through a Director of Student Engagement and Support, which is paid for with Title funds.

The Director of Student Engagement and Support organizes all strategies and makes sure all program's plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily bases, collaborating with parents is a part of our school culture. Parents have access to the students online learning platform and can see, in live time, what a student has completed.

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed.

The school will provide opportunities for the informed participation of parents and family members, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by translated all documents when needed and providing interpreters for meetings.

The school will align parent involvement required in the ESSA Section 1116 with the LCAP stakeholder engagement process by including stakeholders in the development of the parent and family engagement and the LCAP. Making sure what is determined in the policy is also supported by the LCAP.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IQLA has a targeted instructional model that provides classes that are taught by an properly credentialed teachers in ELA or math with the primary goal of filling gaps in knowledge that are preventing success at grade level. This is achieved through targeted instruction at the Tier 2 and Tier 3 level, increasing in intensity as greater need is identified. The Tier 2 and 3 program helps students access the grade level curriculum by providing instruction that ties directly into the student's courses. Targeted sessions cover identified essential standards within a scope and sequence that assessment data has identified as critical needs for students to achieve at least 1 year of academic growth. Classes also review concepts that were not mastered after assessments are completed. Strategies used in these classes are research based and address the age appropriate/grade level appropriate/subject appropriate Common Core standards that assessment data suggests need in. The goal of these classes is to increase the exposure to the topics, reteach as needed, and teach differently from the way it is presented to all students (Tier 1).

Students who are not achieving due to lack of engagement are referred to the the IQ Connect or IQ Boost teams. The goal of the IQ Connect Program is to provide engagement supports and attendance monitoring/follow up for caseloads of students who have an identified need. The IQ boost program utilizes school staff to provide 1:1 and small group tutoring to students using teacher referred resources to support the student in completely the learning objectives assessment data suggests there is need for. Both programs have an intent 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. Data drives decision making. Data is analyzed throughout the referral process to monitor individual student progress and program efficacy.

Neglected or delinquent: N/A
Charter school doesn't provide services for neglected or delinquent student in local institutions or community day school programs.

The targeted assistance school program identifies students as being at risk for academic failure using the multi-tiered system of support (MTSS) model. Local and state assessment results, teacher judgement, progress in current curriculum, and parent feedback as considered.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless students are identified at enrollment and throughout the year as living situations change. IQLA will immediately enroll the student, even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. We assure that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. The school Homeless Liaison monitors these students under their own caseload and works with each homeless family to provide information on local community and mental health resources to help the family with their basic needs, and to assist the family in accessing internet service to ensure that the student is able to attend school regularly.

The school provides the following with the reservation funds for homeless education.
Homeless Liaison
Hotspot so student can complete their online assignments (independent study program)

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A
Charter School

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our High School Guidance Counselor work closely with the Middle School Administration to prepare the rising 8th graders to the High School. Starting early spring semester, 8th graders are invited to assemblies that explain various components of HS, which include: the day in the life of a HS student, High School graduation requirements, meeting college eligibility requirements, how to indicate course preferences for 9th grade, and other highlights of High School. Further, to offer additional support with answering parent and student questions about the HS experience and courses, the administrative team holds Parent Information Sessions. As the spring semester continues, the 8th grade teachers, administrators and guidance counselor are in communication with students preparing courses and expectations for the start of the school year.

The high school team coordinates workshops on topics of interest to upperclassmen preparing for post-secondary goals. Also, each 8-12 grade student has an individualized graduation plan that reflects these goals and is updated as needed throughout the high school career. The grad plan is utilized in parent-teacher conferences, as well. College tours are offered, and concurrent enrollment is encouraged.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
No funds were used for purposes listed above.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Our professional development (PD) can generally be divided into two primary categories: academic/pedagogical/technical and engagement. It is important to us to address all areas of need, and our data shows that it is often engagement factors, not just academic factors, that are interfering with some students' ability to master academic standards and thus our ability to close the achievement gap. We use data from participants, including session evaluation, data review and classroom observations to gauge the level of implementation, ultimately linking to student outcomes (CA Dashboard).

Our leadership PD consists of book studies, external and internally provided PD. Our focus has been on school culture and academics. Examples of book studies have included "Soup," by Jon Gordon, "Turn Your Ship Around!" by David Marquet, and the "21 Irrefutable Laws of Leadership," by John Maxwell. In-person professional development on instructional leadership, student engagement, growth mindset, trauma-informed educational practice, data-driven instruction and school culture have been chosen based on our needs assessment data, which is gathered from participant session evaluation, leader self-assessment and areas of need indicated by student achievement/engagement data. Examples of external provided PD include legal PD provided by Young Minnie and Corr, and Planned Learning Community PD through solution tree.

All school leaders complete training and development plans in effective communication strategies, time and resource management, operational practices and staff evaluation. There are areas of cross-training and areas of specialization. All school leaders develop goals under the school's mission, vision and values in support of student achievement. Professional development for leaders and team members in all departments is chosen based on data, including self-assessment, manager assessment of need and school data indicating areas of potential growth.

Leaders and teachers have the opportunity to attend professional development outside of the school setting in addition to internal professional development, including pursuing a master's degree or taking graduate courses, or attending conferences appropriate to the attendee's practice. Leaders complete a personal growth plan as part of their evaluation and set annual goals for growth opportunities. Teachers and Leaders are provided with professional development from the first date of hire. Administrators support staff in professional growth through goal-setting conferences, observations, evaluation, data-driven instruction meetings, and bi-weekly PLC group sessions. There is a professional development proposal process in place to ensure that all external professional development is vetted for quality and is linked to improved student outcomes.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The school's professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, and data about the effectiveness of current professional development. IQLA's focus is on providing one year academic growth to all students, with priority being given to students and subgroups which show the most need. IQLA also makes it a priority to annually review all state indicators in the CA state dashboard with staff so that work is done in the context of showcasing some kind of improvement in a identified state indicator. State indicator data drives every action the school takes and forms the basis for additional investigation through local data to identify individual students and student groups not meeting expectations in all of the identified state priorities.

Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs.

At least three times a year, data is analyzed and shared with stakeholders through online meetings. During these meetings data is presented, as well as past and current uses of funds, and their effectiveness. Stakeholders are

encouraged to provide feedback and the concerns identified during consultation are addressed with concrete explanations and plans.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school provides professional development to staff during dedicated PD days that occur at least over 3 days within each school year. Primarily professional development has focused on three areas; academic outcomes, student/family engagement, and student social emotional needs. Thematically the school has focused recent professional developments on alignment. Focusing on making sure the goal of one year's academic growth is driving that alignment. Alignment occurs by combining various local and state data to provide the best individualized pathway for those students to achieve one year's academic growth. This occurs by conducting needs assessments and reviewing correlative data points between assessment data, classroom and teacher observation of student performance, the scope and sequence and content of curriculum, and identified special needs related to unduplicated subgroups of students.

It's important to note that while professional development functions as a springboard for either the execution of a needs assessment or a chance for teachers to iterate on their plans insofar as alignment is concerned and within the context of the focus of that PD. After a PD completes the school does create wraparounds through our one-to-one administrative meetings with teachers to review data and student outcomes as well dedicated PLC time for teachers to coordinate and collaborate with colleagues and continue the work that was started during the professional development.

One of the major focuses in the coming year and beyond insofar as ELD teachers and students is concerned; There will be a focus on alignment between identified goals that students have to develop English language proficiency and the identified priority standards that are necessary for students to achieve one year's academic growth in Math and English Language Arts

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IQLA currently has several initiatives that can be enhanced through the use of Title III English Learner Student Program. These include;

Engagement and academic intervention: the school currently has 2 departments, (IQ Connect (engagement) and IQ Boost (Academic), that provided structured outreach to support the learning coaches and parents. The school will plan to enhance these programs with new bilingual staff and related services that allow for existing supports to be better deployed to families who do not speak English as their primary language.

As a virtual school engagement in educational outings is a core part of our in-person socialization based initiatives. IQLA believes that planning use to review and enhanced outings accessibility, through additional services or staff, that enhance the schools ability to improve attendance and participation for families who do not speak English as their primary language.

In addition the school will seek to review and develop new or improved services related to our CTE program and dual enrollment program that improve English learner student outcomes and engagement.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school regularly reviews student outcomes from the state dashboard and uses this information as a springboard to conduct programmatic iteration that prioritizes the outcomes of English learners. These reviews occur three times a year so that progress can be measured and adjustments to the program can be made based on observed assessment data from our internal assessment schedule utilizing star 360.

The school provides a great deal of professional development and support to teachers that helps provide the necessary resources, training, and collaboration to enable teachers to respond to student needs. In addition the school leadership conducts regular audits of curriculum alignment, instructional practice, and student progress to ensure that planned supports, resources, and training are being utilized appropriately and consistently.

These audits often inform future trainings and PD's as well as provide a mechanism for the school to hold staff accountable. In addition the outcome of the audits provide another data point that enables the school to have qualitative data that can be used to determine the effectiveness of teacher and staff efforts to meet the needs of English learners.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We developed the application in consultation with parents, community members, students, teachers, and staff through meetings and surveys.

Student Support and Academic Enrichment (SSAE) program funds will be used to support student access to a well-rounded education (Section 4107) through our IQ Connect and IQ Boost teams. The IQ connect team works with students to improve access to all courses (including foreign language, arts, and music education). The IQ boost team works to improve engagement with assigned work, curriculum, and other identified tools or resources that teachers wish students to use. In addition I keep boost Works directly with students utilizing supplemental practice tools like Lalio and Freckle which provide additional exposure and practice in identified priority standards that students need (as identified in the start 360 assessment).

SSAE program funds will be used to support safe and healthy students (section 4108) through our IQ Connect Team. The IQ Connect team provides academic assistance and social and emotional learning support to students when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment.

The objective is to increase student achievement by supporting a student's social and emotional well-being.

We will periodically evaluate the effectiveness of the program by measuring students' social and emotional well-being. We will monitor student achievement through local assessment data, course pass rates, and state assessments.

The LEA has elected to transfer its Title IV, Part A funds to Title I, Part A, and has met all requirements concerning equitable services for private school teachers.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

There are 3 indicators that are a focus for Title IV Part A Funds. These are aligned to the state dashboard indicators.

Under Academic Performance Indicators; Both Math and ELA are areas of need, IQLA broadly still shows lower outcomes for students compared to state averages in both All Students and Subgroups.

CAASPP ELA:
All Students - Orange - 24.8 points below standard

Subgroups:
African American - Yellow - 35.1 points below standard
English Learners - Orange - 53.3 points below standard
Students with Disabilities - Orange - 76.4 points below standard
Hispanic - Orange - 32 points below standard
Socioeconomically Disadvantaged - Orange - 30 points below standard
White - Green - 3.5 points below standard

CAASPP Math:
All Students - Orange - 74.6 points below standard

Subgroups:
African American - Yellow - 90.7 points below standard
Students with Disabilities - Red - 139.3 points below standard
English Learners - Red - 99.9 points below standard
Hispanic - Orange - 80.9 points below standard
Socioeconomically Disadvantaged - Orange - 83.1 points below standard
White - Yellow - 49.8 points below standard

iQLA has maintained performance consistent with the state in Mathematics and English Language Arts, scoring "Orange" on both indicators for all students, that said the actual distance from standard scoring still remains below the state.

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)

College and Career Indicator
All Students - Low - 16.3% Prepared

Subgroups:
Hispanic - Low - 10.9% prepared

Socioeconomically Disadvantaged - Low - 14.1% Prepared

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.

HS Graduation Rate Indicator
All Students - Green - 82.7%

Subgroups:
Hispanic - Green - 85%
Socioeconomically Disadvantaged - Yellow - 79.8%

What activities will be included within the support for a well-rounded education?

In our LCAP; Goals and related actions and services that include;
1:1 and small group tutoring (Goal 1 Action 5)
Identifying Students in Need: Utilizing tools like Star 360 Math and Reading assessments, homeroom teacher feedback, and ESGI baseline assessments helps in identifying students who require additional academic support. These assessments provide data-driven insights into students' strengths and weaknesses, allowing educators to tailor interventions accordingly.

Targeted Academic Support: Once students have been identified, interventions such as IQ Boost, targeted instructional sessions, and the use of educational platforms like Freckle and Lalilo ensure that students receive personalized and focused support in areas where they are struggling. This targeted approach increases the effectiveness of interventions by addressing specific academic needs.

Supplemental Learning Resources: Freckle and Lalilo serve as supplemental resources to reinforce high-priority standards in math and ELA respectively. These platforms offer engaging and interactive content designed to support student learning and mastery of essential skills.

Early Intervention: ESGI's use as a baseline assessment for students in K-3rd grade allows educators to identify potential academic gaps early on. Early intervention is crucial for addressing learning difficulties promptly, preventing them from becoming more significant barriers to academic success later on.
Overall, these actions combine assessment, targeted support, and supplemental resources to ensure that students in need receive the intervention necessary to improve their academic performance and achieve success.

Data management and administration support related to monitoring and responding to student outcomes (Goal 3 Action 3)
The action is meant to describes a variety of administrative support positions that provide support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators. While this work by administrative staff focuses on unduplicated populations as a priority, the work they do benefits all students and thus is applicable schoolwide.

Staff Training (Goal 3 Action 4), Professional Development (Goal 1 Action 1)
Broadly having well trained staff in our unique setting is something that is necessary and often heavily involved in improving teacher practice by utilizing the technology of the online school.

College and Career (Goal 1 Action 4)
Broadly this action describes the activities the school conducts to support the college and career indicator. This includes the IQLA Guidance program, Dual enrollment Program (Panther Path 2 College), Career Technical Education Course offerings, pathways, and staffing, and A-G Course alignment and maintenance.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

For Academic Performance Indicators:

IQ Boost: Department uses Growth in STAR 360 assessment to determine effectiveness:

Early Intervention: ESGI's use as a baseline assessment for students in K-3rd grade allows educators to identify potential academic gaps early on. Early intervention is crucial for addressing learning difficulties promptly, preventing them from becoming more significant barriers to academic success later on.
Overall, these actions combine assessment, targeted support, and supplemental resources to ensure that students in need receive the intervention necessary to improve their academic performance and achieve success.

Based on identified needs we see that socioeconomically disadvantaged students performing in the following monitored metrics:

The school monitors several metrics to plan for and evaluated the effectiveness of actions/services that impact the college and career indicator. In 22-23 the school reviewed;

HS Graduation Rate Indicator
All Students - Green - 82.7%

Subgroups:
Hispanic - Green - 85%
Socioeconomically Disadvantaged - Yellow - 79.8%

Proportion of the eligible student population is enrolled in a CTE pathway
A-G course completion percentage for graduates.
Dual Enrollment enrollment and outcomes for students who attend IQ Academy

Some data reviewed from 22-23:
All Students 43%
Socioeconomically Disadvantaged Students 45.3%

Students who graduated with A-G completion
All Students 17%
Socioeconomically Disadvantaged 14%

Percent of Students enrolled in Dual Enrollment All 0.04%
Socioeconomically Disadvantaged 0.03%
Socioeconomically disadvantaged students make up 38% of our 5th year Grads

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Under Academic Engagement Indicators; While the school is still below the state chronic absenteeism average rate we did see declines in all subgroups and All students compared to the 21-22 SY. Academic engagement remains a clear need at iQLA.

Chronic Absenteeism:
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%

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

What activities will be included within the support for safety and health of students?

In our LCAP; Goals and related actions and services that include;
Engagement (Goal 2 Action 2): Includes a variety of initiatives the school undertakes to build our virtual school culture; School cubs, educational partner engagement initiatives, culturally responsive outreach and communication, and school outings.

Social emotional learning prevention and intervention (Goal 2 Action 3)
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.

Attendance/compliance monitoring and support (Goal 4 Action)
Includes school activities that monitor important leading and lagging indicators related to student engagement and well being;

Attendance Monitoring and Early Intervention:
Implement a system for real-time monitoring of attendance data across demographic groups to identify patterns and trends.
Establish protocols for early intervention, including personalized outreach to students and families at risk of chronic absenteeism.

Targeted Support Services:
Provide targeted support services tailored to the needs of specific student populations, such as mentorship programs and academic assistance.

Technology Access and Support:
Ensure equitable access to technology devices and reliable internet connectivity for all students, addressing barriers to online participation.
Offer technical support and training for students and families to navigate online platforms and utilize digital learning resources effectively.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

All activities primarily relate back to two forms of data monitoring; attendance/chronic absenteeism and participation in survey/outings/clubs which form one of IQ's primary means for virtual socialization.

2023 Data:

Attendance Rates
All Students- 93%
African American- 94%
Asian- 92%
Hispanic- 97%
Socioeconomically Disadvantaged- 94%
Students with Disabilities- 93%
English Learners- 93%

Chronic Absenteeism
All Students- 18%
African American- 20%
Asian- 13%
Hispanic- 19%
Socioeconomically Disadvantaged- 20%
Students with Disabilities - 22%
English Learners- 15%

Ed Partner Feedback Participation
Average of 1% (22) parents attending sessions
11% participation Ed Partner survey responses

Outing Attendance
Average of 6% in person attendees monthly
Average of 21% virtual attendees monthly

School Club Participation
21% of student population attending a club

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The school monitors several local indicators related to use of the effective use of technology which IQLA currently has as "MET";

Local Indicators (highlighted in the schools LCAP under Goal 3);
Student Support Programs:
Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support
Dashboard Indicator: Access to a Broad Course of Study
Access to Instructional Materials: All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS

In addition given the fact that we are a non-site based online school technological use is a core part of our teachers and students ability to function properly in the program. The school has several actions/services that are meant to allow for school staff to master and consistently iterate on the use of technology the school.

Goal 1 Annual Measurable Outcomes:
CAASPP ELA: Grades 3 - 8 and 11:
English Learners - Orange - 53.3 points below standard
Socioeconomically Disadvantaged - Orange - 30 points below standard

CAASPP Math: Grades 3 - 8 and 11
English Learners - Red - 99.9 points below standard
Socioeconomically Disadvantaged - Orange - 83.1 points below standard

English Learner Progress

English Learners - Red - 37.8% making progress

College/Career Indicator
Socioeconomically Disadvantaged - Low - 14.1% Prepared

Goal 2 And Goal 4 Annual Measurable Outcomes:

Chronic Absenteeism K-8
English Learners - Orange -15.6%
Socioeconomically Disadvantaged - Red - 20%

Chronic Absenteeism HS
English Learners - 42.9%
Socioeconomically Disadvantaged - 41.6%

Attendance Rates 22-23
English Learners - 93.17%
Socioeconomically Disadvantaged - 93.9%
Foster Youth 92.6%

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

These actions/services are listed in our LCAP;
Data management and administration support related to monitoring and responding to student outcomes (Goal 3 Action 3)
The action is meant to describes a variety of administrative support positions that provide support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators. While this work by administrative staff focuses on unduplicated populations as a priority, the work they do benefits all students and thus is applicable schoolwide.

Staff Training (Goal 3 Action 4)
Broadly having well trained staff in our unique setting is something that is necessary and often heavily involved in improving teacher practice by utilizing the technology of the online school.

Professional Development (Goal 1 Action 1)
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.

Professional Development for the 22-23 SY focused on a review of school wide instructional goals and practices, collaboration with staff and teachers on standards and assessment identification using the STAR assessment, and understanding DOK levels and using appropriate formative assessments.

In the March 22-23 PD the school offered choice sessions for teachers that were focused broadly on better instructional/alignment outcomes for students based on DOK level content mastery and understanding, ELD/SPED integration strategies, Instructional strategies, SEL and Engagement strategies in the virtual environment.

Professional Development for the 23/24 SY was focused on staff and curriculum specialist led standards analysis in ELA and Math across all grade bands and departments. This was used in conjunction with a new process, managed by administration, where STAR assessment data was used to build out better aligned curriculum maps that were meant to reflect pacing/content that was aligned to student need.

In the March PD of 23-24 the school reviewed the state testing environment best practices and made grade band plans meant to facilitate backwards planning and vertical alignment of planned spring content to best prepare students for assessment participation and performance.

The school plans to continue to build on our cycle based framework for instruction/assessment/curriculum mapping/alignment to better serve ELD in the 25-26 school year. This will involve a dedicated PD meant to work on alignment practices between GE teachers and ELD staff to improve best practices.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The school conducts regular audits and monitoring of leading and lagging local data that is related to annual measurable outcomes in Goal 1, 2, 3 and 4. As such these annual measurable outcomes are considered summative data points that we use to monitor the effectiveness of the administrative staff that work to support the schools supplemental and federal funded programs.

Training completion audits 22-23
All Staff-4,744 modules assigned, 458 = 90% completion of assigned trainings.

Informal observations are conducted monthly and observations on core instructional competencies are used to drive instructional coaching focus.
Average Teacher Rating from informal observations in 22-23;
School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 88% of observed teachers met this requirement.
School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 85% of observed teachers met this requirement.
School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 78% of observed teachers met this requirement.

Curriculum Alignment checks were instituted in the 23-24 SY and have the following outcomes observed and includes available data at the time of the creation of the LCAP. The curriculum alignment checks for completion of curriculum alignment for each teacher. The curriculum alignment check is meant to determine if the teacher has correctly aligned curriculum scope/expectations/modifications with observed assessment data.

HS: Math and ELA alignment checks:
Quarter 1: 90.1%
Quarter 2: 95.5%
Quarter 3: 100%

MS: Math and ELA Alignment checks:
Quarter 1: 92.86%
Quarter 2: 100%
Quarter 3: 100%

Elementary Math and ELA alignment:
Quarter 1: 100%
Quarter 2: 100%
Quarter 3: 100%

For Professional Development we use Staff feedback:
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

PD Feedback 23-24 SY staff feedback ratings:
August PD: "Value of the PD to your practice" 4.33/5 average rating
March PD: "Value of the PD to your practice" 4/5 average rating

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

5/15/2024

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #02

VIA: IQ ACADEMY STAFF
June 18, 2024

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of iQ Academy California- Los Angeles approve the application for federal categorical funds through the Consolidated Application, 2024-25 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, iQ Academy California declares the intent to apply for multiple, formula-driven, categorical program funds. The submission also assures the California State Board of Education that the Local Education Agency (LEA) will adhere to the legal assurances associated with the programs.

The LEA is applying for funds from the following programs:

1. Title I, Part A (Basic Grant) ESSA Sec 1111
2. Title II, Part A (Supporting Effective Instruction) ESSA Sec 2104
3. Title III English Learner ESEA Sec. 3102
4. Title IV, Part A (Student Support) ESSA Sec 1112(b)

The LEA annually submits a school plan and proposed expenditures, to the Board for approval, outlining how the entitlement will fund the personnel, activities, and programs educational partners have determined will support improved student achievement.

BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, 24-25 Application for Funding.

RESPECTFULLY SUBMITTED
Nick Stecken
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/18/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					
Dr. Julie Mendoza	X					X
Ben Pace	X				X	

iQ Academy California-Los Angeles (19 73452 0120600)

Status: Certified
Saved by: Krista Mount
Date: 6/6/2024 12:54 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nick Stecken
Authorized Representative's Signature	
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	06/05/2024

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nick Stecken
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	06/05/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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APPROVED

TO: IQ ACADEMY CALIFORNIA - LOS ANGELES GOVERNING BOARD

BOARD REPORT # 03

VIA: IQ ACADEMY STAFF
June 18, 2024

SUBJECT: Fiscal Year 2024-25 Preliminary Budget

PROPOSAL:
It is proposed that the Governing Board of IQ Academy California - Los Angeles approve the "Adopted Budget."

BACKGROUND:
This report has been prepared using Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator, which is based on the Governor's 2024-25 May Revision.

The preliminary budget for the 2024-25 fiscal year is based on an estimated P2 ADA of 1,453 students, which is expected to generate $24,606,507 in funding. The current budget anticipates a deficit of $1,468,970, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that IQ Academy California - Los Angeles' revenues meet all expenses with no deficit. As a result, the audited financials for the year will show a balanced budget.

BUDGET IMPLICATIONS:
The forecasted revenue is $24,606,507. The school will experience a balanced budget for the 2023-24 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2024-25 school year on behalf of IQ Academy California - Los Angeles

2. Authorize the Head of School to make budget adjustments periodically to include unanticipated income or unexpected costs that may arise.

RESPECTFULLY SUBMITTED
Nicholas Stecken
Head of School

PREPARED BY:

Nicholas Stecken	Francis "Paco" Burke
Head of School	Chief Business Official

PRESENTED BY:

Nicholas Stecken	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** _____ **Date:** __6/18/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X				X	
Dr. Julie Mendoza	X					
Ben Pace	X					X

iQ Academy California Los Angeles

Board Presentation

Fiscal Year 2024-25

Preliminary Budget

iQ Academy California Los Angeles

Summary of Changes from Fiscal Year 2023-24 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	1,453	53	4% increase compared to Fiscal Year 2023-24 Estimated Actuals
LCFF Revenue	$ 21,119,942	$ 1,075,986	Due to increase in estimated P2 ADA and increase in LCFF funding rate (1.07% COLA).
Restricted Revenue	$ 3,436,262	$ (145,640)	Primarily due to decrease in ESSER & Title spending, partially offset by ADA driven increase in estimated SPED funding, and an increase in planned Educator Effectivenes, and Learning Recovery Emergency Block Grant expenditures
Expenses	$ 24,606,507	$ 930,346	Primarily due to a decrease in estimated FY24-25 K12 invoice credits, and an increase in enrollment driven materials and services, and estimated salary and hourly rate increases for classified personnel

Fiscal Year 2024-25 Preliminary Budget Highlights

SB740	46.31%	Certificated salaries and benefits, as a percent of revenue, is 6.3% higher than required
	88.54%	Instruction and instruction-related services, as a percent of revenue, is 8.5% higher than required
K12 Invoice Credits	$ (1,468,970)	Amount of credits issued by K12 for Fiscal Year 2024-25, which guarantee the school does not end the year with a deficit

iQ Academy California Los Angeles

Fiscal Year 2024-25

Preliminary Budget Comparison

Description	Object Code	2023-24 Adopted Budget	2023-24 First Interim Budget	2023-24 Second Interim Budget	2023-24 Estimated Actuals	2024-25 Preliminary Budget	vs. Estimated Actuals Increase (Decrease) $ Difference	vs. Estimated Actuals Increase (Decrease) % Change	
P2 ADA*		1,277	1,397	1,382	1,401	1,453	53	3.76%	a
** First Interim Budget P2 ADA reflects # of funded P2 ADA*									
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 18,263,119	$ 19,905,970	$ 19,778,251	$ 20,043,956	$ 21,119,942	$ 1,075,986	5.37%	b
2. Federal Revenues	8100-8299	1,132,392	1,222,088	1,259,391	1,450,066	647,875	(802,191)	-55.32%	c
3. Other State Revenues	8300-8599	1,827,476	2,239,179	2,226,539	2,131,836	2,788,387	656,551	30.80%	d
4. Other Local Revenues	8600-8799	-	-	12,634	50,303	50,303	-	0.00%	e
5. TOTAL REVENUES		**$ 21,222,987**	**$ 23,367,237**	**$ 23,276,815**	**$ 23,676,161**	**$ 24,606,507**	**$ 930,346**	**3.93%**	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 6,336,199	$ 6,673,543	$ 6,900,269	$ 7,286,757	$ 7,283,468	$ (3,289)	-0.05%	f
2. Non-certificated Salaries	2000-2999	1,025,072	1,027,423	1,056,832	1,123,831	1,265,285	141,454	12.59%	g
3. Employee Benefits	3000-3999	2,441,153	2,672,543	2,720,773	2,931,490	3,040,257	108,767	3.71%	h
4. Books and Supplies	4000-4999	4,141,789	4,584,641	4,556,374	4,612,070	4,749,262	137,191	2.97%	i
5. Services and Other Operating Expenditures	5000-5999	7,237,548	8,356,717	7,990,197	7,669,643	8,215,865	546,222	7.12%	j
6. Capital Outlay	6000-6999	41,226	52,371	52,371	52,371	52,371	-	0.00%	k
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 21,222,987**	**$ 23,367,237**	**$ 23,276,815**	**$ 23,676,161**	**$ 24,606,507**	**$ 930,346**	**3.93%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		-	-	-	0	0	0	700.00%	
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		-	-	-	0	0	0	700.00%	

EXPLANATION OF VARIANCES:

- a 4% increase compared to Fiscal Year 2023-24 Estimated Actuals
- b Due to increase in estimated P2 ADA and increase in LCFF funding rate (1.07% COLA).
- c Primarily due to a decrease in planned Title & ESSER spending
- d Enrollment & rate driven increase in State SpEd funding and an increase in planned LREBG spending
- e School set up interest bearing accounts effective October 2023. No change from FY 2023-24
- f Primarily due to decrease in school's allocation of certificated salaries from California Virtual Academies
- g Primarily due to estimated salary and hourly rate increases for classified personnel
- h Primarily due to increase in employer PERS retirement contribution rates and benefits rate assumptions
- i Primarily due to increase in enrollment driven materials and services
- j Primarily due to a decrease in estimated FY 24-25 K12 Invoice Credits, and an increase in enrollment driven materials and services
- k No change from FY 2023-24

iQ Academy California -

Los Angeles

Fiscal Year 2024-25

Preliminary Budget

Senate Bill 740 Instructional Cost			
Certificated Salaries and Benefits	**Object Code**		**Total**
Certificated Teacher Salaries	1100	$	6,380,276
Cert. Supervisors' and Admin. Salaries	1300	$	886,192
Additional Certificated Personnel Pay	1900	$	17,000
Certificated Employee Benefits	3000-3999	$	2,400,951
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	1,711,761
Certificated Staff Cost		**$**	**11,396,180**
Non-Certificated Support Salaries	2200	$	1,265,285
Non-Certificated Employee Benefits	3000-3999	$	639,306
Approved Textbooks and Core Curricula Materials	4100	$	4,518,777
Materials and Supplies	4300	$	230,485
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	427,940
Travel and Conferences	5200	$	127,096
Inst. Computers/Printers/Leasing	5600	$	1,018,033
Contract - Student Instructional Technology (7%)	5800	$	1,718,934
Other Instructional and Operating Expenditures	5800	$	94,742
ISP Services/Telephone	5900	$	350,300
Instruction & Instruction-Related Costs		**$**	**10,390,899**
Total Instructional Cost		**$**	**21,787,079**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 11,396,180	$ 24,606,507	46.31%
B. Total Instructional Costs	$ 21,787,079	$ 24,606,507	88.54%
C. PTR (Pupil-Teacher Ratio)	**17.88**	**: 1**	

Note:

In order to qualify for a 100% funding recommendation from ACCS, iQ Academy California Los Angeles needs to meet the following criteria:

1) Line A. must equal or exceed 40 percent,
2) Line B. must equal or exceed 80 percent, AND
3) Line C. PTR (Pupil-Teacher Ratio) cannot exceed of 25:1

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2024-25 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 3,192,306	$ (1,468,970)	$ 1,723,337
Technology Fees (7%)	$ 1,718,934	$ -	$ 1,718,934
OLS - Curriculum & Development	$ 3,248,628	$ -	$ 3,248,628
Instruction Materials	$ 1,088,965	$ -	$ 1,088,965
Inst. Computers/Printers/Leasing	$ 981,705	$ -	$ 981,705
Total Net K12, Inc.-Related Expenditures	**$ 10,230,538**	**$ (1,468,970)**	**$ 8,761,569**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 ADOPTED BUDGET

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2024-25

To the entity that approved the charter school:

(___) 2024-25 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: June 18, 2024
Charter School Official
(Original signature required)

Print Name: Nicholas Stecken Title: Head of School

To the County Superintendent of Schools:

(___) 2024-25 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: _____ Title: _____

For additional information on the Adopted Budget, please contact:

For Approving Entity:	For Charter School:
Corrie Duran	Francis "Paco" Burke
Name	Name
Director of Fiscal Services	Chief Business Official
Title	Title
626.854.8321	805.232.4142
Phone	Phone
corrieduran@rowlandschools.org	fburke@caliva.org
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

_____ _____
County Representative Date

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 ADOPTED BUDGET - SUMMARY

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2024-25

Description	Object Code	2023-24 Estimated Actuals (X)	2024-25 Adopted Budget (Z)	Estimated Actuals vs. Adopted Budget Increase (Decrease) $ Difference (Z) vs. (X)	Estimated Actuals vs. Adopted Budget Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	20,043,956	21,119,942	1,075,986	5.37%
2. Federal Revenues	8100-8299	1,450,066	647,875	-802,191	-55.32%
3. Other State Revenues	8300-8599	2,131,836	2,788,387	656,551	30.80%
4. Other Local Revenues	8600-8799	50,303	50,303	0	0.00%
5. TOTAL REVENUES		23,676,161	24,606,507	930,346	3.93%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	7,286,757	7,283,468	-3,289	-0.05%
2. Non-certificated Salaries	2000-2999	1,123,831	1,265,285	141,454	12.59%
3. Employee Benefits	3000-3999	2,931,490	3,040,257	108,767	3.71%
4. Books and Supplies	4000-4999	4,612,070	4,749,262	137,191	2.97%
5. Services and Other Operating Expenditures	5000-5999	7,669,643	8,215,865	546,222	7.12%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	52,371	52,371	0	0.00%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		23,676,161	24,606,507	930,346	3.93%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0	0	0	700.00%
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	700.00%
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	0	0	0	3998999900.00%
b. Adjustments to Beginning Balance	9793, 9795	0	0	0	(100%)
c. Adjusted Beginning Balance		0	0		
2. Ending Fund Balance, June 30 (E + F.1.c.)		0	0		
Components of Ending Fund Balance :					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-	-	-	
Stores (equals object 9320)	9712	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	
All Others	9719	-	-	-	
b. Restricted	9740	-	-	-	
c Committed					
Stabilization Arrangements	9750	-	-	-	
Other Commitments	9760	-	-	-	
d Assigned					
Other Assignments	9780	-	-	-	
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	-	-	-	
Unassigned/Unappropriated Amount	9790	0	0	0	800.00%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Adopted Budget - Detail

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2023-24 Estimated Actuals			2024-25 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	11,908,363	-	11,908,363	12,737,352	-	12,737,352
Education Protection Account State Aid - Current Year	8012	5,068,838	-	5,068,838	5,315,835	-	5,315,835
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:							
PERS Reduction Transfer	8092	-	-	-	-	-	-
Charter Schools Funding in lieu of Property Taxes	8096	3,066,755	-	3,066,755	3,066,755	-	3,066,755
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		20,043,956	-	20,043,956	21,119,942	-	21,119,942
2. Federal Revenues							
No Child Left Behind	8290	-	515,167	515,167	-	451,955	451,955
Special Education - Federal	8181, 8182	-	316,929	316,929	-	119,438	119,438
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	617,970	617,970	-	76,482	76,482
Total, Federal Revenues		-	1,450,066	1,450,066	-	647,875	647,875
3. Other State Revenues							
Special Education - State	StateRevSE	-	1,643,264	1,643,264	-	1,925,834	1,925,834
All Other State Revenues	StateRevAO	379,325	109,248	488,572	753,305	109,248	862,553
Total, Other State Revenues		379,325	1,752,512	2,131,836	753,305	2,035,082	2,788,387
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	50,303	-	50,303	50,303	-	50,303
Total, Local Revenues		50,303	-	50,303	50,303	-	50,303
5. TOTAL REVENUES		20,473,584	3,202,577	23,676,161	21,923,550	2,682,957	24,606,507
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	5,308,403	938,420	6,246,823	5,497,332	882,944	6,380,276
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	879,154	155,780	1,034,934	613,518	272,675	886,192
Other Certificated Salaries	1900	4,324	676	5,000	15,146	1,854	17,000
Total, Certificated Salaries		6,191,881	1,094,876	7,286,757	6,125,996	1,157,472	7,283,468
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	570,732	553,099	1,123,831	642,569	622,716	1,265,285
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		570,732	553,099	1,123,831	642,569	622,716	1,265,285
3. Employee Benefits							
STRS	3101-3102	1,182,649	209,121	1,391,771	1,170,065	221,077	1,391,142
PERS	3201-3202	152,271	147,567	299,838	173,815	168,445	342,260
OASDI / Medicare / Alternative	3301-3302	160,288	42,489	202,776	166,235	44,065	210,300
Health and Welfare Benefits	3401-3402	905,506	23,379	928,885	953,338	30,982	984,320
Unemployment Insurance	3501-3502	27,505	5,457	32,962	28,525	5,660	34,185
Workers' Compensation Insurance	3601-3602	62,798	12,460	75,258	65,128	12,922	78,050
OPEB, Allocated	3701-3702	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-
Total, Employee Benefits		2,491,017	440,473	2,931,490	2,557,106	483,151	3,040,257
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	4,344,479	24,613	4,369,093	4,493,320	25,456	4,518,777
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	242,978	-	242,978	230,485	-	230,485
Noncapitalized Equipment	4400	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		4,587,457	24,613	4,612,070	4,723,805	25,456	4,749,262

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Adopted Budget - Detail

Charter School Name: IQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2023-24 Estimated Actuals			2024-25 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	-	2,060,275	2,060,275	-	2,139,701	2,139,701
Travel and Conferences	5200	23,132	113,407	136,539	21,533	105,564	127,096
Dues and Memberships	5300	18,351	6,248	24,599	18,087	6,158	24,245
Insurance	5400	81,692	-	81,692	93,946	-	93,946
Operations and Housekeeping Services	5500	13,206	-	13,206	14,088	-	14,088
Rentals, Leases, Repairs, and Noncap. Improvements	5600	981,007	-	981,007	1,018,033	-	1,018,033
Transfers of Direct Costs	5700	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	4,015,575	9,411	4,024,986	4,438,053	10,401	4,448,454
Communications	5900	341,929	5,410	347,339	344,844	5,456	350,300
Total, Services and Other Operating Expenditures		5,474,892	2,194,750	7,669,643	5,948,584	2,267,281	8,215,865
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	*6900*	52,371	-	52,371	52,371	-	52,371
Total, Capital Outlay		52,371	-	52,371	52,371	-	52,371
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-
All Other Transfers	7281-7299			-			-
Debt Service:							
Interest	7438			-			-
Principal (for modified accrual basis only)	7439			-			-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		19,368,350	4,307,811	23,676,161	20,050,431	4,556,076	24,606,507
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,105,234	(1,105,234)	0	1,873,119	(1,873,119)	0
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(791,992)	791,992	-	(1,873,119)	1,873,119	-
4. TOTAL OTHER FINANCING SOURCES / USES		(791,992)	791,992	-	(1,873,119)	1,873,119	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		313,242	(313,242)	0	0	-	0
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	(883,603)	883,603	0	0	-	0
b. Adjustments to Beginning Balance	9793, 9795	570,361	(570,361)	(0)	-	-	-
c. Adjusted Beginning Balance		(313,242)	313,242	-	0	-	0
2. Ending Fund Balance, June 30 (E + F.1.c.)		0	-	0	0	-	0
Components of Ending Fund Balance :							
a. Nonspendable							
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-
b Restricted	9740	-	-	-	-	-	-
c. Committed							
Stabilization Arrangements	9750	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-
d. Assigned							
Other Assignments	9780	-	-	-	-	-	-
e Unassigned/Unappropriated							
Reserve for Economic Uncertainities	9789	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	0	-	0	0	-	0

iQ Academy California -

Los Angeles

Fiscal Year 2024-25

Preliminary Budget

Multi-Year Projection Assumptions			
Factor	**FY 2024-25 (Y1)**	**FY 2025-26 (Y2)**	**FY 2026-27 (Y3)**
Estimated Enrollment	1,537	1,552	1,568
Estimated # Unduplicated Pupils	1,161	1,173	1,185
Estimated P2 ADA	1,453	1,468	1,483
Average Daily Attendance Growth Rate [1]	3.8%	1.0%	1.0%
Special Education Student Growth Rate	3.8%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.54%	3.02%	2.64%
Statutory Cost-of-Living Allowance (COLA)	1.07%	2.93%	3.08%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA [2]	1.55%	2.92%	2.91%
Estimated Certificated FTEs	95.3	96.2	97.2
% Increase (Decrease) Certificated FTEs	15.04%	1.00%	1.00%
% Increase Certificated Salaries per FTE [3]	-13.11%	2.38%	2.90%
Salaries (Min Wage Schedule)	3.13%	2.35%	2.87%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Certificated FTEs	18.0	18.0	18.0
% Increase (Decrease) Classified FTEs	0.00%	0.00%	0.00%
% Increase Classified Salaries per FTE [3]	12.59%	1.24%	2.49%
CalPERS Employer Rate (statutory)	27.05%	27.60%	28.00%
Other State Revenues: Lottery	$ 344,089	$ 354,481	$ 363,839
Other State Revenues: Mandated Block Grant	$ 45,661	$ 46,998	$ 48,446
Other State Revenues: A-G Completion	$ 23,341	$ 24,025	$ 24,765
Other State Revenues: Arts Music Instr Materials Block Grant	$ 66,510	$ 68,459	$ 70,567
Other State Revenues: Educator Effectiveness	$ 12,519	$ 12,886	$ 13,283
Other State Revenues: Learning Recovery Emergency Block Grant	$ 370,433	$ 381,287	$ 393,030
Other Federal Revenues: ESSER I, II, III	$ 76,482	$ -	$ -

[1] FY 2024-25 growth rate based on FY 2023-24 P2 ADA

[2] Based on FCMAT Local Control Funding Formula calculator (includes COLA & Grade Span Adjustments).

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Adopted Budget

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	12,737,352	0	12,737,352	13,359,889	13,997,710
Education Protection Account State Aid - Current Year	8012	5,315,835	0	5,315,835	5,526,308	5,753,486
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	0	0	0	0
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions	8020-8039	0	0	0	0	0
County and District Taxes	8040-8079	0	0	0	0	0
Miscellaneous Funds	8080-8089	0	0	0	0	0
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0	0	0	0	0
Charter Schools Funding in lieu of Property Taxes	8096	3,066,755	0	3,066,755	3,066,755	3,066,755
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		21,119,942	0	21,119,942	21,952,952	22,817,951
2. Federal Revenues						
No Child Left Behind	8290	0	451,955	451,955	465,604	477,896
Special Education - Federal	8181, 8182	0	119,438	119,438	120,632	121,838
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	76,482	76,482	0	0
Total, Federal Revenues		0	647,875	647,875	586,236	599,734
3. Other State Revenues						
Special Education - State	StateRevSE	0	1,925,834	1,925,834	1,945,093	1,964,544
All Other State Revenues	StateRevAO	753,305	109,248	862,553	888,135	913,930
Total, Other State Revenues		753,305	2,035,082	2,788,387	2,833,228	2,878,474
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	50,303	0	50,303	0	0
Total, Local Revenues		50,303	0	50,303	0	0
5. TOTAL REVENUES		21,923,550	2,682,957	24,606,507	25,372,416	26,296,159
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	5,497,332	882,944	6,380,276	6,598,863	6,867,894
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	613,518	272,675	886,192	912,955	937,057
Other Certificated Salaries	1900	15,146	1,854	17,000	17,513	17,976
Total, Certificated Salaries		6,125,996	1,157,472	7,283,468	7,529,332	7,822,927
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	642,569	622,716	1,265,285	1,303,496	1,337,909
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		642,569	622,716	1,265,285	1,303,496	1,337,909
3. Employee Benefits						
STRS	3101-3102	1,170,065	221,077	1,391,142	1,438,102	1,494,179
PERS	3201-3202	173,815	168,445	342,260	359,765	374,614
OASDI / Medicare / Alternative	3301-3302	166,235	44,065	210,300	213,311	218,567
Health and Welfare Benefits	3401-3402	953,338	30,982	984,320	958,768	955,758
Unemployment Insurance	3501-3502	28,525	5,660	34,185	34,674	35,529
Workers' Compensation Insurance	3601-3602	65,128	12,922	78,050	79,168	81,118
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		2,557,106	483,151	3,040,257	3,083,788	3,159,765

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2024-25 Adopted Budget

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	4,493,320	25,456	4,518,777	4,651,432	4,793,413
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	230,485	0	230,485	237,446	243,714
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		4,723,805	25,456	4,749,262	4,888,877	5,037,127
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	2,139,701	2,139,701	2,204,320	2,262,514
Travel and Conferences	5200	21,533	105,564	127,096	130,935	134,391
Dues and Memberships	5300	18,087	6,158	24,245	8,667	8,896
Insurance	5400	93,946	0	93,946	96,783	99,338
Operations and Housekeeping Services	5500	14,088	0	14,088	14,514	14,897
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,018,033	0	1,018,033	1,047,894	1,080,005
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	4,438,053	10,401	4,448,454	4,648,978	4,912,606
Communications	5900	344,844	5,456	350,300	360,879	370,407
Total, Services and Other Operating Expenditures		5,948,584	2,267,281	8,215,865	8,512,971	8,883,054
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	52,371	0	52,371	53,952	55,377
Total, Capital Outlay		52,371	0	52,371	53,952	55,377
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		20,050,431	4,556,076	24,606,507	25,372,416	26,296,159
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,873,119	(1,873,119)	0	0	0
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0		
2. Less: Other Uses	7630-7699	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,873,119)	1,873,119	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(1,873,119)	1,873,119	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	0	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Adopted Budget

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	0	0	0	0	0
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		0	0	0	0	0
2. Ending Fund Balance, June 30 (E + F.1.c.)		0	0	0	0	0
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	0	0	0	0	0

iQ Academy California Los Angeles

Fiscal Year 2024-25

Preliminary Budget

Cash Flow Worksheet

		Forecast Cash Flow													
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	3,409,373	3,434,165	3,020,672	2,724,050	3,477,547	3,064,055	2,767,432	3,520,930	3,107,437	2,810,815	3,564,312	3,150,820		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	276,008	276,008	276,008	276,008	276,008	276,008	276,008	276,008	276,008	276,008	306,676	0	3,066,755
Net State Aid	8011	0	1,146,362	1,146,362	1,146,362	1,146,362	1,146,362	1,146,362	1,146,362	1,146,362	1,146,362	1,146,362	1,273,735	0	12,737,352
EPA	8012	1,328,959	0	0	1,328,959	0	0	1,328,959	0	0	1,328,959	0	0	0	5,315,835
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	161,969	0	0	161,969	0	0	161,969	0	0	161,969	0	0	647,875
Other State Revenues	8300-8599	139,419	139,419	418,258	139,419	139,419	418,258	139,419	139,419	418,258	139,419	139,419	418,258	0	2,788,387
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	50,303	0	50,303
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		1,468,378	1,723,758	1,840,628	2,890,748	1,723,758	1,840,628	2,890,748	1,723,758	1,840,628	2,890,748	1,723,758	2,048,972	0	24,606,507
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	693,664	693,664	693,664	693,664	693,664	693,664	693,664	693,664	693,664	693,664	346,832	0	7,283,468
Classified Salaries	2000-2999	105,440	105,440	105,440	105,440	105,440	105,440	105,440	105,440	105,440	105,440	105,440	105,440	0	1,265,285
Employee Benefits	3000-3999	253,355	253,355	253,355	253,355	253,355	253,355	253,355	253,355	253,355	253,355	253,355	253,355	0	3,040,257
Supplies and Services	4000-5999	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	1,080,427	0	12,965,126
Capital Outlays	6000-6599	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	0	52,371
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0		0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		1,443,587	2,137,250	2,137,250	2,137,250	2,137,250	2,137,250	2,137,250	2,137,250	2,137,250	2,137,250	2,137,250	1,790,418	0	24,606,507
D. PRIOR YEAR TRANSACTIONS															0
Accounts Receivable															0
Accounts Payable															
TOTAL PRIOR YEAR TRANSACTIONS		0	0	0	0	0	0	0	0	0	0	0	0	0	0
E. NET INCREASE/DECREASE (B - C + D)		24,792	(413,492)	(296,622)	753,498	(413,492)	(296,622)	753,498	(413,492)	(296,622)	753,498	(413,492)	258,553	0	0
F. ENDING CASH (A + E)		3,434,165	3,020,672	2,724,050	3,477,547	3,064,055	2,767,432	3,520,930	3,107,437	2,810,815	3,564,312	3,150,820	3,409,373		
G. ENDING CASH, PLUS ACCRUALS															3,409,373

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

iQ Academy California-Los Angeles (120600) - FY24-25 Adopted Budget

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
General Assumptions						
COLA & Augmentation	*5.07%*	*13.26%*	*8.22%*	*1.07%*	*2.93%*	*3.08%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Student Assumptions:						
Enrollment Count	*1,413*	*1,289*	*1,429*	*1,537*	*1,552*	*1,568*
Unduplicated Pupil Count (UPC)	*1,056*	*974*	*1,091*	*1,161*	*1,173*	*1,185*
Unduplicated Pupil Percentage (UPP)	*71.62%*	*73.82%*	*75.55%*	*75.82%*	*75.80%*	*75.55%*
Current Year LCFF Average Daily Attendance (ADA)	*1,277.85*	*1,274.14*	*1,400.74*	*1,453.45*	*1,467.98*	*1,482.66*
Funded LCFF ADA	*1,277.85*	*1,274.14*	*1,400.74*	*1,453.45*	*1,467.98*	*1,482.66*
LCFF ADA Funding Method	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
NSS ADA Funding Method(s)						
LCFF Entitlement Summary						
Base Grant	$11,032,693	$12,596,592	$14,987,275	$15,735,495	$16,358,660	$17,031,290
Grade Span Adjustment	439,319	468,972	562,443	621,454	645,678	672,194
Adjusted Base Grant	$11,472,012	$13,065,564	$15,549,718	$16,356,949	$17,004,338	$17,703,484
Supplemental Grant	1,643,250	1,929,000	2,349,562	2,480,368	2,577,858	2,674,996
Concentration Grant	1,239,322	1,598,310	2,077,054	2,213,586	2,298,987	2,364,742
Total Base, Supplemental and Concentration Grant	$14,354,584	$16,592,874	$19,976,334	$21,050,903	$21,881,183	$22,743,222
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	47,258	67,622	69,039	71,769	74,729
Total Allowance and Add-On Amounts	$-	$47,258	$67,622	$69,039	$71,769	$74,729
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$14,354,584**	**$16,640,132**	**$20,043,956**	**$21,119,942**	**$21,952,952**	**$22,817,951**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 14,354,584**	**$ 16,640,132**	**$ 20,043,956**	**$ 21,119,942**	**$ 21,952,952**	**$ 22,817,951**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,233	$ 13,060	$ 14,310	$ 14,531	$ 14,955	$ 15,390
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	14,354,584	16,640,132	20,043,956	21,119,942	21,952,952	22,817,951
LCFF Sources Summary						
Funding Source Summary						
Local Revenue *(net of In-Lieu of Property Taxes)*	$ -	$ -	$ -	$ -	$ -	$ -
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 5,636,188	$ 1,122,638	$ 5,068,838	$ 5,315,835	$ 5,526,308	$ 5,753,486
Net State Aid *(excludes Additional State Aid)*	$ 8,718,396	$ 15,517,494	$ 14,975,118	$ 15,804,107	$ 16,426,644	$ 17,064,465
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 14,354,584**	**$ 16,640,132**	**$ 20,043,956**	**$ 21,119,942**	**$ 21,952,952**	**$ 22,817,951**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 6,130,673	$ 12,519,595	$ 11,908,363	$ 12,737,352	$ 13,359,889	$ 13,997,710
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 5,636,188	$ 1,122,638	$ 5,068,838	$ 5,315,835	$ 5,526,308	$ 5,753,486
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ (58,609)	$ 67,577	$ 12,264	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	2,587,723	2,997,899	3,066,755	3,066,755	3,066,755	3,066,755
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 14,354,584	$ 16,640,132	$ 20,043,956	$ 21,119,942	$ 21,952,952	$ 22,817,951
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 14,354,584	$ 16,640,132	$ 20,043,956	$ 21,119,942	$ 21,952,952	$ 22,817,951
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant *(Excludes add-ons for TIIG & Transportation)*				$ 16,425,988	$ 17,076,107	$ 17,778,213
Supplemental and Concentration Grant funding in the LCAP year				$ 4,693,954	$ 4,876,845	$ 5,039,738
Projected Additional 15% Concentration Grant funding in the LCAP year				$ 510,828	$ 530,536	$ 545,708
Percentage to Increase or Improve Services				28.58%	28.56%	28.35%

TO: IQ ACADEMY CALIFORNIA – LOS ANGELES GOVERNING BOARD

APPROVED

BOARD REPORT # 04

VIA: IQ ACADEMY STAFF
June 18, 2024

SUBJECT: The ratification of disbursements made by IQ Academy California – Los Angeles from February 2024 through April 2024.

PROPOSAL:
It is proposed that the Governing Board of IQ Academy California – Los Angeles ratify the disbursements made by the school from February 2024 through April 2024.

BACKGROUND:
On a monthly basis, IQ Academy California – Los Angeles has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from February 2024 through April 2024.

BUDGET IMPLICATIONS:
The total disbursements for the months of February, March, and April were $1,893,806, $3,276,225, and $3,187,191, respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by IQ Academy California – Los Angeles from February 2024 through April 2024.

RESPECTFULLY SUBMITTED
Nicholas Stecken
Head of School

PREPARED BY:

Nicholas Stecken	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

Nicholas Stecken	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/18/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					
Dr. Julie Mendoza	X				X	
Ben Pace	X					X

IQ Academy at Los Angeles
Board Disbursements A/P Payment History
February 01, 2024 - February 29, 2024

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	738,952.14
Insperity	PEO - Payroll Services and HR Admin Services provider	596,966.88
California Virtual Academy@ Los Angeles	Intercompany Settlement	175,884.00
LACOE Division of School Financial Srvcs	STRS Retirement	168,304.78
Summit View School	Special Education Contracted Services	20,930.80
Rids Brother Company Inc	Transportation Services	15,478.00
California State Board of Equalization	Use Tax TRUE-UP	14,000.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	10,900.00
E-Therapy LLC	Special Education Contracted Services	8,995.97
El Paseo Children's Center, Inc.	Special Education Contracted Services	8,979.59
Law Offices of Young, Minney & Corr, LLP	Legal Services	8,212.50
ECE 4 Autism	Special Education Contracted Services	8,140.30
Anchor Counseling & Education Solutions	Special Education Contracted Services	8,077.50
QuickSchools, Inc.	Scheduler subscription & license	7,400.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	7,161.20
Effectual Educational Consulting Service	Special Education Services	6,231.25
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	6,170.25
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	6,095.00
California Teachers Association	Union Dues	5,247.82
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	4,836.13
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	4,590.52
Augmentative Communications Solutions	Special Education Contracted Services	4,397.50
EMHSports USA, Inc	Special Education Contracted Services	3,910.00
Sunrise School	Special Education Contracted Services	3,725.40
Dynamic Hope Schools	Special Education Contracted Services	3,551.58
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,535.51
EverDriven Technologies LLC	Fuel Surcharge	3,386.06
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	3,325.00
Village Glen School	Special Education Contracted Services	3,176.99
Specialized Education of California, Inc.	Special Education Contracted Services	3,116.96
AACA, Inc	Special Education Contracted Services	3,021.05
Speech Guy, LLC	Special Education Contracted Services	2,908.75
Virtual Technologies Group, Inc	Computer equip. & installation	2,896.31
Grace Speech Therapy Corp.	SLP IEP Attendance	2,665.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	2,651.25
Bridgeport School	Special Education Contracted Services	2,408.72
Specialized Therapy Services Inc	Special Education Contracted Services	1,725.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	1,402.50
The Stepping Stones Group LLC	Special Education Contracted Services	1,380.58
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	1,082.66
Crick Software	Computer equip. & installation	1,047.00
Kadiant, LLC	Special Education Contracted Services	1,009.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	889.83
Amazon Capital Services	Staff Office Supplies	595.11
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	573.75
Children's Therapy Network	Special Education Contracted Services	525.00
SpeechRighter, Inc.	Special Education Contracted Services	523.15
Adapted Child's Play	Special Education Contracted Services	440.00
TinyEYE Technology Corporation	Special Education Contracted Services	392.00
A1 Speech Therapy, Inc.	Special Education Contracted Services	388.75
Anthony Washington	ISP Subsidy	240.00
Monica Garcia	ISP Subsidy	240.00
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	218.75
Oxford Consulting Services	Special Education Contracted Services	200.00
Tiffany Richardson	Recreation Services	175.00
Braille Consultants, Inc.	Special Education Vision Instruction Services	150.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	137.50
Franchise Tax Board	Check Reissue	100.00
Rozena Paton	ISP Subsidy	83.87
Partners in Special Education	Special Education Contracted Services	41.25
Chase Boyle dba Snow Counseling	Special Education Contracted Services	15.00
Grand Total		**1,893,806.41**

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5422 - Arc Speech Pathology					(977.50)
Network DBA Arc Therapy Network(iQ Academy)	Bill	02/24/2024	INV-00695		
	Bill Payment	02/25/2024	5422		977.50
Bill Payment #5365 - Arc Speech Pathology					(1,673.75)
Network DBA Arc Therapy Network(iQ Academy)	Bill	02/09/2024	INV-00679		
	Bill Payment	02/09/2024	5365		1,673.75
					0.00
Bill Payment #5426 - Communicology, Inc., DBA					(2,111.50)
Connect Teletherapy(iQ Academy)	Bill	02/24/2024	INV-01136		
	Bill	02/24/2024	INV-01119		(4,058.75)
	Bill Payment	02/25/2024	5426		6,170.25
					0.00
Bill Payment #5430 - Effectual Educational					(1,682.50)
Consulting Service(IQ Academy)	Bill	02/24/2024	INV-07546		
	Bill	02/24/2024	INV-07550		(1,670.00)
	Bill	02/24/2024	INV-07622		(1,120.00)
	Bill	02/24/2024	INV-07634		(60.00)
	Bill	02/24/2024	INV-07645		(60.00)
	Bill Payment	02/25/2024	5430		4,592.50
Bill Payment #5407 - Effectual Educational					(795.00)
Consulting Service(IQ Academy)	Bill	02/15/2024	INV-07569		
	Bill	02/15/2024	INV-07581		(108.75)
	Bill	02/15/2024	INV-07586		(435.00)
	Bill Payment	02/20/2024	5407		1,338.75
Bill Payment #5376 - Effectual Educational					(210.00)
Consulting Service(IQ Academy)	Bill	02/09/2024	INV-07526		
	Bill	02/09/2024	INV-07536		(60.00)
	Bill	02/09/2024	INV-07537		(30.00)
	Bill Payment	02/09/2024	5376		300.00
					0.00
Bill Payment #5432 - EMHSports USA, Inc(IQ					(1,190.00)
Academy)	Bill	02/24/2024	INV-03471		
	Bill	02/24/2024	INV-03479		(1,360.00)
	Bill Payment	02/25/2024	5432		2,550.00
Bill Payment #5409 - EMHSports USA, Inc(IQ					(1,360.00)
Academy)	Bill	02/15/2024	INV-03444		
	Bill Payment	02/20/2024	5409		1,360.00
					0.00
Bill Payment #5428 - E-Therapy LLC(IQ Academy)	Bill	02/24/2024	INV-07236		(2,642.60)
	Bill	02/24/2024	INV-07237		(1,882.80)
	Bill Payment	02/25/2024	5428		4,525.40
Bill Payment #5406 - E-Therapy LLC(IQ Academy)	Bill	02/15/2024	INV-07224		(451.20)
	Bill Payment	02/20/2024	5406		451.20
Bill Payment #5375 - E-Therapy LLC(IQ Academy)	Bill	02/09/2024	INV-07187		(2,651.00)
	Bill	02/09/2024	INV-07188		(1,088.60)
	Bill	02/09/2024	INV-07209		(141.43)
	Bill	02/09/2024	INV-07218		(138.34)
	Bill Payment	02/09/2024	5375		4,019.37
					0.00
Bill Payment #ACH 02/21/24 - K12 MANAGEMENT			iQ - INV-003-11016 - FY23 -		(8,320.00)
INC	Bill	06/21/2023	Testing Nirvana	iQ - INV-003-11016 - FY23 - Testing Nirvana	
			iQ - INV-003-10937 - May		(2,774.24)
	Bill	06/20/2023	23 - Lease	iQ - INV-003-10937 - May 23 - Lease	
			iQ - INV-003-10765 - Jun 23		(87,501.99)
	Bill	06/19/2023	- OLS	iQ - INV-003-10765 - Jun 23 - OLS	
			iQ - INV-003-10811 - Jun 23		(27,720.00)
	Bill	06/19/2023	- COM	iQ - INV-003-10811 - Jun 23 - COM	
			iQ - INV-003-11095 - Jun		(281,317.51)
	Bill	07/20/2023	2023 - SS&T	iQ - INV-003-11095 - Jun 2023 - SS&T	
			iQ - INV-003-11122 - Jul 23 -		(37,732.50)
	Bill	07/20/2023	COM	iQ - INV-003-11122 - Jul 23 - COM	
			iQ - INV-003-10020 - Apr 23		(99,852.13)
	Bill	04/17/2023	- OLS	iQ - INV-003-10020 - Apr 23 - OLS	
			iQ - INV-003-10072 - Apr 23		(48,345.83)
	Bill	04/17/2023	- COM	iQ - INV-003-10072 - Apr 23 - COM	
			iQ - INV-003-9948 - Mar		(145,387.94)
	Bill	04/17/2023	2023 - SS&T	iQ - INV-003-9948 - Mar 2023 - SS&T	
	Bill Payment	02/20/2024	ACH 02/21/24	Pmts to K12 for Feb 2024	738,952.14
Bill Credit #Audit#7 - K12 MANAGEMENT INC	Bill	10/31/2019	Audit#7	To Correct M&T invoiced and not recorded	(8,227.29)
				Reverse FY19 audit entry : To Correct M&T	8,227.29
	Bill Credit	02/05/2024	Audit#7	invoiced and not recorded	
					0.00

				(363.75)
Bill Payment #5435 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	02/24/2024	INV-05962	
	Bill	02/24/2024	INV-05987	(795.00)
	Bill	02/24/2024	INV-06002	(396.25)
	Bill	02/24/2024	INV-06018	(212.50)
	Bill	02/24/2024	INV-06034	(692.50)
	Bill	02/24/2024	INV-06049	(450.00)
	Bill Payment	02/25/2024	5435	2,910.00
				(891.20)
Bill Payment #5412 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	02/15/2024	INV-05948	
	Bill	02/15/2024	INV-05977	(248.75)
	Bill Payment	02/20/2024	5412	1,139.95
				(756.25)
Bill Payment #5382 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	02/09/2024	INV-05853	
	Bill	02/09/2024	INV-05875	(400.00)
	Bill	02/09/2024	INV-05876	(595.00)
	Bill	02/09/2024	INV-05877	(665.00)
	Bill	02/09/2024	INV-05919	(421.25)
	Bill	02/09/2024	INV-05932	(273.75)
	Bill Payment	02/09/2024	5382	3,111.25
				0.00
Bill Payment #5439 - PresenceLearning, Inc.(iQ Academy)	Bill	02/24/2024	INV-08533	(1,210.63)
	Bill Payment	02/25/2024	5439	1,210.63
Bill Payment #5413 - PresenceLearning, Inc.(iQ Academy)				(384.25)
	Bill	02/15/2024	INV-08491	
	Bill	02/15/2024	INV-08496	(775.00)
	Bill	02/15/2024	INV-08532	(1,140.00)
	Bill	02/15/2024	INV-08534	(966.25)
	Bill	02/15/2024	INV-08535	(360.00)
	Bill Payment	02/20/2024	5413	3,625.50
				0.00
				(996.25)
Bill Payment #5414 - Speech Guy, LLC(iQ Academy)	Bill	02/15/2024	INV-00975	
	Bill Payment	02/20/2024	5414	996.25
				(1,107.50)
Bill Payment #5387 - Speech Guy, LLC(IQ Academy)	Bill	02/09/2024	INV-00953	
	Bill	02/09/2024	INV-00963	(805.00)
	Bill Payment	02/09/2024	5387	1,912.50
				0.00
Bill Payment #5438 - PrentGraf Ltd dba TalkPath Live(iQ Academy)	Bill	02/24/2024	INV-00772	(3,535.51)
	Bill Payment	02/25/2024	5438	3,535.51
				0.00
Bill Payment #5381 - MK Innovations Inc dba The Silly Room(iQ Academy)	Bill	02/09/2024	INV-00580	(6,095.00)
	Bill Payment	02/09/2024	5381	6,095.00
				0.00
Bill Payment #5418 - Virtual Technologies Group, Inc(IQ Academy)	Bill	02/15/2024	206683	(1,444.71)
	Bill Payment	02/20/2024	5418	1,444.71
Bill Payment #5396 - Virtual Technologies Group, Inc(IQ Academy)	Bill	02/09/2024	206181	(1,451.60)
	Bill Payment	02/09/2024	5396	1,451.60
				0.00
Bill Payment #5421 - Anchor Counseling & Education Solutions(IQ Academy)	Bill	02/24/2024	INV-06633	(5,155.00)
	Bill Payment	02/25/2024	5421	5,155.00
Bill Payment #5402 - Anchor Counseling & Education Solutions(IQ Academy)	Bill	02/15/2024	INV-06671	(455.00)
	Bill Payment	02/20/2024	5402	455.00
Bill Payment #5364 - Anchor Counseling & Education Solutions(IQ Academy)	Bill	02/09/2024	INV-06606	(1,850.00)
	Bill	02/09/2024	INV-06607	(200.00)
	Bill	02/09/2024	INV-06618	(225.00)
	Bill	02/09/2024	INV-06640	(192.50)
	Bill Payment	02/09/2024	5364	2,467.50
				0.00
Bill Payment #5380 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)	Bill	02/09/2024	8612	(8,212.50)
	Bill Payment	02/09/2024	5380	8,212.50
				0.00
Bill Payment #5443 - TheraStaffers(iQ Academy)	Bill	02/24/2024	INV-00418	(2,190.00)

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Bill Payment #5443 - TheraStaffers(iQ Academy)	Bill Payment	02/25/2024	5443		2,190.00
Bill Payment #5393 - TheraStaffers(iQ Academy)	Bill	02/09/2024	INV-00404		(360.00)
	Bill	02/09/2024	INV-00417		(775.00)
	Bill Payment	02/09/2024	5393		1,135.00
					0.00
Bill Payment #5390 - Sunrise School(iQ Academy)	Bill	02/09/2024	IQA1223SR		(3,725.40)
	Bill Payment	02/09/2024	5390		3,725.40
					0.00
Bill Payment #5395 - Village Glen School(iQ Academy)					(3,176.99)
	Bill	02/09/2024	IQA1223VG		
	Bill Payment	02/09/2024	5395		3,176.99
					0.00
Bill Payment #ACH 02/16/24 - California State Board of Equalization(IQ Academy)					(13,004.00)
	Bill	01/18/2024		Use Tax for Jan2024	
	Bill	02/20/2024		Use Tax TRUEUP for Jan 2024	(996.00)
	Bill Payment	02/20/2024	ACH 02/16/24		14,000.00
Bill Credit #16774497 - California State Board of Equalization(IQ Academy)					(15,268.00)
	Bill	02/22/2024		Use Tax for Feb 2024	
	Bill Credit	02/28/2024		** missing mat CM-see revision** Use Tax for Feb 2024	15,268.00
					0.00
Bill Payment #5437 - Partners in Special Education(IQ Academy)					(41.25)
	Bill	02/24/2024	INV-01022		
	Bill Payment	02/25/2024	5437		41.25
					0.00
Bill Payment #iQ-ACH 02/26 STRS - LACOE Division of School Financial Srvcs(IQ Academy)					(168,304.78)
	Bill	02/28/2024	IQ - Feb 2024 STRS	IQ - Feb 2024 STRS	
	Bill Payment	02/28/2024	iQ-ACH 02/26 STRS	IQ - Feb 2024 STRS	168,304.78
					0.00
Bill Payment #ACHs for Feb 2024 - Insperity(iQ Academy)					(596,966.88)
	Bill	02/27/2024		IQ Payroll for Feb 2024	
	Bill Payment	02/27/2024	ACHs for Feb 2024		596,966.88
					0.00
Bill Payment #5420 - Amazon Capital Services(iQ Academy)					(36.02)
	Bill	02/24/2024	16RP-7WWQ-6F49		
	Bill	02/24/2024	1PPM-DWJX-FP7H		(6.99)
	Bill	02/24/2024	1Y66-3LXX-GD43		(128.97)
	Bill Payment	02/25/2024	5420		171.98
Bill Payment #5363 - Amazon Capital Services(iQ Academy)					(10.94)
	Bill	02/09/2024	1LRT-TYRV-1DNM		
	Bill	02/09/2024	1PF4-YHYF-CHDH		(13.93)
	Bill	02/09/2024	1PGM-LMTP-GM9C		(81.87)
	Bill	02/09/2024	1XWX-DVCT-CXRQ		(316.39)
	Bill Payment	02/09/2024	5363		423.13
					0.00
Bill Payment #5434 - Grace Speech Therapy Corp.(iQ Academy)					(700.00)
	Bill	02/24/2024	INV-00567		
	Bill	02/24/2024	INV-00568		(30.00)
	Bill	02/24/2024	INV-00576		(60.00)
	Bill Payment	02/25/2024	5434		790.00
Bill Payment #5410 - Grace Speech Therapy Corp.(iQ Academy)					(120.00)
	Bill	02/15/2024	INV-00531		
	Bill	02/15/2024	INV-00532		(60.00)
	Bill Payment	02/20/2024	5410		180.00
Bill Payment #5377 - Grace Speech Therapy Corp.(iQ Academy)					(30.00)
	Bill	02/09/2024	INV-00496		
	Bill	02/09/2024	INV-00513		(435.00)
	Bill	02/09/2024	INV-00516		(180.00)
	Bill	02/09/2024	INV-00525		(120.00)
	Bill	02/09/2024	INV-00546		(930.00)
	Bill Payment	02/09/2024	5377		1,695.00
					0.00
Bill Payment #5416 - The Miri Center. A Professional Psychological Corporation(iQ Academy)					(125.00)
	Bill	02/15/2024	INV-00408		
	Bill Payment	02/20/2024	5416		125.00
Bill Payment #5391 - The Miri Center. A Professional Psychological Corporation(iQ Academy)					(93.75)
	Bill	02/09/2024	INV-00396		
	Bill Payment	02/09/2024	5391		93.75
					0.00
Bill Payment #5401 - Adapted Child's Play(iQ Academy)					(440.00)
	Bill	02/15/2024	INV-00378		
	Bill Payment	02/20/2024	5401		440.00
					0.00

Bill Payment #5369 - Bridge The Gap Sped, LLC(iQ Academy)					(137.50)
	Bill	02/09/2024	INV-00152		
	Bill Payment	02/09/2024	5369		137.50
					0.00
Bill Payment #5373 - Christopher Chaidez dba Upward Bound School Inc.(iQ Academy)					(1,082.66)
	Bill	02/09/2024	INV-00330		
	Bill Payment	02/09/2024	5373		1,082.66
					0.00
Bill Payment #5419 - California Virtual Academy@ Los Angeles(IQ Academy)					(175,884.00)
	Bill	02/20/2024		IQ - Interco pmt to CAVALA - Feb 2024	
	Bill Payment	02/20/2024	5419	IQ - Interco pmt to CAVALA - Feb 2024	175,884.00
					0.00
Bill Payment #5368 - Braille Abilities, LLC(iQ Academy)					(1,402.50)
	Bill	02/09/2024	INV-00162		
	Bill Payment	02/09/2024	5368		1,402.50
					0.00
Bill Payment #5423 - Augmentative Communications Solutions(iQ Academy)					(155.00)
	Bill	02/24/2024	INV-00407		
	Bill	02/24/2024	INV-00429		(232.50)
	Bill Payment	02/25/2024	5423		387.50
Bill Payment #5366 - Augmentative Communications Solutions(iQ Academy)					(4,010.00)
	Bill	02/09/2024	INV-00417		
	Bill Payment	02/09/2024	5366		4,010.00
					0.00
Bill Payment #5399 - Braille Consultants, Inc.(IQ Academy)					(75.00)
	Journal	02/13/2024	JE-207-1855	52DPfeb24IQ - Reverse Cks 2521 & 2581 (CA Reissues fr FTB & Braille Consultants)	
					(75.00)
Bill Payment #5400 - Franchise Tax Board(IQ Academy)					(50.00)
	Journal	02/13/2024	JE-207-1855	52DPfeb24IQ - Reverse Cks 2521 & 2581 (CA Reissues fr FTB & Braille Consultants)	
					(50.00)
Bill Payment #5442 - The Stepping Stones Group LLC(iQ Academy)					(516.00)
	Bill	02/24/2024	INV-00261		
	Bill	02/24/2024	INV-00270		(166.50)
	Bill Payment	02/25/2024	5442		682.50
Bill Payment #5417 - The Stepping Stones Group LLC(iQ Academy)					(96.00)
	Bill	02/15/2024	INV-00248		
	Bill Payment	02/20/2024	5417		96.00
Bill Payment #5392 - The Stepping Stones Group LLC(iQ Academy)					(132.50)
	Bill	02/09/2024	INV-00220		
	Bill	02/09/2024	INV-00225		(83.08)
	Bill	02/09/2024	INV-00234		(386.50)
	Bill Payment	02/09/2024	5392		602.08
					0.00
Bill Payment #5371 - California Teachers Association(IQ Academy)					(5,247.82)
	Bill	02/09/2024	Union Dues - 012024		
	Bill Payment	02/09/2024	5371		5,247.82
					0.00
Bill Payment #5431 - El Paseo Children's Center, Inc.(iQ Academy)					(8,968.20)
	Bill	02/24/2024	INV-00911		
	Bill Payment	02/25/2024	5431		8,968.20
Bill Payment #5408 - El Paseo Children's Center, Inc.(iQ Academy)					(11.39)
	Bill	02/15/2024	INV-00921		
	Bill Payment	02/20/2024	5408		11.39
					0.00
					(472.00)
Bill Payment #5403 - Axis Teletherapy(iQ Academy)	Bill	02/15/2024	INV-00305		
	Bill	02/15/2024	INV-00243		(357.50)
	Bill Payment	02/20/2024	5403		829.50
					(60.33)
Bill Payment #5367 - Axis Teletherapy(iQ Academy)	Bill	02/09/2024	INV-00309		
	Bill Payment	02/09/2024	5367		60.33
					0.00
Bill Payment #5389 - Summit View School(iQ Academy)					(3,210.56)
	Bill	02/09/2024	CVA1223SVW		
	Bill	02/09/2024	IQA1123SVW		(9,989.44)
	Bill	02/09/2024	IQA1223SVW		(7,730.80)
	Bill Payment	02/09/2024	5389		20,930.80
Bill Credit #CVA0923SVW (Duplicate) - Summit View School(iQ Academy)					(5,301.24)
	Bill	01/18/2024	CVA0923SVW (Duplicate)	Manual Invoice (duplicate Inv #) CVA0923SVW	
	Bill Credit	02/13/2024	CVA0923SVW (Duplicate)	**Dup Inv-Reverse!** Manual Invoice (duplicate Inv #) CVA0923SVW	5,301.24
					0.00
Bill Payment #5424 - Chase Boyle dba Snow Counseling(iQ Academy)					(15.00)
	Bill	02/24/2024	INV-00187		
	Bill Payment	02/25/2024	5424		15.00
					0.00

Bill Payment #5404 - Children's Therapy Network(IQ Academy)					(481.25)
	Bill	02/15/2024	INV-01117		
	Bill Payment	02/20/2024	5404		481.25
Bill Payment #5372 - Children's Therapy Network(IQ Academy)					(43.75)
	Bill	02/09/2024	INV-01115		
	Bill Payment	02/09/2024	5372		43.75
					0.00
Bill Payment #5425 - Christy Bock dba Cornerstone Educational Solutions(iQ Academy)					(5,640.00)
	Bill	02/24/2024	INV-00367		
	Bill	02/24/2024	INV-00353		(5,260.00)
	Bill Payment	02/25/2024	5425		10,900.00
					0.00
Bill Payment #5433 - EverDriven Technologies LLC(iQ Academy)					(3,386.06)
	Bill	02/24/2024	48582		
	Bill Payment	02/25/2024	5433		3,386.06
					0.00
Bill Payment #5379 - Kadiant, LLC(iQ Academy)	Bill	02/09/2024	INV-00078		(1,009.00)
	Bill Payment	02/09/2024	5379		1,009.00
					0.00
Bill Payment #5361 - A1 Speech Therapy, Inc.(iQ Academy)					(388.75)
	Bill	02/09/2024	INV-00260		
	Bill Payment	02/09/2024	5361		388.75
					0.00
Bill Payment #5429 - ECE 4 Autism(iQ Academy)	Bill	02/24/2024	02203333		(8,140.30)
	Bill Payment	02/25/2024	5429		8,140.30
					0.00
Bill Payment #5436 - Oxford Consulting Services(IQ Academy)					(100.00)
	Bill	02/24/2024	INV-01576		
	Bill Payment	02/25/2024	5436		100.00
Bill Payment #5383 - Oxford Consulting Services(IQ Academy)					(100.00)
	Bill	02/09/2024	INV-01562		
	Bill Payment	02/09/2024	5383		100.00
					0.00
Bill Payment #5440 - Rids Brother Company Inc(iQ Academy)					(15,478.00)
	Bill	02/24/2024	1401		
	Bill Payment	02/25/2024	5440		15,478.00
					0.00
Bill Payment #5441 - Specialized Education of California, Inc.(iQ Academy)					(3,116.96)
	Bill	02/24/2024	INV183903		
	Bill Payment	02/25/2024	5441		3,116.96
					0.00
Bill Payment #5397 - Braille Consultants, Inc.(iQ Academy)	Journal	02/14/2024	JE-207-1858	**Memo is wrong** CA check Reissue - Ck 2521 (FTB)	(75.00)
					(75.00)
Bill Payment #5398 - Franchise Tax Board(IQ Academy)	Journal	02/14/2024	JE-207-1857	**Memo is wrong** CA check Reissue - Ck 2521 (FTB)	(50.00)
					(50.00)
Bill Payment #5370 - Bridgeport School(iQ Academy)					(2,408.72)
	Bill	02/09/2024	IQA1223BP		
	Bill Payment	02/09/2024	5370		2,408.72
					0.00
Bill Payment #5362 - AACA, Inc(iQ Academy)	Bill	02/09/2024	25287		(3,021.05)
	Bill Payment	02/09/2024	5362		3,021.05
					0.00
Bill Payment #5405 - Crick Software(iQ Academy)	Bill	02/15/2024	28203		(349.00)
	Bill	02/15/2024	28204		(349.00)
	Bill Payment	02/20/2024	5405		698.00
Bill Payment #5374 - Crick Software(iQ Academy)	Bill	02/09/2024	28172		(349.00)
	Bill Payment	02/09/2024	5374		349.00
					0.00
Bill Payment #5411 - Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)					(1,405.85)
	Bill	02/15/2024	0000044365		
	Bill Payment	02/20/2024	5411		1,405.85
Bill Payment #5378 - Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)					(824.28)
	Bill	02/09/2024	0000045125		
	Bill	02/09/2024	44845B		(2,360.39)
	Bill Payment	02/09/2024	5378		3,184.67
					0.00
Bill Payment #5384 - Point Quest Pediatric Therapies, LLC(iQ Academy)					(202.50)
	Bill	02/09/2024	INV-00144		
	Bill	02/09/2024	INV-00154		(371.25)
	Bill Payment	02/09/2024	5384		573.75
					0.00
Bill Payment #5385 - QuickSchools, Inc.(iQ Academy)					(7,400.00)
	Bill	02/09/2024	INV-011824		
	Bill Payment	02/09/2024	5385		7,400.00

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

					0.00
Bill Payment #5386 - Specialized Therapy Services Inc(IQ Academy)	Bill	02/09/2024	INV-01146		(1,660.00)
	Bill	02/09/2024	INV-01155		(65.00)
	Bill Payment	02/09/2024	5386		1,725.00
					0.00
Bill Payment #5415 - SpeechRighter, Inc.(iQ Academy)	Bill	02/15/2024	INV-00256		(185.64)
	Bill Payment	02/20/2024	5415		185.64
Bill Payment #5388 - SpeechRighter, Inc.(iQ Academy)	Bill	02/09/2024	INV-00241		(253.13)
	Bill	02/09/2024	INV-00249		(84.38)
	Bill Payment	02/09/2024	5388		337.51
					0.00
Bill Payment #5394 - Tiffany Richardson(iQ Academy)	Bill	02/09/2024	INV-00002		(125.00)
	Bill	02/09/2024	INV-00003		(50.00)
	Bill Payment	02/09/2024	5394		175.00
					0.00
Bill Payment #84 - Monica Garcia(iQ Academy)	Bill	02/09/2024	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	02/09/2024	84		240.00
					0.00
Bill Payment #85 - Rozena Paton(iQ Academy)	Bill	02/09/2024	ISP - Spring 2023 Reissue		(83.87)
	Bill Payment	02/09/2024	85		83.87
					0.00
Bill Payment #5399 - Braille Consultants, Inc.(IQ Academy)	Bill Payment	02/14/2024	5399	CA check Reissue - Ck 2521 (FTB)	75.00
Bill Payment #5397 - Braille Consultants, Inc.(IQ Academy)	Bill Payment	02/14/2024	5397	CA check Reissue - Ck 2521 (FTB)	75.00
					150.00
Bill Payment #5400 - Franchise Tax Board(IQ Academy)	Bill Payment	02/14/2024	5400	CA check Reissue - Ck 2521 (FTB)	50.00
Bill Payment #5398 - Franchise Tax Board(IQ Academy)	Bill Payment	02/14/2024	5398	CA check Reissue - Ck 2521 (FTB)	50.00
					100.00
Bill Payment #86 - Anthony Washington(iQ Academy)	Bill	02/15/2024	ISP - Spring 2023		(240.00)
	Bill Payment	02/20/2024	86		240.00
					0.00
Bill Payment #5427 - Dynamic Hope Schools(iQ Academy)	Bill	02/24/2024	1032		(3,551.58)
	Bill Payment	02/25/2024	5427		3,551.58
					0.00
Bill Payment #5444 - TinyEYE Technology Corporation(iQ Academy)	Bill	02/24/2024	INV-00512		(392.00)
	Bill Payment	02/25/2024	5444		392.00
					0.00
					0.00
				Total	1,893,806.41

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Document Tracking Services	2,440.51
Barrington Staffing Services	2,153.87
ULINE	2,023.41
AppleOne Employment Services	687.69
FusionPlus Inc	518.85
Effectual Educational Consulting Service	331.59
UPS	297.69
Pitney Bowes Bank Inc Purchase Power	242.61
The Back Room Inc	237.98
Supreme Facility Services, Inc.	227.60
Amazon	224.29
DataBasics, Inc.	223.84
Southern California Edison	197.54
De Lage Landen Financial Services Inc.	187.80
AT&T Mobility	165.57
Comm-Core	137.89
Apple Inc.	134.73
Staples	129.14
Quill Corporation	128.14
Bill.com	110.38
City of Simi Valley	87.47
Certified Languages International	82.50
Verizon Wireless	59.32
Carmen Gomez Ruiz	41.51
Integration Inc.	36.75
Vortex Industries LLC	36.72
EZ Cater - Jersey Mike's	33.87
Waste Management	29.08
ADT Commercial	27.27
Wayfair	25.96
Sparkletts	19.49
School Services of California, Inc.	17.30
Western Exterminator Company	17.27
Paper Recycling & Shredding	14.94
Smart & Final	14.23
WPS	11.34
Pitney Bowes Global Financial Services	11.28
Successories	10.06
Doctors Wellness Company LLC dba WellnessMart MD	9.75
Krispy Kreme Doughnuts	7.48
The Home Depot	7.42
Grand Total	**11,402.12**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Carmen Gomez Ruiz		53400 Rent and Utilities : Repairs and				600.00	41.51
	Operations and Housekeeping Services	Maintenance	101 General	LLC 2099	January		
	Operations and Housekeeping Services Total					600.00	41.51
Carmen Gomez Ruiz Total						600.00	41.51
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				108.00	7.47
	Office Expense	Supplies - COS	101 General	LLC 565023	January (1/18)		
				LLC 566087	February (2/01)	108.00	7.47
	Office Expense Total					216.00	14.94
Paper Recycling & Shredding Total						216.00	14.94
UPS		54302 Postage & Delivery Expense :				1,203.04	83.23
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E044	January (1/27)		
				LLC 000073Y68E054	February (2/03)	1,036.47	71.70
				LLC 000073Y68E064	February (2/10)	953.04	65.93
			280 SPED	LLC 0000V9159W044	January (1/27)	420.81	30.31
				LLC 0000V9159W054	February (2/03)	325.64	23.46
				LLC 0000V9159W064	February (2/10)	320.09	23.06
	Shipping Total					4,259.09	297.69
UPS Total						4,259.09	297.69
Waste Management		53400 Rent and Utilities : Repairs and				167.38	11.58
	Operations and Housekeeping Services	Maintenance	101 General	LLC 6841422-0283-8	February		
				LLC 6841440-0283-0	February	253.00	17.50
	Operations and Housekeeping Services Total					420.38	29.08
Waste Management Total						420.38	29.08
Barrington Staffing Services						3,900.22	269.82
		51806 Professional Svcs & Outside					
	Outside Service	Labor : Outside Labor/Temporary Help	101 General	LLC 43335	January (1/21)		
				LLC 43353	January (1/28)	5,007.61	346.43
				LLC 43370	February (2/04)	5,222.10	361.27
				LLC 43389	February (2/11)	5,078.18	351.31
				LLC 43407	February (2/18)	5,463.60	377.97
			280 SPED	LLC 43335	January (1/21)	975.68	70.28
				LLC 43353	January (1/28)	732.67	52.78
				LLC 43370	February (2/04)	1,219.60	87.85
				LLC 43407	February (2/18)	2,058.08	148.25
			280 SPED	LLC 43389	February (2/11)	1,220.51	87.92
	Outside Service Total					30,878.25	2,153.87
Barrington Staffing Services Total						30,878.25	2,153.87
FusionPlus Inc		51801 Professional Svcs & Outside				7,500.00	518.85
	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-1007	February		
	Outside Service-General Total					7,500.00	518.85
FusionPlus Inc Total						7,500.00	518.85
Sparkletts		52802 Office Supplies Expense : Office				281.78	19.49
	Office Expense	Supplies - COS	101 General	LLC 15182654 021824	January		
	Office Expense Total					281.78	19.49
Sparkletts Total						281.78	19.49
		51801 Professional Svcs & Outside	320 Supp- ELD			5,738.49	2,440.51
Document Tracking Services	Outside Service-General	Labor : Other Professional Services	Services	LLC T-930650069	January		
	Outside Service-General Total					5,738.49	2,440.51
Document Tracking Services Total						5,738.49	2,440.51
Verizon Wireless		56504 Program Fees & Other				857.41	59.32
	Telephone - Adminstration	Instructional : Admin - Telephone	101 General	LLC 9955789567	January		
	Telephone - Adminstration Total					857.41	59.32
Verizon Wireless Total						857.41	59.32
		51801 Professional Svcs & Outside	320 Supp- ELD			2,192.25	82.50
Certified Languages International	Outside Service-General	Labor : Other Professional Services	Services	LLC 74586013124	January (1/31)		
	Outside Service-General Total					2,192.25	82.50
Certified Languages International Total						2,192.25	82.50
		53801 Phone & Internet Expense :				1,993.19	137.89
Comm-Core	Communications	Telephone	101 General	LLC 1083916	February		
	Communications Total					1,993.19	137.89
Comm-Core Total						1,993.19	137.89
		53400 Rent and Utilities : Repairs and				3,290.00	227.60
Supreme Facility Services, Inc.	Operations and Housekeeping Services	Maintenance	101 General	LLC 3775	February		
	Operations and Housekeeping Services Total					3,290.00	227.60
Supreme Facility Services, Inc. Total						3,290.00	227.60
		52802 Office Supplies Expense : Office				181.49	12.56
Amazon	Office Expense	Supplies - COS	101 General	111-3037297-1405032	February		
						428.56	29.65
				111-5251132-1533010	February		
						450.37	31.16
				111-2171042-5121012	February		
						67.91	4.70
				111-0945489-7149033	February		
						129.15	8.93
				111-5828126-5198623	February		
						24.63	1.70
				111-5490044-1396216	February		
						428.56	29.65
				111-4914206-8549816	February		
						27.04	1.87
				111-9281880-6848243	February		
						36.39	2.52
				111-1354701-7731434	February		
						14.98	1.04
				111-1224835-5461805	February		
						17.68	1.22
				111-9421595-2074643	February		
						85.78	5.93
				111-2208569-2330652	February		
						23.12	1.60
				111-4848837-2001005	February		
						141.46	9.79
				111-7218437-7581002	February		
						193.92	13.42
				111-2293518-1419409	February		
						10.61	0.73
				111-1092848-5212267	February		
						21.00	1.45
				111-3472083-3279431	February		
						84.77	5.86
				111-6894437-4227425	February		
						428.56	29.65
				111-2732904-6542668	February		

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
		52802 Office Supplies Expense : Office				209.30	14.48
Amazon	Office Expense	Supplies - COS	101 General	111-8562540-6853042	February		
						95.33	6.59
				111-1687020-6327454	February		
						141.46	9.79
				111-7097070-2347418	February		
	Office Expense Total					3,242.07	224.29
Amazon Total						3,242.07	224.29
		52802 Office Supplies Expense : Office				627.84	43.43
Quill Corporation	Office Expense	Supplies - COS	101 General	LLC 36542478	January (1/08)		
				LLC 37035343	February (2/03)	722.74	50.00
				LLC 37137843	February (2/08)	110.72	7.66
				LLC 37139184	February (2/08)	390.99	27.05
	Office Expense Total					1,852.29	128.14
Quill Corporation Total						1,852.29	128.14
		53801 Phone & Internet Expense :		LLC 80557846671578		645.00	44.62
AT&T Mobility	Communications	Telephone	101 General	012824	February		
				LLC 2382537800	February	1,748.36	120.95
	Communications Total					2,393.36	165.57
AT&T Mobility Total						2,393.36	165.57
		51801 Professional Svcs & Outside				3,440.00	237.98
The Back Room Inc	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-2561	January (1/31)		
	Outside Service-General Total					3,440.00	237.98
The Back Room Inc Total						3,440.00	237.98
						2,149.07	148.67
		51806 Professional Svcs & Outside					
AppleOne Employment Services	Outside Service	Labor : Outside Labor/Temporary Help	101 General	LLC 01-6801021	January (1/20)		
				LLC 01-6807387	January (1/27)	2,132.30	147.51
				LLC 01-6811622	February (2/03)	2,147.40	148.56
				LLC 01-6816786	February (2/10)	826.97	57.21
				LLC 01-6816787	February (2/10)	2,684.87	185.74
	Outside Service Total					9,940.61	687.69
AppleOne Employment Services Total						9,940.61	687.69
Doctors Wellness Company LLC dba WellnessMart MD		51801 Professional Svcs & Outside				141.00	9.75
	Outside Service-General	Labor : Other Professional Services	101 General	LLC CVA20240131	January		
	Outside Service-General Total					141.00	9.75
Doctors Wellness Company LLC dba WellnessMart MD Total						141.00	9.75
		53400 Rent and Utilities : Repairs and				249.60	17.27
Western Exterminator Company	Operations and Housekeeping Services	Maintenance	101 General	LLC 56398525	January (1/27)		
	Operations and Housekeeping Services Total					249.60	17.27
Western Exterminator Company Total						249.60	17.27
		55801 Dues, Memberships &				1,381.00	110.38
Bill.com	Dues and Memberships	Research Svcs : Memberships	101 General	24026086226	February		
	Dues and Memberships Total					1,381.00	110.38
Bill.com Total						1,381.00	110.38
		53400 Rent and Utilities : Repairs and				394.23	27.27
ADT Commercial	Operations and Housekeeping Services	Maintenance	101 General	LLC 153840016	March		
	Operations and Housekeeping Services Total					394.23	27.27
ADT Commercial Total						394.23	27.27
		53302 Rent and Utilities : Utilities,		LLC 700203189681		2,855.43	197.54
Southern California Edison	Utilities	CAM, and Real Estate	101 General	020924	January		
	Utilities Total					2,855.43	197.54
Southern California Edison Total						2,855.43	197.54
		51817 Professional Svcs & Outside				5,460.00	331.59
		Labor : Special Education Professional					
Effectual Educational Consulting Service	Subagreements for Services	Services	280 SPED	LLC 11921	December		
	Subagreements for Services Total					5,460.00	331.59
Effectual Educational Consulting Service Total						5,460.00	331.59
		51801 Professional Svcs & Outside				250.00	17.30
School Services of California, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0140699-IN	February		
	Outside Service-General Total					250.00	17.30
School Services of California, Inc. Total						250.00	17.30
		52802 Office Supplies Expense : Office				387.98	26.84
ULINE	Office Expense	Supplies - COS	101 General	LLC 173509305	January (1/23)		
				LLC 173971493	February (2/02)	8,466.74	585.73
				LLC 173971494	February (2/02)	10,279.91	711.17
				LLC 174456816	February (2/15)	507.94	35.14
				LLC 174524807	February (2/16)	9,605.80	664.53
	Office Expense Total					29,248.37	2,023.41
ULINE Total						29,248.37	2,023.41
		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-		3,506.97	242.61
Pitney Bowes Bank Inc Purchase Power	Postage	Postage	101 General	2145 021624	January		
	Postage Total					3,506.97	242.61
Pitney Bowes Bank Inc Purchase Power Total						3,506.97	242.61
		52802 Office Supplies Expense : Office				205.76	14.23
Smart & Final	Office Expense	Supplies - COS	101 General	2082024	February		
	Office Expense Total					205.76	14.23
Smart & Final Total						205.76	14.23
		55304 Facilities & Equipment Rental				2,714.71	187.80
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Expense : Equipment Rental	101 General	LLC 81967016	February		
	Equipment Rental Expense Total					2,714.71	187.80
De Lage Landen Financial Services Inc. Total						2,714.71	187.80
		52802 Office Supplies Expense : Office				1,538.71	106.45
Staples	Office Expense	Supplies - COS	101 General	LLC 3559133897	February (2/07)		
				LLC 3559133898	February (2/07)	43.01	2.98
				LLC 3559383190	February (2/10)	284.96	19.71
	Office Expense Total					1,866.68	129.14
Staples Total						1,866.68	129.14
		52802 Office Supplies Expense : Office				108.06	7.48
Krispy Kreme Doughnuts	Office Expense	Supplies - COS	101 General	24599098328694700	February		
	Office Expense Total					108.06	7.48
Krispy Kreme Doughnuts Total						108.06	7.48
		54811 Computer & Maintenance				3,193.15	127.73
Apple Inc.	Computer Expense	Expense : Repairs & Maintenance	280 SPED	LLC MA56310014	January (1/08)		
				LLC MA56587091	January (1/04)	175.00	7.00
	Computer Expense Total					3,368.15	134.73
Apple Inc. Total						3,368.15	134.73
		51801 Professional Svcs & Outside				530.75	36.72
Vortex Industries LLC	Outside Service-General	Labor : Other Professional Services	101 General	LLC 01-1730715	January (1/29)		
	Outside Service-General Total					530.75	36.72
Vortex Industries LLC Total						530.75	36.72

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
		53302 Rent and Utilities : Utilities, CAM, and Real Estate		LLC 109162-51067613		1,264.41	87.47
City of Simi Valley	Utilities		101 General	70737542	February (2/07)		
	Utilities Total					1,264.41	87.47
City of Simi Valley Total						1,264.41	87.47
		51801 Professional Svcs & Outside Labor : Other Professional Services				3,235.55	223.84
DataBasics, Inc.	Outside Service-General		101 General	LLC 0812612	January		
	Outside Service-General Total					3,235.55	223.84
DataBasics, Inc. Total						3,235.55	223.84
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum				283.14	11.34
WPS	Non K12 Curriculum		280 SPED	LLC Q28730	January (1/19)		
	Non K12 Curriculum Total					283.14	11.34
WPS Total						283.14	11.34
		54301 Postage & Delivery Expense : Postage				163.20	11.29
Integration Inc.	Postage		101 General	LLC 2402114	February (2/19)		
	Postage Total					163.20	11.29
		52801 Office Supplies Expense : Business Expense/Printing & Reproduction				368.00	25.46
	Printing Expense		101 General	LLC 2402114	February (2/19)		
	Printing Expense Total					368.00	25.46
Integration Inc. Total						531.20	36.75
		52802 Office Supplies Expense : Office Supplies - COS				162.99	11.28
Pitney Bowes Global Financial Services	Office Expense		101 General	LLC 1024800400	February (2/12)		
	Office Expense Total					162.99	11.28
Pitney Bowes Global Financial Services Total						162.99	11.28
		52802 Office Supplies Expense : Office Supplies - COS				375.32	25.96
Wayfair	Office Expense		101 General	4217901786	February		
	Office Expense Total					375.32	25.96
Wayfair Total						375.32	25.96
		52802 Office Supplies Expense : Office Supplies - COS				145.38	10.06
Successories	Office Expense		101 General	5431869	February		
	Office Expense Total					145.38	10.06
Successories Total						145.38	10.06
		52802 Office Supplies Expense : Office Supplies - COS				489.56	33.87
EZ Cater - Jersey Mike's	Office Expense		101 General	C3U-ZW0	February		
	Office Expense Total					489.56	33.87
EZ Cater - Jersey Mike's Total						489.56	33.87
		52802 Office Supplies Expense : Office Supplies - COS				107.21	7.42
The Home Depot	Office Expense		101 General	2222024	February		
	Office Expense Total					107.21	7.42
The Home Depot Total						107.21	7.42
Grand Total						137,970.64	11,402.12

IQ Academy at Los Angeles
Board Disbursements A/P Payment History
March 01, 2024 - March 31, 2024

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,998,883.65
Insperity	PEO - Payroll Services and HR Admin Services provider	622,260.21
California Virtual Academy@ Los Angeles	Intercompany Settlement	195,562.00
LACOE Division of School Financial Srvcs	STRS Retirement	176,993.25
Anchor Counseling & Education Solutions	Special Education Contracted Services	28,000.41
El Paseo Children's Center, Inc.	Special Education Contracted Services	27,057.25
Summit View School	Special Education Contracted Services	19,839.10
Rids Brother Company Inc	Transportation Services	18,564.00
California State Board of Equalization	Use Tax TRUE-UP	16,000.00
Law Offices of Young, Minney & Corr, LLP	Legal Services	15,797.50
Effectual Educational Consulting Service	Special Education Services	15,720.85
Sunrise School	Special Education Contracted Services	13,391.60
AACA, Inc	Special Education Contracted Services	13,319.22
Bridgeport School	Special Education Contracted Services	10,380.65
E-Therapy LLC	Special Education Contracted Services	8,952.89
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	8,858.75
Dynamic Hope Schools	Special Education Contracted Services	8,762.31
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	7,331.25
ECE 4 Autism	Special Education Contracted Services	7,204.28
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	6,695.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	5,806.05
California Teachers Association	Union Dues	5,535.14
Village Glen School	Special Education Contracted Services	5,352.12
Virtual Technologies Group, Inc	Computer equip. & installation	4,512.21
EMHSports USA, Inc	Special Education Contracted Services	4,165.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	4,048.15
Specialized Therapy Services Inc	Special Education Contracted Services	3,671.25
EverDriven Technologies LLC	Fuel Surcharge	3,386.06
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	2,588.75
Kadiant, LLC	Special Education Contracted Services	2,504.25
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,416.30
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	2,010.00
Speech Guy, LLC	Special Education Contracted Services	1,570.00
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	1,536.11
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	1,406.25
Grace Speech Therapy Corp.	SLP IEP Attendance	1,305.00
Katherine Lee	Compensation for work completed	768.15
The Stepping Stones Group LLC	Special Education Contracted Services	723.50
Augmentative Communications Solutions	Special Education Contracted Services	581.25
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	438.75
Adapted Child's Play	Special Education Contracted Services	400.00
TinyEYE Technology Corporation	Special Education Contracted Services	392.00
Apple Inc.	Special Education Contracted Services	299.99
Chase Boyle dba Snow Counseling	Special Education Contracted Services	270.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	247.50
Rosemary Vazquez	Textbook Reimbursement	190.27
Amazon Capital Services	Staff Office Supplies	172.19
Matthew Harris	ISP Subsidy	137.33
Selene Flores	Textbook Reimbursement	84.83
Partners in Special Education	Special Education Contracted Services	82.50
Tiffany Richardson	Recreation Services	50.00
Grand Total		**3,276,225.07**

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
March 01, 2024 - March 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5455 - Communicology, Inc., DBA					(3,198.75)
Connect Teletherapy(iQ Academy)	Bill	03/07/2024	INV-01156		
	Bill	03/07/2024	INV-01187		(3,672.50)
	Bill	03/07/2024	INV-01196		(460.00)
	Bill Payment	03/07/2024	5455		7,331.25
					0.00
Bill Payment #5489 - Effectual Educational					(1,522.50)
Consulting Service(IQ Academy)	Bill	03/18/2024	INV-07661		
	Bill	03/18/2024	INV-07668		(1,755.00)
	Bill	03/18/2024	INV-07685		(1,669.60)
	Bill	03/18/2024	INV-07687		(1,965.00)
	Bill	03/18/2024	INV-07699		(770.00)
	Bill	03/18/2024	INV-07706		(540.00)
	Bill	03/18/2024	INV-07710		(181.25)
	Bill	03/18/2024	INV-07715		(870.00)
	Bill	03/18/2024	INV-07718		(165.00)
	Bill	03/18/2024	INV-07745		(260.00)
	Bill Payment	03/18/2024	5489		9,698.35
Bill Payment #5457 - Effectual Educational					(3,162.50)
Consulting Service(IQ Academy)	Bill	03/07/2024	INV-07571		
	Bill	03/07/2024	INV-07615		(2,860.00)
	Bill Payment	03/07/2024	5457		6,022.50
					0.00
Bill Payment #5491 - EMHSports USA, Inc(IQ					(1,530.00)
Academy)	Bill	03/18/2024	INV-03483		
	Bill	03/18/2024	INV-03506		(1,190.00)
	Bill	03/18/2024	INV-03513		(1,445.00)
	Bill Payment	03/18/2024	5491		4,165.00
					0.00
Bill Payment #5487 - E-Therapy LLC(IQ Academy)	Bill	03/18/2024	INV-07270		(3,602.30)
	Bill	03/18/2024	INV-07310		(763.28)
	Bill Payment	03/18/2024	5487		4,365.58
Bill Payment #5456 - E-Therapy LLC(IQ Academy)	Bill	03/07/2024	INV-07257		(1,160.00)
	Bill	03/07/2024	INV-07269		(3,154.40)
	Bill	03/07/2024	INV-07278		(122.09)
	Bill	03/07/2024	INV-07286		(150.82)
	Bill Payment	03/07/2024	5456		4,587.31
Amount Unapplied - Bill Payment #5456 - E-					0.00
Therapy LLC(IQ Academy)					
					0.00
Bill Payment #ACH 03/21/24 - K12 MANAGEMENT			iQ - INV-003-11095 - Jun		(81,102.49)
INC	Bill	07/20/2023	2023 - SS&T	iQ - INV-003-11095 - Jun 2023 - SS&T	
	Bill	07/20/2023	iQ - INV-003-11166 - Jul 23 - MAT	iQ - INV-003-11166 - Jul 23 - MAT	(34,907.50)
	Bill	07/20/2023	iQ - INV-003-11204 - Jul 23 - OLS	iQ - INV-003-11204 - Jul 23 - OLS	(12,178.00)
	Bill	07/20/2023	iQ - INV-003-11261 - Jun 23 - Lease	iQ - INV-003-11261 - Jun 23 - Lease	(2,774.24)
	Bill	08/21/2023	iQ - INV-003-11355 - Aug 23 - MAT	iQ - INV-003-11355 - Aug 23 - MAT	(446,229.50)
	Bill	08/21/2023	iQ - INV-003-11387 - Aug 23 - OLS	iQ - INV-003-11387 - Aug 23 - OLS	(2,519.50)
	Bill	08/21/2023	iQ - INV-003-11427 - Aug 23 - COM	iQ - INV-003-11427 - Aug 23 - COM	(141,155.00)
	Bill	08/21/2023	iQ - INV-003-11456 - Jul 2023 - SS&T	iQ - INV-003-11456 - Jul 2023 - SS&T	(369,533.00)
	Bill	09/19/2023	iQ - INV-003-11656 - Sep 23 - Adobe Lic	iQ - INV-003-11656 - Sep 23 - Adobe Lic	(10.00)
	Bill	09/19/2023	iQ - INV-003-11673 - Aug 2023 - SS&T	iQ - INV-003-11673 - Aug 2023 - SS&T	(351,561.00)
	Bill	09/19/2023	iQ - INV-003-11694 - Sep 23 - COM	iQ - INV-003-11694 - Sep 23 - COM	(118,890.00)
	Bill	09/19/2023	iQ - INV-003-11792 - Sep 23 - OLS	iQ - INV-003-11792 - Sep 23 - OLS	(421,063.18)
	Bill	08/23/2023	iQ - INV-003-11516 - Jul 23 - Lease	iQ - INV-003-11516 - Jul 23 - Lease	(2,774.24)
	Bill	08/24/2023	iQ - INV-003-11600 - Aug 23 - Adobe Lic	iQ - INV-003-11600 - Aug 23 - Adobe Lic	(40.00)
	Bill	07/27/2023	iQ - INV-003-11293 - FY2023 - STAR360	iQ - INV-003-11293 - FY2023 - STAR360	(14,146.00)
	Bill Payment	03/21/2024	ACH 03/21/24		1,998,883.65

Bill Credit #INV-003-14128 _ iQ-FY24-Hotspots - K12 MANAGEMENT INC	Bill	03/20/2024	INV-003-14128 _ iQ-FY24-Hotspots	INV-003-14128 _ iQ-FY24-Hotspots	(2,790.00)
	Bill Credit	03/27/2024	INV-003-14128 _ iQ-FY24-Hotspots	INV-003-14128 _ iQ-FY24-Hotspots	2,790.00
					0.00
					(34.65)
Bill Payment #5495 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	03/18/2024	INV-06117		
	Bill	03/18/2024	INV-06131		(335.00)
	Bill	03/18/2024	INV-06148		(245.00)
	Bill	03/18/2024	INV-06149		(941.00)
	Bill	03/18/2024	INV-06175		(363.75)
	Bill Payment	03/18/2024	5495		1,919.40
					(212.50)
Bill Payment #5464 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	03/07/2024	INV-06075		
	Bill	03/07/2024	INV-06076		(735.00)
	Bill	03/07/2024	INV-06083		(363.75)
	Bill	03/07/2024	INV-06098		(245.00)
	Bill	03/07/2024	INV-06099		(572.50)
	Bill Payment	03/07/2024	5464		2,128.75
					0.00
					(132.50)
Bill Payment #5497 - PresenceLearning, Inc.(iQ Academy)	Bill	03/18/2024	INV-08545		
	Bill	03/18/2024	INV-08554		(3,790.00)
	Bill	03/18/2024	INV-08591		(1,050.00)
	Bill	03/18/2024	INV-08592		(1,220.00)
	Bill	03/18/2024	INV-08593		(1,081.25)
	Bill	03/18/2024	INV-08594		(390.00)
	Bill	03/18/2024	INV-08600		(775.00)
	Bill	03/18/2024	INV-08601		(420.00)
	Bill Payment	03/18/2024	5497		8,858.75
					0.00
					(797.50)
Bill Payment #5499 - Speech Guy, LLC(iQ Academy)	Bill	03/18/2024	INV-00995		
	Bill Payment	03/18/2024	5499		797.50
					(772.50)
Bill Payment #5470 - Speech Guy, LLC(iQ Academy)	Bill	03/07/2024	INV-00986		
	Bill Payment	03/07/2024	5470		772.50
					0.00
					(2,416.30)
Bill Payment #5466 - PrentGraf Ltd dba TalkPath Live(iQ Academy)	Bill	03/07/2024	INV-00794		
	Bill Payment	03/07/2024	5466		2,416.30
					0.00
					(6,695.00)
Bill Payment #5494 - MK Innovations Inc dba The Silly Room(iQ Academy)	Bill	03/18/2024	INV-00591		
	Bill Payment	03/18/2024	5494		6,695.00
					0.00
					(1,026.42)
Bill Payment #5502 - Virtual Technologies Group, Inc(IQ Academy)	Bill	03/18/2024	207395		
	Bill Payment	03/18/2024	5502		1,026.42
					(2,047.98)
Bill Payment #5477 - Virtual Technologies Group, Inc(IQ Academy)	Bill	03/07/2024	206885		
	Bill	03/07/2024	207325		(1,437.81)
	Bill Payment	03/07/2024	5477		3,485.79
					0.00
					(8,478.75)
Bill Payment #5480 - Anchor Counseling & Education Solutions(IQ Academy)	Bill	03/18/2024	INV-06724		
	Bill	03/18/2024	INV-06725		(2,163.75)
	Bill	03/18/2024	INV-06732		(490.00)
	Bill Payment	03/18/2024	5480		11,132.50
					(6,661.25)
Bill Payment #5447 - Anchor Counseling & Education Solutions(IQ Academy)	Bill	03/07/2024	INV-06664		
	Bill	03/07/2024	INV-06693		(4,329.16)
	Bill	03/07/2024	INV-06694		(5,422.50)
	Bill	03/07/2024	INV-06701		(455.00)
	Bill Payment	03/07/2024	5447		16,867.91
					0.00
					(15,797.50)
Bill Payment #5463 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)	Bill	03/07/2024	9192		
	Bill Payment	03/07/2024	5463		15,797.50
					0.00
Bill Payment #5474 - TheraStaffers(iQ Academy)	Bill	03/07/2024	INV-00440		(2,010.00)
	Bill Payment	03/07/2024	5474		2,010.00
					0.00
Bill Payment #5472 - Sunrise School(iQ Academy)	Bill	03/07/2024	IQA0124SR		(6,366.12)

Bill Payment #5472 - Sunrise School(iQ Academy)	Bill	03/07/2024	IQA1023SR		(7,025.48)
	Bill Payment	03/07/2024	5472		13,391.60
					0.00
Bill Payment #5476 - Village Glen School(iQ Academy)					(5,352.12)
	Bill	03/07/2024	IQA0124VG		
	Bill Payment	03/07/2024	5476		5,352.12
					0.00
Bill Payment #ACH 3/6/24 - California State Board of Equalization(IQ Academy)					(15,200.00)
	Bill	02/28/2024		Use Tax for Feb 2024 - revised	
			Use Tax TRUEUP for Feb		(800.00)
	Bill	03/13/2024	2024	Use Tax TRUEUP for Feb 2024	
	Bill Payment	03/13/2024	ACH 3/6/24		16,000.00
Bill Credit #16924851 - California State Board of Equalization(IQ Academy)					(800.00)
	Bill	03/13/2024		Use Tax TRUEUP for Feb 2024	
	Bill Credit	03/13/2024		**duplicate** Use Tax TRUEUP for Feb 2024	800.00
					0.00
Bill Payment #5496 - Partners in Special Education(iQ Academy)					(82.50)
	Bill	03/18/2024	INV-01034		
	Bill Payment	03/18/2024	5496		82.50
					0.00
Bill Payment #iQ-ACH 03/26 STRS - LACOE Division of School Financial Srvcs(IQ Academy)					(176,993.25)
	Bill	03/26/2024	IQ - Mar 2024 STRS	IQ - Mar 2024 STRS	
	Bill Payment	03/26/2024	iQ-ACH 03/26 STRS	IQ - Mar 2024 STRS	176,993.25
					0.00
Bill Payment #ACHs for Mar 2024 - Insperity(IQ Academy)					(622,260.21)
	Bill	03/26/2024	IQ Payroll for Mar 2024	IQ Payroll for Mar 2024	
	Bill Payment	03/26/2024	ACHs for Mar 2024		622,260.21
					0.00
Bill Payment #5479 - Amazon Capital Services(iQ Academy)					(96.94)
	Bill	03/18/2024	1NQ7-YK3F-4G64		
	Bill	03/18/2024	1RGC-HTK1-3VHV		(24.12)
	Bill Payment	03/18/2024	5479		121.06
Bill Payment #5446 - Amazon Capital Services(iQ Academy)					(51.13)
	Bill	03/07/2024	17RG-3Q6K-RG69		
	Bill Payment	03/07/2024	5446	IQ-amazon CM(credit for Inv 1PGM-LMTP-GM9C	51.13
Bill Credit #1PD1-QWXX-PC6R - Amazon Capital Services(iQ Academy)					(81.87)
	Bill	03/07/2024	17RG-3Q6K-RG69		
	Bill Credit	03/07/2024	1PD1-QWXX-PC6R	IQ-amazon CM(credit for Inv 1PGM-LMTP-GM9C	81.87
					0.00
Bill Payment #5493 - Grace Speech Therapy Corp.(iQ Academy)					(330.00)
	Bill	03/18/2024	INV-00637		
	Bill	03/18/2024	INV-00641		(30.00)
	Bill	03/18/2024	INV-00646		(180.00)
	Bill Payment	03/18/2024	5493		540.00
Bill Payment #5459 - Grace Speech Therapy Corp.(iQ Academy)					(210.00)
	Bill	03/07/2024	INV-00589		
	Bill	03/07/2024	INV-00600		(60.00)
	Bill	03/07/2024	INV-00611		(375.00)
	Bill	03/07/2024	INV-00617		(120.00)
	Bill Payment	03/07/2024	5459		765.00
					0.00
Bill Payment #5478 - Adapted Child's Play(iQ Academy)					(400.00)
	Bill	03/18/2024	INV-00390		
	Bill Payment	03/18/2024	5478		400.00
					0.00
Bill Payment #5485 - Bridge The Gap Sped, LLC(IQ Academy)					(247.50)
	Bill	03/18/2024	INV-00162		
	Bill Payment	03/18/2024	5485		247.50
					0.00
Bill Payment #5503 - California Virtual Academy@ Los Angeles(IQ Academy)					(195,562.00)
	Bill	03/21/2024		IQ - Interco pmt to CAVALA - Mar 2024	
	Bill Payment	03/21/2024	5503	IQ - Interco pmt to CAVALA - Mar 2024	195,562.00
					0.00
Bill Payment #5484 - Braille Abilities, LLC(iQ Academy)					(633.00)
	Bill	03/18/2024	INV-00174		
	Bill	03/18/2024	INV-00175		(105.00)
	Bill Payment	03/18/2024	5484		738.00
Bill Payment #5451 - Braille Abilities, LLC(iQ Academy)					(2,111.25)
	Bill	03/07/2024	INV-00165		
	Bill	03/07/2024	INV-00169		(2,956.80)
	Bill Payment	03/07/2024	5451		5,068.05
					0.00
Bill Payment #5482 - Augmentative Communications Solutions(iQ Academy)					(271.25)
	Bill	03/18/2024	INV-00439		
	Bill Payment	03/18/2024	5482		271.25

Bill Payment #5449 - Augmentative Communications Solutions(iQ Academy)				(77.50)
	Bill	03/07/2024	INV-00432	
	Bill	03/07/2024	INV-00433	(232.50)
	Bill Payment	03/07/2024	5449	310.00
				0.00
Bill Payment #5500 - The Stepping Stones Group LLC(iQ Academy)				(132.50)
	Bill	03/18/2024	INV-00301	
	Bill Payment	03/18/2024	5500	132.50
Bill Payment #5473 - The Stepping Stones Group LLC(iQ Academy)				(352.50)
	Bill	03/07/2024	INV-00281	
	Bill	03/07/2024	INV-00290	(158.00)
	Bill	03/07/2024	INV-00291	(80.50)
	Bill Payment	03/07/2024	5473	591.00
				0.00
Bill Payment #5453 - California Teachers Association(IQ Academy)				(5,535.14)
	Bill	03/07/2024	Union Dues - 022024	
	Bill Payment	03/07/2024	5453	5,535.14
				0.00
Bill Payment #5490 - El Paseo Children's Center, Inc.(iQ Academy)				(8,462.72)
	Bill	03/18/2024	INV-00948	
	Bill Payment	03/18/2024	5490	8,462.72
Bill Payment #5458 - El Paseo Children's Center, Inc.(iQ Academy)				(8,416.39)
	Bill	03/07/2024	INV-00920	
	Bill	03/07/2024	INV-00935	(10,178.14)
	Bill Payment	03/07/2024	5458	18,594.53
				0.00
Bill Payment #5483 - Axis Teletherapy(iQ Academy)				(1,820.00)
	Bill	03/18/2024	INV-00390	
	Bill Payment	03/18/2024	5483	1,820.00
Bill Payment #5450 - Axis Teletherapy(iQ Academy)				(650.75)
	Bill	03/07/2024	INV-00372	
	Bill	03/07/2024	INV-00389	(118.00)
	Bill Payment	03/07/2024	5450	768.75
				0.00
Bill Payment #5471 - Summit View School(iQ Academy)				(4,178.54)
	Bill	03/07/2024	CVA0124SVW	
	Bill	03/07/2024	IQA0124SVW	(15,660.56)
	Bill Payment	03/07/2024	5471	19,839.10
				0.00
Bill Payment #5454 - Chase Boyle dba Snow Counseling(iQ Academy)				(270.00)
	Bill	03/07/2024	INV-00212	
	Bill Payment	03/07/2024	5454	270.00
				0.00
Bill Payment #5492 - EverDriven Technologies LLC(iQ Academy)				(3,386.06)
	Bill	03/18/2024	49821	
	Bill Payment	03/18/2024	5492	3,386.06
				0.00
Bill Payment #5488 - ECE 4 Autism(IQ Academy)	Bill	03/18/2024	02203358	(7,204.28)
	Bill Payment	03/18/2024	5488	7,204.28
				0.00
Bill Payment #5498 - Rids Brother Company Inc(iQ Academy)				(18,564.00)
	Bill	03/18/2024	1404	
	Bill Payment	03/18/2024	5498	18,564.00
				0.00
Bill Payment #5452 - Bridgeport School(iQ Academy)				(4,448.85)
	Bill	03/07/2024	IQA0124BP	
	Bill	03/07/2024	IQA1023BP	(5,931.80)
	Bill Payment	03/07/2024	5452	10,380.65
				0.00
Bill Payment #5445 - AACA, Inc(iQ Academy)	Bill	03/07/2024	25378	(13,319.22)
	Bill Payment	03/07/2024	5445	13,319.22
				0.00
Bill Payment #5460 - Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)				(1,536.11)
	Bill	03/07/2024	0000045198	
	Bill Payment	03/07/2024	5460	1,536.11
				0.00
Bill Payment #5465 - Point Quest Pediatric Therapies, LLC(iQ Academy)				(438.75)
	Bill	03/07/2024	INV-00164	
	Bill Payment	03/07/2024	5465	438.75
				0.00
Bill Payment #5469 - Specialized Therapy Services Inc(IQ Academy)				(3,671.25)
	Bill	03/07/2024	INV-01167	
	Bill Payment	03/07/2024	5469	3,671.25
				0.00
Bill Payment #5475 - Tiffany Richardson(iQ Academy)				(50.00)
	Bill	03/07/2024	INV-00009	

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
March 01, 2024 - March 31, 2024

Bill Payment #5475 - Tiffany Richardson(iQ	Bill Payment	03/07/2024	5475	50.00
				0.00
Bill Payment #5486 - Dynamic Hope Schools(iQ				(8,762.31)
Academy)	Bill	03/18/2024	1040	
	Bill Payment	03/18/2024	5486	8,762.31
				0.00
Bill Payment #5501 - TinyEYE Technology				(392.00)
Corporation(iQ Academy)	Bill	03/18/2024	INV-00525	
	Bill Payment	03/18/2024	5501	392.00
				0.00
Bill Payment #5448 - Arc Speech Pathology				(1,406.25)
Network DBA Arc Therapy Network(iQ Academy)	Bill	03/07/2024	INV-00710	
	Bill Payment	03/07/2024	5448	1,406.25
				0.00
Bill Payment #5461 - Kadiant, LLC(iQ Academy)	Bill	03/07/2024	INV-00086	(659.00)
	Bill	03/07/2024	INV-00093	(1,845.25)
	Bill Payment	03/07/2024	5461	2,504.25
				0.00
Bill Payment #5462 - Katherine Lee(iQ Academy)	Bill	03/07/2024	K Lee - January2024	(768.15)
	Bill Payment	03/07/2024	5462	768.15
				0.00
Bill Payment #5467 - Rosemary Vazquez(iQ				(86.16)
Academy)	Bill	03/07/2024	03042024 Textbook Reimb	
			03042024 Textbook Reimb -	(104.11)
	Bill	03/07/2024	2	
	Bill Payment	03/07/2024	5467	190.27
				0.00
Bill Payment #5468 - Selene Flores(iQ Academy)	Bill	03/07/2024	03042024 Textbook Reimb	(84.83)
	Bill Payment	03/07/2024	5468	84.83
				0.00
Bill Payment #5481 - Apple Inc.(IQ Academy)	Bill	03/18/2024	MA67199609	(299.99)
	Bill Payment	03/18/2024	5481	299.99
				0.00
Bill Payment #87 - Matthew Harris(iQ Academy)	Bill	03/18/2024	ISP - Fall 2023	(137.33)
	Bill Payment	03/18/2024	87	137.33
				0.00
				0.00
			Total	3,276,225.07

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Barrington Staffing Services	1,521.00
Ontario Airport Hotel & Conference Center	1,165.53
AppleOne Employment Services	1,043.12
Document Tracking Services	587.36
DataBasics, Inc.	571.65
FusionPlus Inc	506.19
AXIS Teletherapy	501.33
Integration Inc.	424.96
ULINE	375.61
City Printing Graphics	347.45
UPS	301.98
The Back Room Inc	232.17
Supreme Facility Services, Inc.	222.05
Certified Languages International	186.75
De Lage Landen Financial Services Inc.	183.43
SkillsUSA California	173.10
Select Staffing	162.60
Southern California Edison	161.98
AT&T Mobility	161.54
Comm-Core	140.26
Apple Inc.	134.73
Bill.com	110.38
Amazon	68.11
Verizon Wireless	54.22
Wood Ranch Moorpark	48.45
Pitney Bowes Global Financial Services	40.60
Carmen Gomez Ruiz	40.49
Doctors Wellness Company LLC dba WellnessMart MD	37.66
Waste Management	28.37
Quill Corporation	17.09
School Services of California, Inc.	16.87
Western Exterminator Company	16.85
Paper Recycling & Shredding	14.58
The Home Depot	8.11
Smart & Final	6.80
Dollar Tree	1.30
Grand Total	**9,614.64**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Carmen Gomez Ruiz		53400 Rent and Utilities : Repairs and				600.00	40.49
	Operations and Housekeeping Services	Maintenance	101 General	LLC 3000	February		
	Operations and Housekeeping Services Total					600.00	40.49
Carmen Gomez Ruiz Total						600.00	40.49
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				108.00	7.29
	Office Expense	Supplies - COS	101 General	LLC 567230	February (2/15)		
				LLC 568195	February (2/29)	108.00	7.29
	Office Expense Total					216.00	14.58
Paper Recycling & Shredding Total						216.00	14.58
UPS		54302 Postage & Delivery Expense :				766.69	51.75
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E094	March (3/2)		
				LLC 00073Y68E074	February (2/17)	640.83	43.25
				LLC 00073Y68E084	February (2/24)	690.09	46.58
				LLC 000073Y68E104	March (3/09)	797.20	53.80
			280 SPED	LLC 0000V9159W094	March (3/2)	437.22	31.49
				LLC 0000V9159W074	February (2/17)	343.01	24.71
				LLC 0000V9159W084	February (2/24)	172.67	12.44
				LLC 0000V9159W104	March (3/09)	543.91	37.96
	Shipping Total					4,391.62	301.98
UPS Total						4,391.62	301.98
Waste Management		53400 Rent and Utilities : Repairs and				167.38	11.30
	Operations and Housekeeping Services	Maintenance	101 General	LLC 6845768-0283-0	March		
				LLC 6845785-0283-4	March	253.00	17.08
	Operations and Housekeeping Services Total					420.38	28.37
Waste Management Total						420.38	28.37
Barrington Staffing Services						3,759.93	253.76
		51806 Professional Svcs & Outside					
	Outside Service	Labor : Outside Labor/Temporary Help	101 General	LLC 43428	February (2/25)		
				LLC 43448	March (3/03)	6,003.72	405.20
			280 SPED	LLC 43428	February (2/25)	1,707.44	122.99
				LLC 43448	March (3/03)	2,195.28	153.23
			101 General	LLC 43466	March (3/10)	6,519.89	440.04
			280 SPED	LLC 43466	March (3/10)	2,088.57	145.78
	Outside Service Total					22,274.83	1,521.00
Barrington Staffing Services Total						22,274.83	1,521.00
FusionPlus Inc		51801 Professional Svcs & Outside				7,500.00	506.19
	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-1008	March		
	Outside Service-General Total					7,500.00	506.19
FusionPlus Inc Total						7,500.00	506.19
		51801 Professional Svcs & Outside	320 Supp- ELD			6,585.09	587.36
Document Tracking Services	Outside Service-General	Labor : Other Professional Services	Services	LLC T-930650070	February		
	Outside Service-General Total					6,585.09	587.36
Document Tracking Services Total						6,585.09	587.36
Verizon Wireless		56504 Program Fees & Other				803.32	54.22
	Telephone - Adminstration	Instructional : Admin - Telephone	101 General	LLC 9958247710	February		
	Telephone - Adminstration Total					803.32	54.22
Verizon Wireless Total						803.32	54.22
		51801 Professional Svcs & Outside	320 Supp- ELD			2,760.75	186.75
Certified Languages International	Outside Service-General	Labor : Other Professional Services	Services	LLC 74586022924	February		
	Outside Service-General Total					2,760.75	186.75
Certified Languages International Total						2,760.75	186.75
		53801 Phone & Internet Expense :				2,078.13	140.26
Comm-Core	Communications	Telephone	101 General	LLC 1084653	March		
	Communications Total					2,078.13	140.26
Comm-Core Total						2,078.13	140.26
		53400 Rent and Utilities : Repairs and				3,290.00	222.05
Supreme Facility Services, Inc.	Operations and Housekeeping Services	Maintenance	101 General	LLC 3824	March		
	Operations and Housekeeping Services Total					3,290.00	222.05
Supreme Facility Services, Inc. Total						3,290.00	222.05
		52802 Office Supplies Expense : Office				86.86	5.86
Amazon	Office Expense	Supplies - COS	101 General	111-1432171-0301038	March		
						611.39	41.26
				111-5001329-6505840	March		
						36.24	2.45
				111-0875143-0011463	March		
						10.38	0.70
				111-7422089-7466617	March		
						21.22	1.43
				111-5726533-2449847	March		
				3062024	March	(48.04)	(3.24)
						94.52	6.38
				111-4733564-7984201	March		
						17.15	1.16
				111-0818215-2949808	March		
						67.60	4.56
				111-7228032-0305800	March		
						52.01	3.51
				111-4634483-4951407	March		
						38.58	2.60
				111-3661883-4820252	March		
						7.49	0.51
				111-7701096-9966601	March		
						13.80	0.93
				112-5978316-6210662	March		
	Office Expense Total					1,009.20	68.11
Amazon Total						1,009.20	68.11
		52802 Office Supplies Expense : Office				229.73	15.50
Quill Corporation	Office Expense	Supplies - COS	101 General	LLC 37321694	February (2/20)		
				LLC 37414211	February (2/26)	23.42	1.58
	Office Expense Total					253.15	17.09
Quill Corporation Total						253.15	17.09
		53801 Phone & Internet Expense :				1,748.36	118.00
AT&T Mobility	Communications	Telephone	101 General	LLC 2988828801	March		
				LLC 80557846671578		645.05	43.54
				022824	March		
	Communications Total					2,393.41	161.54
AT&T Mobility Total						2,393.41	161.54
		51801 Professional Svcs & Outside				3,440.00	232.17
The Back Room Inc	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-2592	February		
	Outside Service-General Total					3,440.00	232.17
The Back Room Inc Total						3,440.00	232.17

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
						2,464.11	166.31
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6820669	February (2/17)		
				LLC 01-6820670	February (2/17)	2,689.04	181.49
				LLC 01-6825470	February (2/24)	2,199.36	148.44
				LLC 01-6825471	February (2/24)	2,150.73	145.16
				LLC 01-6829552	March (3/02)	3,805.71	256.85
				LLC 01-6829553	March (3/02)	2,146.56	144.87
	Outside Service Total					15,455.51	1,043.12
AppleOne Employment Services Total						15,455.51	1,043.12
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0497	February	558.00	37.66
	Outside Service-General Total					558.00	37.66
Doctors Wellness Company LLC dba WellnessMart MD Total						558.00	37.66
						249.60	16.85
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 57410123	February (2/29)		
	Operations and Housekeeping Services Total					249.60	16.85
Western Exterminator Company Total						249.60	16.85
						1,381.00	110.38
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24036402053	March		
	Dues and Memberships Total					1,381.00	110.38
Bill.com Total						1,381.00	110.38
						2,399.96	161.98
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 031224	February		
	Utilities Total					2,399.96	161.98
Southern California Edison Total						2,399.96	161.98
						250.00	16.87
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0141018-IN	March		
	Outside Service-General Total					250.00	16.87
School Services of California, Inc. Total						250.00	16.87
						4,341.48	293.01
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 174603313	February (2/15)		
				LLC 174621121	February (2/16)	1,209.86	81.66
				LLC 175176181	March (3/2)	1,223.76	82.59
			101 General	LLC 174661047	February (2/16)	(1,209.86)	(81.66)
	Office Expense Total					5,565.24	375.61
ULINE Total						5,565.24	375.61
						100.78	6.80
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3132024	March		
	Office Expense Total					100.78	6.80
Smart & Final Total						100.78	6.80
						2,717.78	183.43
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 82175883	March		
	Equipment Rental Expense Total					2,717.78	183.43
De Lage Landen Financial Services Inc. Total						2,717.78	183.43
						175.00	7.00
Apple Inc.	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MA66979847	March (3/01)		
				LLC MA67436713	March (3/06)	3,193.15	127.73
	Computer Expense Total					3,368.15	134.73
Apple Inc. Total						3,368.15	134.73
						4,556.10	307.50
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0812765	February		
				LLC 0812892	March	3,913.85	264.15
	Outside Service-General Total					8,469.95	571.65
DataBasics, Inc. Total						8,469.95	571.65
						2,663.90	179.79
Integration Inc.	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2402151	February (2/29)		
	Printing Expense Total					2,663.90	179.79
						3,632.56	245.17
	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2402151	February (2/29)		
	Postage Total					3,632.56	245.17
Integration Inc. Total						6,296.46	424.96
						601.53	40.60
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3106556955	February (2/28)		
	Office Expense Total					601.53	40.60
Pitney Bowes Global Financial Services Total						601.53	40.60
						120.17	8.11
The Home Depot	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3092024	March		
	Office Expense Total					120.17	8.11
The Home Depot Total						120.17	8.11
						4,940.00	300.01
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 2454	January		
				LLC 2559	February	3,315.00	201.32
	Subagreements for Services Total					8,255.00	501.33
AXIS Teletherapy Total						8,255.00	501.33
						496.09	33.48
Select Staffing	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 8409664075	February (2/11)		
				LLC 8409689752	February (2/18)	1,516.95	102.38
				LLC 8409702594	February (2/25)	396.11	26.73
	Outside Service Total					2,409.15	162.60
Select Staffing Total						2,409.15	162.60
						5,148.00	347.45
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 24-31377	March (3/07)		
	Printing Expense Total					5,148.00	347.45
City Printing Graphics Total						5,148.00	347.45
						6,410.43	1,165.53
Ontario Airport Hotel & Conference Center	Hotels	51303 Travel & Entertainment : Lodging	310 SUPP - CRE	LLC Conference Lodging 03192024	April		
	Hotels Total					6,410.43	1,165.53
Ontario Airport Hotel & Conference Center Total						6,410.43	1,165.53
						2,025.00	173.10
SkillsUSA California	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP - CRE	LLC 7873	March (3/12)		
	Travel and Conferences Total					2,025.00	173.10
SkillsUSA California Total						2,025.00	173.10
						19.30	1.30
Dollar Tree	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3132024	March		
	Office Expense Total					19.30	1.30
Dollar Tree Total						19.30	1.30

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Wood Ranch Moorpark	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	E96839	March	717.88	48.45
	Office Expense Total					717.88	48.45
Wood Ranch Moorpark Total						717.88	48.45
Grand Total						130,534.77	9,614.64

IQ Academy at Los Angeles
Board Disbursements A/P Payment History
Board Disbursements A/P Payment History by Vendor2

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,771,040.64
Insperity	PEO - Payroll Services and HR Admin Services provider	640,412.29
LACOE Division of School Financial Srvcs	STRS Retirement	184,013.55
California Virtual Academy@ Los Angeles	Intercompany Settlement	182,023.00
California Virtual Academy@ San Diego	Intercompany Settlement	36,565.00
AACA, Inc	Special Education Contracted Services	29,878.59
The Stepping Stones Group LLC	Special Education Contracted Services	25,907.44
Anchor Counseling & Education Solutions	Special Education Contracted Services	20,707.93
E-Therapy LLC	Special Education Contracted Services	20,461.96
School Pathways LLC	Annual Subscription	19,458.41
Summit View School	Special Education Contracted Services	18,842.14
Rids Brother Company Inc	Transportation Services	18,588.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	17,461.05
Dynamic Hope Schools	Special Education Contracted Services	15,810.18
El Paseo Children's Center, Inc.	Special Education Contracted Services	14,897.06
Law Offices of Young, Minney & Corr, LLP	Legal Services	14,885.00
California State Board of Equalization	Use Tax TRUE-UP	14,379.00
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	13,880.00
Effectual Educational Consulting Service	Special Education Services	10,101.25
Green Hasson Janks	Audit Fees & Porfessional Services	8,200.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	7,274.98
ECE 4 Autism	Special Education Contracted Services	7,159.80
Sunrise School	Special Education Contracted Services	6,916.80
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	6,150.30
California Teachers Association	Union Dues	6,063.44
Braille Abilities, LLC	Special Education Orientation and Mobility Services	5,610.00
El Camino College	HS Graduation Site	5,514.50
Village Glen School	Special Education Contracted Services	5,239.62
Augmentative Communications Solutions	Special Education Contracted Services	5,224.16
Bridgeport School	Special Education Contracted Services	5,096.03
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	4,080.00
Specialized Therapy Services Inc	Special Education Contracted Services	3,357.50
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	3,033.50
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,975.00
Grace Speech Therapy Corp.	SLP IEP Attendance	2,904.60
EMHSports USA, Inc	Special Education Contracted Services	2,890.00
EverDriven Technologies LLC	Fuel Surcharge	2,888.11
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	2,571.25
Specialized Education of California, Inc.	Special Education Contracted Services	2,566.55
Virtual Technologies Group, Inc	Computer equip. & installation	2,461.80
Cheerful Helpers Child & Family Study Center	SAI Services	2,439.96
Kadiant, LLC	Special Education Contracted Services	2,180.50
Speech Guy, LLC	Special Education Contracted Services	1,667.50
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	1,625.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	1,610.58
Children's Therapy Network	Special Education Contracted Services	1,487.50
Fresno County Superintendent of Schools	Teacher Induction Program fees	1,250.00
Apple Inc.	Special Education Contracted Services	1,103.03
A1 Speech Therapy, Inc.	Special Education Contracted Services	1,082.50
Kesler Science	NGGs Alignment for MS Classes	698.00
TinyEYE Technology Corporation	Special Education Contracted Services	624.96
SpeechRighter, Inc.	Special Education Contracted Services	607.51
Oxford Consulting Services	Special Education Contracted Services	475.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	350.00
Crick Software	Computer equip. & installation	349.00
Adapted Child's Play	Special Education Contracted Services	320.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	303.75
Billie Wilf	ISP Subsidy	240.00
Alfredo Webley	ISP Subsidy	240.00
Shamoria Hughes	ISP Subsidy	240.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	220.00
Partners in Special Education	Special Education Contracted Services	165.00
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	127.37

Amazon Capital Services	Staff Office Supplies	123.76
Little Ears Therapy Centers	Special Education Contracted Services	120.00
Tiffany Richardson	Recreation Services	50.00
Grand Total		**3,187,191.35**

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5567 - Communicology, Inc., DBA					(2,330.00)
Connect Teletherapy(iQ Academy)	Bill	04/25/2024	INV-01325		
	Bill	04/25/2024	INV-01336		(230.00)
	Bill Payment	04/25/2024	5567		2,560.00
Bill Payment #5543 - Communicology, Inc., DBA					(540.00)
Connect Teletherapy(iQ Academy)	Bill	04/12/2024	INV-01271		
	Bill	04/12/2024	INV-01279		(1,215.00)
	Bill	04/12/2024	INV-01287		(855.00)
	Bill	04/12/2024	INV-01294		(135.00)
	Bill	04/12/2024	INV-01300		(360.00)
	Bill	04/12/2024	INV-01306		(202.50)
	Bill Payment	04/15/2024	5543		3,307.50
Bill Payment #5515 - Communicology, Inc., DBA					(3,805.83)
Connect Teletherapy(iQ Academy)	Bill	04/04/2024	INV-01219		
	Bill	04/04/2024	INV-01230		(201.25)
	Bill	04/04/2024	INV-01253		(3,401.67)
	Bill	04/04/2024	INV-01263		(603.75)
	Bill Payment	04/04/2024	5515		8,012.50
					0.00
Bill Payment #5571 - Effectual Educational					(620.00)
Consulting Service(IQ Academy)	Bill	04/25/2024	INV-07829		
	Bill	04/25/2024	INV-07831		(480.00)
	Bill	04/25/2024	INV-07842		(330.00)
	Bill	04/25/2024	INV-07848		(60.00)
	Bill	04/25/2024	INV-07856		(1,095.00)
	Bill Payment	04/25/2024	5571		2,585.00
Bill Payment #5545 - Effectual Educational					(1,415.00)
Consulting Service(IQ Academy)	Bill	04/12/2024	INV-07769		
	Bill	04/12/2024	INV-07783		(1,222.50)
	Bill	04/12/2024	INV-07797		(1,675.00)
	Bill	04/12/2024	INV-07803		(2,045.00)
	Bill	04/12/2024	INV-07807		(570.00)
	Bill	04/12/2024	INV-07819		(108.75)
	Bill Payment	04/15/2024	5545		7,036.25
Bill Payment #5518 - Effectual Educational					(480.00)
Consulting Service(IQ Academy)	Bill	04/04/2024	INV-07763		
	Bill Payment	04/04/2024	5518		480.00
					0.00
Bill Payment #5573 - EMHSports USA, Inc(IQ					(85.00)
Academy)	Bill	04/25/2024	INV-03558		
	Bill Payment	04/25/2024	5573		85.00
Bill Payment #5548 - EMHSports USA, Inc(IQ					(1,020.00)
Academy)	Bill	04/12/2024	INV-03521		
	Bill	04/12/2024	INV-03541		(595.00)
	Bill	04/12/2024	INV-03547		(1,190.00)
	Bill Payment	04/15/2024	5548		2,805.00
					0.00
Bill Payment #5569 - E-Therapy LLC(IQ Academy)	Bill	04/25/2024	INV-07422		(2,681.27)
	Bill	04/25/2024	INV-07423		(2,076.04)
	Bill	04/25/2024	INV-07443		(28.75)
	Bill	04/25/2024	INV-07447		(590.44)
	Bill Payment	04/25/2024	5569		5,376.50
Bill Payment #5544 - E-Therapy LLC(IQ Academy)	Bill	04/12/2024	INV-07410		(1,195.00)
	Bill Payment	04/15/2024	5544		1,195.00
Bill Payment #5517 - E-Therapy LLC(IQ Academy)	Bill	04/04/2024	INV-07335		(3,369.50)
	Bill	04/04/2024	INV-07336		(1,998.80)
	Bill	04/04/2024	INV-07349		(116.68)
	Bill	04/04/2024	INV-07356		(973.00)
	Bill	04/04/2024	INV-07377		(3,952.80)
	Bill	04/04/2024	INV-07378		(3,300.10)
	Bill	04/04/2024	INV-07396		(132.91)
	Bill	04/04/2024	INV-07406		(46.67)
	Bill Payment	04/04/2024	5517		13,890.46
Amount Unapplied - Bill Payment #5517 - E-Therapy LLC(IQ Academy)					(0.00)
					(0.00)
Bill Payment #5595 - K12 MANAGEMENT INC	Bill Payment	04/26/2024	5595	IQ - INV-003-8824 - Dec 2022 - Teacher OLS	13,155.00
Bill Payment #5594 - K12 MANAGEMENT INC	Bill Payment	04/26/2024	5594	iQ - INV-003-8157 - Oct 2022 - Lease charges	8,412.72
Bill Payment #5593 - K12 MANAGEMENT INC	Bill Payment	04/26/2024	5593	iQ - INV-003-8117 - Oct 2022 - K12 SS&T	1,289,824.28
			iQ - INV-003-11855 - Aug		(2,774.24)
Bill Payment #17303855 - K12 MANAGEMENT INC	Bill	09/20/2023	23 - Lease	iQ - INV-003-11855 - Aug 23 - Lease	

			iQ - INV-003-11987 - Sep		(28,980.58)
Bill Payment #17303855 - K12 MANAGEMENT INC	Bill	09/22/2023	2023 - TCHR OLS	iQ - INV-003-11987 - Sep 2023 - TCHR OLS	
			iQ - INV-003-11792 - Sep 23		(309,097.32)
	Bill	09/19/2023	- OLS	iQ - INV-003-11792 - Sep 23 - OLS	
			iQ - INV-003-11743 - Sep 23		(118,796.50)
	Bill	09/19/2023	- MAT	iQ - INV-003-11743 - Sep 23 - MAT	
	Bill Payment	04/26/2024		ACH to K12 for April 2024	459,648.64
Bill Credit #CM-003-1391 _ iQ-FY23-Deficit Credit -			iQ - INV-003-10072 - Apr 23		(19,511.67)
K12 MANAGEMENT INC	Bill	04/17/2023	- COM	iQ - INV-003-10072 - Apr 23 - COM	
			iQ - INV-003-9973 - Apr 23 -		(30,840.50)
	Bill	04/17/2023	MAT	iQ - INV-003-9973 - Apr 23 - MAT	
			iQ - INV-003-8572 - Dec		(87,575.00)
	Bill	12/16/2022	2022 K12 Computers	iQ - INV-003-8572 - Dec 2022 K12 Computers	
			iQ - INV-003-8618 - Dec		(49,952.00)
	Bill	12/16/2022	2022 K12 Materials	iQ - INV-003-8618 - Dec 2022 K12 Materials	
			iQ - INV-003-8663 - Dec		(201,880.00)
	Bill	12/16/2022	2022 K12 OLS	iQ - INV-003-8663 - Dec 2022 K12 OLS	
			iQ - INV-003-8717 - Nov		(2,774.24)
	Bill	12/16/2022	2022 - Lease charges	iQ - INV-003-8717 - Nov 2022 - Lease charges	
			iQ - INV-003-8545 - Nov		(345,343.00)
	Bill	12/19/2022	2022 - K12 SS&T Rev	iQ - INV-003-8545 - Nov 2022 - K12 SS&T	
			IQ - INV-003-8824 - Dec		(13,155.00)
	Bill	12/19/2022	2022 - Teacher OLS	IQ - INV-003-8824 - Dec 2022 - Teacher OLS	
			iQ - INV-003-9669 - Mar 23 -		(61,145.00)
	Bill	03/16/2023	MAT	iQ - INV-003-9669 - Mar 23 - MAT	
			iQ - INV-003-9718 - Mar 23 -		(22,649.59)
	Bill	03/16/2023	OLS	iQ - INV-003-9718 - Mar 23 - OLS	
			iQ - INV-003-9779 - Feb 23 -		(2,774.24)
	Bill	03/21/2023	Lease	iQ - INV-003-9779 - Feb 23 - Lease	
			iQ - INV-003-9896 - Mar 23 -		(90.00)
	Bill	03/21/2023	Hotspot	iQ - INV-003-9896 - Mar 23 - Hotspot	
			iQ - INV-003-8117 - Oct		(141,030.02)
	Bill	11/09/2022	2022 - K12 SS&T	iQ - INV-003-8117 - Oct 2022 - K12 SS&T	
			iQ - INV-003-8157 - Oct		(2,774.24)
	Bill	11/16/2022	2022 - Lease charges	iQ - INV-003-8157 - Oct 2022 - Lease charges	
			iQ - INV-003-8233 - Nov		(49,122.00)
	Bill	11/17/2022	2022 K12 Materials	iQ - INV-003-8233 - Nov 2022 K12 Materials	
			iQ - INV-003-8279 - Nov		(202,239.00)
	Bill	11/17/2022	2022 K12 OLS	iQ - INV-003-8279 - Nov 2022 K12 OLS	
			iQ - INV-003-8333 - Nov		(74,282.50)
	Bill	11/17/2022	2022 K12 Computers	iQ - INV-003-8333 - Nov 2022 K12 Computers	
			iQ - INV-003-8472 - FY2023 -		(4,254.00)
	Bill	11/23/2022	BB Connect	iQ - INV-003-8472 - FY2023 - BB Connect	
			CM-003-1391 _ iQ-FY23-		1,311,392.00
	Bill Credit	04/19/2024	Deficit Credit	CM-003-1391 _ iQ-FY23-Deficit Credit	
					1,311,392.00
					(425.00)
Bill Payment #5579 - National TeleTherapy					
Resources, a Speech Pathology Corp.(iQ Academy)	Bill	04/25/2024	INV-06326		
	Bill	04/25/2024	INV-06340		(216.25)
	Bill	04/25/2024	INV-06355		(617.50)
	Bill	04/25/2024	INV-06360		(34.65)
	Bill	04/25/2024	INV-06380		(302.50)
	Bill	04/25/2024	INV-06395		(565.25)
	Bill Payment	04/25/2024	5579		2,161.15
					(273.75)
Bill Payment #5525 - National TeleTherapy					
Resources, a Speech Pathology Corp.(iQ Academy)	Bill	04/04/2024	INV-06192		
	Bill	04/04/2024	INV-06205		(775.00)
	Bill	04/04/2024	INV-06215		(34.65)
	Bill	04/04/2024	INV-06227		(392.50)
	Bill	04/04/2024	INV-06241		(298.75)
	Bill	04/04/2024	INV-06243		(427.50)
	Bill	04/04/2024	INV-06256		(34.65)
	Bill	04/04/2024	INV-06268		(522.35)
	Bill	04/04/2024	INV-06272		(260.00)
	Bill	04/04/2024	INV-06287		(302.50)
	Bill	04/04/2024	INV-06306		(667.50)
	Bill Payment	04/04/2024	5525		3,989.15
					0.00
Bill Payment #5582 - PresenceLearning, Inc.(iQ					(308.73)
Academy)	Bill	04/25/2024	INV-08610		
	Bill	04/25/2024	INV-08618		(1,895.00)
	Bill	04/25/2024	INV-08619		(1,895.00)
	Bill	04/25/2024	INV-08656		(1,050.00)
	Bill	04/25/2024	INV-08657		(1,147.50)

Bill Payment #5582 - PresenceLearning, Inc.(iQ	Bill	04/25/2024	INV-08658		(978.75)
	Bill Payment	04/25/2024	5582		7,274.98
					0.00
					(700.00)
Bill Payment #5586 - Speech Guy, LLC(iQ Academy)	Bill	04/25/2024	INV-01020		
	Bill Payment	04/25/2024	5586		700.00
					(967.50)
Bill Payment #5531 - Speech Guy, LLC(iQ Academy)	Bill	04/04/2024	INV-01007		
	Bill Payment	04/04/2024	5531		967.50
					0.00
Bill Payment #5528 - PrentGraf Ltd dba TalkPath					(1,610.58)
Live(iQ Academy)	Bill	04/04/2024	INV-00815		
	Bill Payment	04/04/2024	5528		1,610.58
					0.00
Bill Payment #5524 - MK Innovations Inc dba The					(2,975.00)
Silly Room(iQ Academy)	Bill	04/04/2024	INV-00602		
	Bill Payment	04/04/2024	5524		2,975.00
					0.00
Bill Payment #5536 - Virtual Technologies Group,					(1,023.99)
Inc(IQ Academy)	Bill	04/04/2024	207627		
	Bill	04/04/2024	207628		(1,437.81)
	Bill Payment	04/04/2024	5536		2,461.80
					0.00
Bill Payment #5559 - Anchor Counseling &					(7,621.25)
Education Solutions(IQ Academy)	Bill	04/25/2024	INV-06802		
	Bill	04/25/2024	INV-06809		(280.00)
	Bill Payment	04/25/2024	5559		7,901.25
Bill Payment #5507 - Anchor Counseling &					(1,273.25)
Education Solutions(IQ Academy)	Bill	04/04/2024	INV-06750		
	Bill	04/04/2024	INV-06768		(8,021.67)
	Bill	04/04/2024	INV-06769		(1,575.00)
	Bill	04/04/2024	INV-06776		(875.00)
	Bill	04/04/2024	INV-06783		(1,023.84)
	Bill	04/04/2024	INV-06786		(37.92)
	Bill Payment	04/04/2024	5507		12,806.68
					0.00
Amount Unapplied - Bill Payment #5507 - Anchor Counseling & Education Solutions(IQ Academy)					
					0.00
Bill Payment #5550 - Law Offices of Young, Minney					(14,885.00)
& Corr, LLP(IQ Academy)	Bill	04/12/2024	9564		
	Bill Payment	04/15/2024	5550		14,885.00
					0.00
Bill Payment #5589 - TheraStaffers(iQ Academy)	Bill	04/25/2024	INV-00486		(1,770.00)
	Bill Payment	04/25/2024	5589		1,770.00
Bill Payment #5534 - TheraStaffers(iQ Academy)	Bill	04/04/2024	INV-00460		(1,440.00)
	Bill	04/04/2024	INV-00465		(870.00)
	Bill Payment	04/04/2024	5534		2,310.00
					0.00
Bill Payment #5553 - Sunrise School(iQ Academy)	Bill	04/12/2024	IQA0224SR		(6,916.80)
	Bill Payment	04/15/2024	5553		6,916.80
					0.00
Bill Payment #5556 - Village Glen School(iQ					(5,239.62)
Academy)	Bill	04/12/2024	IQA0224VG		
	Bill Payment	04/15/2024	5556		5,239.62
					0.00
Bill Payment #ACH 4/29/24 - California State Board					(14,379.00)
of Equalization(IQ Academy)	Bill	03/25/2024		Use Tax for Mar 2024	
	Bill Payment	04/29/2024	ACH 4/29/24		14,379.00
					(3,399.00)
Bill Credit #Use Tax TRUE-UP for Mar 2024 -					
California State Board of Equalization(IQ Academy)	Bill	03/25/2024		Use Tax for Mar 2024	
			Use Tax TRUE-UP for Mar		3,399.00
	Bill Credit	04/29/2024	2024	Use Tax TRUE-UP for Mar 2024	
					0.00
Bill Payment #5581 - Partners in Special					(82.50)
Education(iQ Academy)	Bill	04/25/2024	INV-01062		
	Bill Payment	04/25/2024	5581		82.50
Bill Payment #5527 - Partners in Special					(82.50)
Education(iQ Academy)	Bill	04/04/2024	INV-01051		
	Bill Payment	04/04/2024	5527		82.50
					0.00
Bill Payment #iQ-ACH 04/25 STRS - LACOE Division					(184,013.55)
of School Financial Srvcs(IQ Academy)	Bill	04/26/2024	IQ - Apr 2024 STRS	IQ - Apr 2024 STRS	
	Bill Payment	04/26/2024	iQ-ACH 04/25 STRS	IQ - Apr 2024 STRS	184,013.55
					0.00

Bill Payment #ACHs for Apr 2024 - Insperity(IQ Academy)					(640,412.29)
	Bill	04/26/2024	IQ Payroll for Apr 2024	IQ Payroll for Apr 2024	
	Bill Payment	04/26/2024	ACHs for Apr 2024		640,412.29
					0.00
Bill Payment #5537 - Amazon Capital Services(iQ Academy)					(61.02)
	Bill	04/12/2024	1RTD-3MFK-RHQ4		
	Bill Payment	04/15/2024	5537		61.02
Bill Payment #5506 - Amazon Capital Services(iQ Academy)					(25.73)
	Bill	04/04/2024	1FMF-X3DM-D1LF		
	Bill	04/04/2024	1LYD-DYJR-VR96		(11.28)
	Bill	04/04/2024	1YTQ-VTGW-DGNF		(25.73)
	Bill Payment	04/04/2024	5506		62.74
					0.00
Bill Payment #5576 - Grace Speech Therapy Corp.(iQ Academy)					(60.00)
	Bill	04/25/2024	INV-00714		
	Bill	04/25/2024	INV-00728		(525.00)
	Bill	04/25/2024	INV-00738		(90.00)
	Bill	04/25/2024	INV-00750		(195.00)
	Bill	04/25/2024	INV-00741		(30.00)
	Bill Payment	04/25/2024	5576		900.00
Bill Payment #5549 - Grace Speech Therapy Corp.(iQ Academy)					(159.60)
	Bill	04/12/2024	INV-00691		
	Bill	04/12/2024	INV-00704		(660.00)
	Bill Payment	04/15/2024	5549		819.60
Bill Payment #5519 - Grace Speech Therapy Corp.(iQ Academy)					(90.00)
	Bill	04/04/2024	INV-00671		
	Bill	04/04/2024	INV-00670		(150.00)
	Bill	04/04/2024	INV-00682		(195.00)
	Bill	04/04/2024	INV-00660		(750.00)
	Bill Payment	04/04/2024	5519		1,185.00
					0.00
Bill Payment #5558 - Adapted Child's Play(iQ Academy)					(320.00)
	Bill	04/25/2024	INV-00404		
	Bill Payment	04/25/2024	5558		320.00
					0.00
Bill Payment #5539 - Bridge The Gap Sped, LLC(iQ Academy)					(220.00)
	Bill	04/12/2024	INV-00172		
	Bill Payment	04/15/2024	5539		220.00
					0.00
Bill Payment #5591 - California Virtual Academy@ Los Angeles(IQ Academy)			IQ - Interco pmt to CAVALA -		(182,023.00)
	Bill	04/25/2024	Apr 2024	IQ - Interco pmt to CAVALA - Apr 2024	
	Bill Payment	04/25/2024	5591	IQ - Interco pmt to CAVALA - Apr 2024	182,023.00
					0.00
Bill Payment #5563 - Braille Abilities, LLC(iQ Academy)					(3,217.50)
	Bill	04/25/2024	INV-00185		
	Bill Payment	04/25/2024	5563		3,217.50
Bill Payment #5510 - Braille Abilities, LLC(iQ Academy)					(82.50)
	Bill	04/04/2024	INV-00182		
	Bill	04/04/2024	INV-00179		(2,310.00)
	Bill Payment	04/04/2024	5510		2,392.50
					0.00
Bill Payment #5562 - Augmentative Communications Solutions(iQ Academy)					(4,281.25)
	Bill	04/25/2024	INV-00454		
	Bill Payment	04/25/2024	5562		4,281.25
Bill Payment #5509 - Augmentative Communications Solutions(iQ Academy)					(942.91)
	Bill	04/04/2024	INV-00447		
	Bill Payment	04/04/2024	5509		942.91
					0.00
Bill Payment #5588 - The Stepping Stones Group LLC(iQ Academy)					(341.00)
	Bill	04/25/2024	INV-00361		
	Bill	04/25/2024	INV-00351		(101.50)
	Bill	04/25/2024	MO198236		(22,320.00)
	Bill Payment	04/25/2024	5588		22,762.50
Bill Payment #5555 - The Stepping Stones Group LLC(iQ Academy)					(318.50)
	Bill	04/12/2024	INV-00340		
	Bill Payment	04/15/2024	5555		318.50
Bill Payment #5533 - The Stepping Stones Group LLC(iQ Academy)					(31.00)
	Bill	04/04/2024	INV-00330		
	Bill	04/04/2024	INV-00324		(97.25)
	Bill	04/04/2024	INV-00313		(482.00)
	Bill	04/04/2024	M0193959		(2,216.19)
	Bill Payment	04/04/2024	5533		2,826.44
					0.00
Bill Payment #5511 - California Teachers Association(IQ Academy)					(6,063.44)
	Bill	04/04/2024	Union Dues - 032024		
	Bill Payment	04/04/2024	5511		6,063.44

				0.00
Bill Payment #5572 - El Paseo Children's Center, Inc.(iQ Academy)	Bill	04/25/2024	INV-00975	(6,461.29)
	Bill Payment	04/25/2024	5572	6,461.29
Bill Payment #5547 - El Paseo Children's Center, Inc.(iQ Academy)	Bill	04/12/2024	INV-00961	(8,435.77)
	Bill Payment	04/15/2024	5547	8,435.77
				0.00
Bill Payment #5538 - Axis Teletherapy(iQ Academy)	Bill	04/12/2024	INV-00408	(325.00)
	Bill	04/12/2024	INV-00407	(88.50)
	Bill	04/12/2024	INV-00452	(800.00)
	Bill	04/12/2024	INV-00446	(1,820.00)
	Bill Payment	04/15/2024	5538	3,033.50
				0.00
Bill Payment #5552 - Summit View School(iQ Academy)	Bill	04/12/2024	CVA0224SVW	(3,859.46)
	Bill	04/12/2024	IQA0224SVW	(14,982.68)
	Bill Payment	04/15/2024	5552	18,842.14
				0.00
Bill Payment #5512 - Chase Boyle dba Snow Counseling(iQ Academy)	Bill	04/04/2024	INV-00255	(255.00)
	Bill	04/04/2024	INV-00235	(95.00)
	Bill Payment	04/04/2024	5512	350.00
				0.00
Bill Payment #5574 - EverDriven Technologies LLC(iQ Academy)	Bill	04/25/2024	51511	(2,888.11)
	Bill Payment	04/25/2024	5574	2,888.11
				0.00
Bill Payment #5570 - ECE 4 Autism(iQ Academy)	Bill	04/25/2024	02203383	(7,159.80)
	Bill Payment	04/25/2024	5570	7,159.80
				0.00
Bill Payment #5583 - Rids Brother Company Inc(iQ Academy)	Bill	04/25/2024	1411	(14,938.00)
	Bill	04/25/2024	1390 - Shelton	(850.00)
	Bill	04/25/2024	1395 Cruz and Zelaya	(2,800.00)
	Bill Payment	04/25/2024	5583	18,588.00
				0.00
Bill Payment #5540 - Bridgeport School(iQ Academy)	Bill	04/12/2024	IQA0224BP	(5,096.03)
	Bill Payment	04/15/2024	5540	5,096.03
				0.00
Bill Payment #5557 - AACA, Inc(iQ Academy)	Bill	04/25/2024	25458	(14,234.62)
	Bill Payment	04/25/2024	5557	14,234.62
Bill Payment #5505 - AACA, Inc(iQ Academy)	Bill	04/04/2024	25417	(15,643.97)
	Bill Payment	04/04/2024	5505	15,643.97
				0.00
Bill Payment #5521 - Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)	Bill	04/04/2024	0000045566	(127.37)
	Bill Payment	04/04/2024	5521	127.37
				0.00
Bill Payment #5551 - Point Quest Pediatric Therapies, LLC(iQ Academy)	Bill	04/12/2024	INV-00173	(303.75)
	Bill Payment	04/15/2024	5551	303.75
				0.00
Bill Payment #5530 - Specialized Therapy Services Inc(IQ Academy)	Bill	04/04/2024	INV-01180	(3,357.50)
	Bill Payment	04/04/2024	5530	3,357.50
				0.00
Bill Payment #5535 - Tiffany Richardson(iQ Academy)	Bill	04/04/2024	INV-00010	(50.00)
	Bill Payment	04/04/2024	5535	50.00
				0.00
Bill Payment #5568 - Dynamic Hope Schools(iQ Academy)	Bill	04/25/2024	1049	(15,810.18)
	Bill Payment	04/25/2024	5568	15,810.18
				0.00
Bill Payment #5590 - TinyEYE Technology Corporation(iQ Academy)	Bill	04/25/2024	INV-00536	(624.96)
	Bill Payment	04/25/2024	5590	624.96
				0.00
Bill Payment #5560 - Apple Inc.(IQ Academy)	Bill	04/25/2024	MA66137404	(485.55)
	Bill	04/25/2024	MA67286053	(299.99)
	Bill	04/25/2024	MA68543041	(17.50)
	Bill	04/25/2024	MA69599287	(299.99)
	Bill Payment	04/25/2024	5560	1,103.03

					0.00
Bill Payment #5595 - K12 MANAGEMENT INC	Journal	04/26/2024	JE-207-1936	Deficit Credit not applied properly	(13,155.00)
Bill Payment #5594 - K12 MANAGEMENT INC	Journal	04/26/2024	JE-207-1935	Deficit Credit not applied properly	(8,412.72)
Bill Payment #5593 - K12 MANAGEMENT INC	Journal	04/26/2024	JE-207-1934	Def Credit not applied	(1,289,824.28)
					(1,311,392.00)
Bill Payment #5504 - A1 Speech Therapy, Inc.(iQ Academy)					(590.00)
	Bill	04/04/2024	INV-00285		
	Bill	04/04/2024	INV-00286		(492.50)
	Bill Payment	04/04/2024	5504		1,082.50
					0.00
Bill Payment #5561 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)					(531.25)
	Bill	04/25/2024	INV-00755		
	Bill Payment	04/25/2024	5561		531.25
Bill Payment #5508 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)					(1,177.08)
	Bill	04/04/2024	INV-00726		
	Bill	04/04/2024	INV-00739		(862.92)
	Bill Payment	04/04/2024	5508		2,040.00
					0.00
Bill Payment #5565 - Children's Therapy Network(IQ Academy)					(218.75)
	Bill	04/25/2024	INV-01135		
	Bill Payment	04/25/2024	5565		218.75
Bill Payment #5542 - Children's Therapy Network(IQ Academy)					(218.75)
	Bill	04/12/2024	INV-01132		
	Bill Payment	04/15/2024	5542		218.75
Bill Payment #5513 - Children's Therapy Network(IQ Academy)					(379.17)
	Bill	04/04/2024	INV-01126		
	Bill	04/04/2024	INV-01128		(87.50)
	Bill	04/04/2024	INV-01122		(583.33)
	Bill Payment	04/04/2024	5513		1,050.00
					0.00
Bill Payment #5566 - Christy Bock dba Cornerstone Educational Solutions(iQ Academy)					(7,060.00)
	Bill	04/25/2024	INV-00397		
	Bill Payment	04/25/2024	5566		7,060.00
Bill Payment #5514 - Christy Bock dba Cornerstone Educational Solutions(iQ Academy)					(10,401.05)
	Bill	04/04/2024	INV-00371		
	Bill Payment	04/04/2024	5514		10,401.05
					0.00
Bill Payment #5516 - Crick Software(iQ Academy)	Bill	04/04/2024	28262		(349.00)
	Bill Payment	04/04/2024	5516		349.00
					0.00
Bill Payment #5577 - Green Hasson Janks(IQ Academy)					(3,850.00)
	Bill	04/25/2024	88440		
	Bill Payment	04/25/2024	5577		3,850.00
Bill Payment #5520 - Green Hasson Janks(IQ Academy)					(4,350.00)
	Bill	04/04/2024	83933 - 10% Withheld		
	Bill Payment	04/04/2024	5520		4,350.00
					0.00
Bill Payment #5522 - Kesler Science (iQ Academy)	Bill	04/04/2024	7315		(698.00)
	Bill Payment	04/04/2024	5522		698.00
					0.00
Bill Payment #5523 - Little Ears Therapy Centers(iQ Academy)					(120.00)
	Bill	04/04/2024	INV-00132		
	Bill Payment	04/04/2024	5523		120.00
					0.00
Bill Payment #5580 - Oxford Consulting Services(IQ Academy)					(100.00)
	Bill	04/25/2024	INV-01615		
	Bill	04/25/2024	INV-01616		(100.00)
	Bill Payment	04/25/2024	5580		200.00
Bill Payment #5526 - Oxford Consulting Services(IQ Academy)					(75.00)
	Bill	04/04/2024	INV-01597		
	Bill	04/04/2024	INV-01605		(125.00)
	Bill	04/04/2024	INV-01606		(75.00)
	Bill Payment	04/04/2024	5526		275.00
					0.00
Bill Payment #5584 - School Pathways LLC(IQ Academy)					(18,912.41)
	Bill	04/25/2024	140-INV6440		
	Bill Payment	04/25/2024	5584		18,912.41
Bill Payment #5529 - School Pathways LLC(IQ Academy)					(546.00)
	Bill	04/04/2024	140-INV6230		
	Bill Payment	04/04/2024	5529		546.00
					0.00
Bill Payment #5587 - SpeechRighter, Inc.(iQ Academy)					(320.63)
	Bill	04/25/2024	INV-00271		
	Bill Payment	04/25/2024	5587		320.63
Bill Payment #5532 - SpeechRighter, Inc.(iQ Academy)					(286.88)
	Bill	04/04/2024	INV-00263		

Bill Payment #5532 - SpeechRighter, Inc.(iQ	Bill Payment	04/04/2024	5532		286.88
					0.00
Bill Payment #5564 - Cheerful Helpers Child &					(1,422.12)
Family Study Center(iQ Academy)	Bill	04/25/2024	6470		
	Bill Payment	04/25/2024	5564		1,422.12
Bill Payment #5541 - Cheerful Helpers Child &					(1,017.84)
Family Study Center(iQ Academy)	Bill	04/12/2024	6441		
	Bill Payment	04/15/2024	5541		1,017.84
					0.00
Bill Payment #5546 - El Camino College(iQ					(5,514.50)
Academy)	Bill	04/12/2024	Contract # 2818		
	Bill Payment	04/15/2024	5546		5,514.50
					0.00
Bill Payment #5554 - The Miri Center. A					(1,625.00)
Professional Psychological Corporation(iQ					
Academy)	Bill	04/12/2024	INV-00422		
	Bill Payment	04/15/2024	5554		1,625.00
					0.00
Bill Payment #88 - Alfredo Webley(iQ Academy)	Bill	04/12/2024	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	04/15/2024	88		240.00
					0.00
Bill Payment #89 - Billie Wilf(iQ Academy)	Bill	04/12/2024	ISP - Fall 2023		(240.00)
	Bill Payment	04/15/2024	89		240.00
					0.00
					(240.00)
Bill Payment #90 - Shamoria Hughes(iQ Academy)	Bill	04/12/2024	ISP - Fall 2023 Reissue		
	Bill Payment	04/15/2024	90		240.00
					0.00
Bill Payment #5575 - Fresno County Superintendent					(1,250.00)
of Schools(iQ Academy)	Bill	04/25/2024	Invoice 241518	Inv didn't integrate (fully approved)	
	Bill Payment	04/25/2024	5575	Inv didn't integrate (fully approved)	1,250.00
					0.00
Bill Payment #5578 - Kadiant, LLC(iQ Academy)	Bill	04/25/2024	INV-00103		(2,180.50)
	Bill Payment	04/25/2024	5578		2,180.50
					0.00
Bill Payment #5585 - Specialized Education of					(2,566.55)
California, Inc.(iQ Academy)	Bill	04/25/2024	INV189643		
	Bill Payment	04/25/2024	5585		2,566.55
					0.00
Bill Payment #5592 - California Virtual Academy@			IQ * Interco pmt to CAVASD		(36,565.00)
San Diego(IQ Academy)	Bill	04/25/2024	- Apr 2024	IQ * Interco pmt to CAVASD - Apr 2024	
	Bill Payment	04/25/2024	5592	IQ * Interco pmt to CAVASD - Apr 2024	36,565.00
					0.00
					0.00
				Total	3,187,191.35

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Document Tracking Services	6,881.18
Pitney Bowes Bank Inc Purchase Power	3,652.49
AppleOne Employment Services	2,622.15
Barrington Staffing Services	2,196.51
UPS	580.87
FusionPlus Inc	506.19
DataBasics, Inc.	279.10
The Back Room Inc	232.17
Supreme Facility Services, Inc.	222.05
Certified Languages International	200.25
De Lage Landen Financial Services Inc.	174.69
AT&T Mobility	161.54
Westminster Technologies, LLC	149.00
Comm-Core	136.19
Texthelp	130.16
Ontario Refrigeration	127.79
Amazon	127.46
Carmen Gomez Ruiz	121.48
Southern California Edison	117.56
UBEO Business Services	114.01
Staples	113.81
Bill.com	110.38
ISAFE Enterprises LLC	101.24
Quill Corporation	92.99
City of Simi Valley	70.52
Braille Abilities, LLC	65.60
Verizon Wireless	54.21
DROPBOX, INC.	49.16
VistaPrint	41.20
Urbane Café	40.01
Sparkletts	38.91
Costco Delivery	38.13
Western Exterminator Company	33.69
ULINE	30.58
Waste Management	28.37
ADT Commercial	26.61
School Services of California, Inc.	16.87
Paper Recycling & Shredding	14.58
Crisis Prevention Institute	13.46
Pitney Bowes Global Financial Services	13.36
National Pen Co.	12.28
Interpreters Unlimited	12.25

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
GrubHub - Western Bagel	9.99
Doctors Wellness Company LLC dba WellnessMart MD	8.37
Smart & Final	5.76
B&B Do It Center	3.80
GrubHub - CVS	1.08
Grand Total	**19,780.08**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Carmen Gomez Ruiz		53400 Rent and Utilities : Repairs and Maintenance				600.00	40.49
	Operations and Housekeeping Services		101 General	LLC 3001	March		
				LLC 3002	March (3/17, 3/31)	1,200.00	80.99
	Operations and Housekeeping Services Total					1,800.00	121.48
Carmen Gomez Ruiz Total						1,800.00	121.48
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS				108.00	7.29
	Office Expense		101 General	LLC 569405	March (3/14)		
				LLC 570986	April (4/4)	108.00	7.29
	Office Expense Total					216.00	14.58
Paper Recycling & Shredding Total						216.00	14.58
UPS		54302 Postage & Delivery Expense : Messenger & Delivery				630.58	42.56
	Shipping		101 General	LLC 000073Y68E114	March (3/16)		
				LLC 000073Y68E124	March (3/23)	1,277.29	86.21
				LLC 000073Y68E134	March (3/30)	293.82	19.83
				LLC 000073Y68E144	April (4/6)	749.12	50.56
				LLC 000073Y68E154	April (4/13)	2,298.71	155.14
				LLC 000073Y68E164	April (4/20)	1,377.91	93.00
			280 SPED	LLC 0000V9159W114	March (3/16)	525.84	36.70
				LLC 0000V9159W124	March (3/23)	333.34	23.27
				LLC 0000V9159W134	March (3/30)	81.17	5.67
				LLC 0000V9159W144	April (4/6)	306.70	21.41
				LLC 0000V9159W154	April (4/13)	396.54	27.68
				LLC 0000V9159W164	April (4/20)	270.14	18.86
	Shipping Total					8,541.16	580.87
UPS Total						8,541.16	580.87
Waste Management		53400 Rent and Utilities : Repairs and Maintenance				167.38	11.30
	Operations and Housekeeping Services		101 General	LLC 6880833-0283-8	April		
				LLC 6880850-0283-2	April	253.00	17.08
	Operations and Housekeeping Services Total					420.38	28.37
Waste Management Total						420.38	28.37
Barrington Staffing Services						6,267.40	423.00
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 43486	March (3/17)		
				LLC 43503	March (3/24)	5,502.03	371.34
				LLC 43521	March (3/31)	1,331.90	89.89
				LLC 43541	April (4/7)	4,364.56	294.57
			280 SPED	LLC 43486	March (3/17)	2,439.20	170.25
				LLC 43503	March (3/24)	2,439.20	170.25
				LLC 43541	April (4/7)	2,439.20	170.25
				LLC 43562	April (4/14)	2,439.20	170.25
			101 General	LLC 43562	April (4/14)	4,988.65	336.69
	Outside Service Total					32,211.34	2,196.51
Barrington Staffing Services Total						32,211.34	2,196.51
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional Services				7,500.00	506.19
	Outside Service-General		101 General	LLC INV-1009	April		
	Outside Service-General Total					7,500.00	506.19
FusionPlus Inc Total						7,500.00	506.19
Document Tracking Services		51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts	LLC T-930650071	April	13,064.28	6,881.18
	Outside Service-General						
	Outside Service-General Total					13,064.28	6,881.18
Document Tracking Services Total						13,064.28	6,881.18
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				803.28	54.21
	Telephone - Adminstration		101 General	LLC 9960745045	March		
	Telephone - Adminstration Total					803.28	54.21
Verizon Wireless Total						803.28	54.21
Certified Languages International		51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586033124	March (3/31)	2,820.00	200.25
	Outside Service-General						
	Outside Service-General Total					2,820.00	200.25
Certified Languages International Total						2,820.00	200.25
Comm-Core		53801 Phone & Internet Expense : Telephone				2,017.85	136.19
	Communications		101 General	LLC 1085891	April		
	Communications Total					2,017.85	136.19
Comm-Core Total						2,017.85	136.19
Supreme Facility Services, Inc.		53400 Rent and Utilities : Repairs and Maintenance				3,290.00	222.05
	Operations and Housekeeping Services		101 General	LLC 3866	April		
	Operations and Housekeeping Services Total					3,290.00	222.05
Supreme Facility Services, Inc. Total						3,290.00	222.05
Amazon		52802 Office Supplies Expense : Office Supplies - COS				13.80	0.93
	Office Expense		101 General	112-5978316-6210662	March		
						42.89	2.89
				111-3598814-2611430	March		
						137.66	9.29
				112-8755262-6652257	March		
						42.85	2.89
				112-8602987-7220247	April		
						163.35	11.02
				112-3889634-3128225	April		
						21.33	1.44
				112-4634501-6809861	April		
						21.44	1.45
				112-9348225-9213868	April		
						146.33	9.88
				112-8432746-1888267	April		
						40.94	2.76
				112-2409479-6906667	April		
						24.94	1.68
				111-5671886-5706607	April		
						183.40	12.38
				112-6289176-9817869	April		
						804.36	54.29
				113-7437502-3675465	April		
						245.26	16.55
				111-5945420-7601026	April		
	Office Expense Total					1,888.55	127.46
Amazon Total						1,888.55	127.46
Quill Corporation		52802 Office Supplies Expense : Office Supplies - COS				601.44	40.59
	Office Expense		101 General	LLC 37558056	March (3/05)		
				LLC 37558598	March (3/05)	156.02	10.53
				LLC 38026888	April (4/3)	23.73	1.60
				LLC 38028306	April (4/3)	560.19	37.81
				LLC 38054686	April (4/3)	36.42	2.46
	Office Expense Total					1,377.80	92.99
Quill Corporation Total						1,377.80	92.99

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
		53801 Phone & Internet Expense :		LLC 80557846671578		645.05	43.54
AT&T Mobility	Communications	Telephone	101 General	032824	April		
				LLC 6655229805	April	1,748.36	118.00
	Communications Total					2,393.41	161.54
AT&T Mobility Total						2,393.41	161.54
		51801 Professional Svcs & Outside				3,440.00	232.17
The Back Room Inc	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-2779	March		
	Outside Service-General Total					3,440.00	232.17
The Back Room Inc Total						3,440.00	232.17
						5,401.10	364.53
		51806 Professional Svcs & Outside					
AppleOne Employment Services	Outside Service	Labor : Outside Labor/Temporary Help	101 General	LLC 01-6833967	March (3/9)		
				LLC 01-6833968	March (3/9)	2,681.80	181.00
				LLC 01-6838504	March (3/16)	5,419.54	365.77
				LLC 01-6838505	March (3/16)	2,413.20	162.87
				LLC 01-6843640	March (3/23)	5,431.00	366.55
				LLC 01-6843641	March (3/23)	2,682.64	181.06
				LLC 01-6852660	April (4/6)	5,677.80	383.20
				LLC 01-6852661	April (4/6)	2,683.48	181.11
				LLC 01-6857453	April (4/13)	3,777.76	254.97
				LLC 01-6857454	April (4/13)	2,683.20	181.09
	Outside Service Total					38,851.52	2,622.15
AppleOne Employment Services Total						38,851.52	2,622.15
Doctors Wellness Company LLC dba WellnessMart		51801 Professional Svcs & Outside				124.00	8.37
MD	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-0866	March (3/31)		
	Outside Service-General Total					124.00	8.37
Doctors Wellness Company LLC dba WellnessMart MD Total						124.00	8.37
		53400 Rent and Utilities : Repairs and				249.60	16.85
Western Exterminator Company	Operations and Housekeeping Services	Maintenance	101 General	LLC 58426867	March (3/06)		
				LLC 59482295	April (4/9)	249.60	16.85
	Operations and Housekeeping Services Total					499.20	33.69
Western Exterminator Company Total						499.20	33.69
		55801 Dues, Memberships &				1,381.00	110.38
Bill.com	Dues and Memberships	Research Svcs : Memberships	101 General	24046730730	April		
	Dues and Memberships Total					1,381.00	110.38
Bill.com Total						1,381.00	110.38
		53302 Rent and Utilities : Utilities,		LLC 700203189681		1,741.80	117.56
Southern California Edison	Utilities	CAM, and Real Estate	101 General	041124	March		
	Utilities Total					1,741.80	117.56
Southern California Edison Total						1,741.80	117.56
		51801 Professional Svcs & Outside				250.00	16.87
School Services of California, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0141352-IN	April		
	Outside Service-General Total					250.00	16.87
School Services of California, Inc. Total						250.00	16.87
		52802 Office Supplies Expense : Office				453.12	30.58
ULINE	Office Expense	Supplies - COS	101 General	LLC 176776294	April (4/11)		
	Office Expense Total					453.12	30.58
ULINE Total						453.12	30.58
		52802 Office Supplies Expense : Office				85.27	5.76
Smart & Final	Office Expense	Supplies - COS	101 General	4232024	April		
	Office Expense Total					85.27	5.76
Smart & Final Total						85.27	5.76
		55304 Facilities & Equipment Rental				2,588.36	174.69
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Expense : Equipment Rental	101 General	LLC 82362319	April		
	Equipment Rental Expense Total					2,588.36	174.69
De Lage Landen Financial Services Inc. Total						2,588.36	174.69
		51801 Professional Svcs & Outside				4,135.40	279.10
DataBasics, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0813026	April		
	Outside Service-General Total					4,135.40	279.10
DataBasics, Inc. Total						4,135.40	279.10
		52802 Office Supplies Expense : Office				162.99	11.00
Pitney Bowes Global Financial Services	Office Expense	Supplies - COS	101 General	LLC 1025033067	March (3/21)		
				LLC 3106620631	April (4/3)	35.00	2.36
	Office Expense Total					197.99	13.36
Pitney Bowes Global Financial Services Total						197.99	13.36
		53400 Rent and Utilities : Repairs and				394.23	26.61
ADT Commercial	Operations and Housekeeping Services	Maintenance	101 General	LLC 154190298	March (3/10)		
	Operations and Housekeeping Services Total					394.23	26.61
ADT Commercial Total						394.23	26.61
		51801 Professional Svcs & Outside				215.25	12.25
Interpreters Unlimited	Outside Service-General	Labor : Other Professional Services	280 SPED	LLC 380577	February		
	Outside Service-General Total					215.25	12.25
Interpreters Unlimited Total						215.25	12.25
		53400 Rent and Utilities : Repairs and				863.00	58.25
Ontario Refrigeration	Operations and Housekeeping Services	Maintenance	101 General	LLC GW30670M	April (4/1)		
				LLC GW29903	April (4/11)	1,030.35	69.54
	Operations and Housekeeping Services Total					1,893.35	127.79
Ontario Refrigeration Total						1,893.35	127.79
		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-		20,195.00	1,362.99
Pitney Bowes Bank Inc Purchase Power	Postage	Postage	101 General	2145 031724	March (3/17)		
				LLC 8000-9090-1005-		33,922.70	2,289.50
				2145 041824	April (4/16)		
	Postage Total					54,117.70	3,652.49
Pitney Bowes Bank Inc Purchase Power Total						54,117.70	3,652.49
		52802 Office Supplies Expense : Office				294.27	19.86
Sparkletts	Office Expense	Supplies - COS	101 General	LLC 15182654 031724	March (3/17)		
						282.29	19.05
				LLC 15182654 041424	April (4/14)		
	Office Expense Total					576.56	38.91
Sparkletts Total						576.56	38.91
		52802 Office Supplies Expense : Office				3.45	0.23
Staples	Office Expense	Supplies - COS	101 General	LLC 3561435475	March (3/06)		
				LLC 3561503190	March (3/07)	1,552.73	104.80
				LLC 3561503191	March (3/07)	129.02	8.71
				LLC 3561570844	March (3/08)	1.14	0.08
	Office Expense Total					1,686.34	113.81
Staples Total						1,686.34	113.81
		55801 Dues, Memberships &				2,143.26	130.16
Texthelp	Dues and Memberships	Research Svcs : Memberships	280 SPED	LLC 72522	March (3/14)		
	Dues and Memberships Total					2,143.26	130.16
Texthelp Total						2,143.26	130.16

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
		56313 Program Fees & Other Instructional : Program Fees -				199.45	13.46
Crisis Prevention Institute	Teacher Training	Professional Development	101 General	LLC NAIN-039537	October (10/19)		
	Teacher Training Total					199.45	13.46
Crisis Prevention Institute Total						199.45	13.46
		55801 Dues, Memberships &				1,500.00	101.24
ISAFE Enterprises LLC	Dues and Memberships	Research Svcs : Memberships	101 General	LLC IVC12025932	March (3/26)		
	Dues and Memberships Total					1,500.00	101.24
ISAFE Enterprises LLC Total						1,500.00	101.24
		51817 Professional Svcs & Outside Labor : Special Education Professional				1,080.75	65.60
Braille Abilities, LLC	Subagreements for Services	Services	280 SPED	LLC 04222024	April (4/22)		
	Subagreements for Services Total					1,080.75	65.60
Braille Abilities, LLC Total						1,080.75	65.60
		53302 Rent and Utilities : Utilities,		LLC 109162-51067613		1,044.93	70.52
City of Simi Valley	Utilities	CAM, and Real Estate	101 General	70763956	April (4/10)		
	Utilities Total					1,044.93	70.52
City of Simi Valley Total						1,044.93	70.52
		54811 Computer & Maintenance				1,800.00	49.16
DROPBOX, INC.	Computer Expense	Expense : Repairs & Maintenance	753 ARP ESSER III	LLC 32538834	April (4/18)		
	Computer Expense Total					1,800.00	49.16
DROPBOX, INC. Total						1,800.00	49.16
		55304 Facilities & Equipment Rental				1,689.28	114.01
UBEO Business Services	Equipment Rental Expense	Expense : Equipment Rental	101 General	LLC 4475647	April (4/12)		
	Equipment Rental Expense Total					1,689.28	114.01
UBEO Business Services Total						1,689.28	114.01
		56410 Program Fees & Other Instructional : Program Fees - Non K12				298.00	149.00
Westminster Technologies, LLC	Non K12 Curriculum	Curriculum	280 SPED	LLC 502053	March (3/24)		
	Non K12 Curriculum Total					298.00	149.00
Westminster Technologies, LLC Total						298.00	149.00
		52802 Office Supplies Expense : Office				148.00	9.99
GrubHub - Western Bagel	Office Expense	Supplies - COS	101 General	81832564-7381747	March		
	Office Expense Total					148.00	9.99
GrubHub - Western Bagel Total						148.00	9.99
		52802 Office Supplies Expense : Office				16.00	1.08
GrubHub - CVS	Office Expense	Supplies - COS	101 General	76732564-0917733	March		
	Office Expense Total					16.00	1.08
GrubHub - CVS Total						16.00	1.08
		52802 Office Supplies Expense : Office				610.52	41.20
VistaPrint	Office Expense	Supplies - COS	101 General	VP_P04V4ZSG	April		
	Office Expense Total					610.52	41.20
VistaPrint Total						610.52	41.20
		52802 Office Supplies Expense : Office				565.03	38.13
Costco Delivery	Office Expense	Supplies - COS	101 General	1105375741	April		
	Office Expense Total					565.03	38.13
Costco Delivery Total						565.03	38.13
		52802 Office Supplies Expense : Office				182.01	12.28
National Pen Co.	Office Expense	Supplies - COS	101 General	ONJK5KC-51H79-3U4	April		
	Office Expense Total					182.01	12.28
National Pen Co. Total						182.01	12.28
		52802 Office Supplies Expense : Office				56.27	3.80
B&B Do It Center	Office Expense	Supplies - COS	101 General	4212024	April		
	Office Expense Total					56.27	3.80
B&B Do It Center Total						56.27	3.80
		52802 Office Supplies Expense : Office				592.87	40.01
Urbane Café	Office Expense	Supplies - COS	101 General	117865	April		
	Office Expense Total					592.87	40.01
Urbane Café Total						592.87	40.01
Grand Total						202,901.51	19,780.08

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #08

APPROVED

VIA: IQ ACADEMY STAFF
June 18, 2024

SUBJECT: 2023-2024 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of the iQ Academy California- Los Angeles ratify the following 2023-2024 Employment Agreements and Terminations.

BACKGROUND:
iQ Academy California- Los Angeles offered contracts to teachers to meet the enrollment demands of the 2023-2024 school year.

New Hires:
- **None**

Terminations/Resignations:

Last Name	First Name	Title	FTE
1) Abrams	Julie	Education Specialist, K-12	1.0
2) Barrial	Henry	Roving Substitute	0.0
3) Ali	Umbreen	Teacher, Elementary	1.0
4) Arellano Garcia	Jennifer	Teacher, Elementary	1.0
5) Cooper	Clatrina	Teacher, Elementary	1.0
6) Medina	Jacqueline	Teacher, Elementary	1.0
7) Sandoval-Hernandez	Guadalupe	Teacher, Elementary, Substitute	0.0
8) Sena-Margason	Sonya	Teacher, High School	1.0
9) Tran	Lyly	Teacher, Middle School	1.0

BUDGET IMPLICATIONS:
Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

RECOMMENDATIONS:
It is recommended the Governing Board:
1. Ratify the 2023-2024 Terminations

RESPECTFULLY SUBMITTED:
Nicholas Stecken
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/18/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X					
Ben Pace	X				X	

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #09

VIA: IQ ACADEMY STAFF
June 18, 2024

SUBJECT: Parent Student Handbook for 2024 - 2025 School Year

PROPOSAL: It is proposed that the Governing Board of iQ Academy California – Los Angeles approve the Parent Student Handbook for the 2024-2025 School Year.

BACKGROUND: The Parent Student Handbook has been updated to reflect changes as noted on the Summary of Changes document. This handbook is updated annually to reflect accurate dates and information. These updates are needed to convey necessary information to students and families and provide clarity on school policies and procedures.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

Review and approve the Parent Student Handbook Updates.

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:

Nick Stecken
Head of School

PRESENTED BY:

Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/18/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					
Dr. Julie Mendoza	X				X	
Ben Pace	X					X

Parent Student Handbook
2024-2025 SY Updates
Summary of Changes

Page Number	Department	Section Header	Updates Made
1-4	General	Table of contents	Updated page numbers to reflect changes below.
All	General	All	Various changes made to grammar, spelling, phrasing on advice from legal. Changes are not meant to reflect substantive changes to the PSHB.
13	General	2024 – 2025 School Calendar	Updates made to reflect board approved 24-25 school calendar.
18	General	Admission	Removed and revised language to be more clear on age requirements. Added in TK enrollment cut off dates to align with ed code; State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for kindergarten are eligible to enroll in our Transitional Kindergarten program. A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and June 2.
18-19	General	Immunizations	Provided updates to the list of immunizations and revised language to align with legal guidance on what should be included.
20-24	General	Account Set Up	Updated screenshots, processes, and links to reflect changes in the front end account set up.
30-33	General	Roles and Responsibilities	Added a new section that was formally just in reference to the learning coach to articulate expected roles and responsibilities for legal guardians, students, learning coaches, and IQ administrators.
28	General	Engageli Class Connect	Modified wording to update our transition to a new class connect tool called Engageli.
39	General	Code of Conduct	Renamed to Code of conduct and added in a reference to outings and other in person activities so it's clear the expectations apply to any school setting, not just the virtual one.
40	General	Academic Integrity Policy (Academic	Added: Using AI to artificially produce work and claim it as one's original assignment.

		Dishonesty and Plagiarism)	
42-43	General	Dress Standards	Created a new Dress Standards section that provides guidance to students/staff/stakeholders on appropriate attire for virtual and in-person activities. Also included a specific section on HS graduation dress code expectations.
43	General	Discipline	Added: Suspension, expulsion, or involuntary removal shall be implemented consistent with the Charter School's Suspension and Expulsion Policy and Procedures, Board Policy # 12, and available on the Charter School's website. We will also be adding the policy to the end of the PSHB document as an appendix item.
51-52	49	Complaint and Reporting Procedure	New paragraph added to clarify staff response: All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director and the Title IX Coordinator, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual or gender-based harassment within three (3) school days violates this policy.
56	General	Title IX and Non Discrimination	Updated contact information for Title IX coordinator.
57	General	Migrant Education Program	Added section and point of contact for Migrant Education: MIGRANT EDUCATION PROGRAM A student is considered a Migrant if the parent or guardian is a migratory worker in the agricultural, lumber, or fishing industries and whose family has moved during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another to finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his / her own for the same reasons. The eligibility period is three years from the date of the last move. If you have questions or want information about the available resources, contact the liaison. Migrant Education Program Liaison Krista Mount kmount@caliva.org

			(805) 581-0202
59	General	McKinney-Vento	Updated contact information and added: iQ Academy California - Los Angeles wholeheartedly embraces a commitment to nurturing the distinct educational, emotional, and social needs of all students, including those who are unhoused. iQ Academy recognizes that these hardships can create additional stress and anxiety, which may impact a child's ability to concentrate on their studies. To ensure no student is left unsupported, Homeless and Foster support staff collaborates with school administration, teachers, and families to build a comprehensive system of support that caters to the unique requirements of each student and family. This may include providing hotspots, school supplies, hygiene kits, and assistance with connecting to local resources. iQ Academy's goal is to create a safe and inclusive learning environment where every individual can flourish academically, emotionally, and socially.
63	General	Special Education	Updated contact information. Added section **Related Services Transportation** Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. Also, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.
65	General	Section 504 Plans	Revised language: Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of

			Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. IQ Academy will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the school will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out-of-pocket cost to the student or family for the essential supplementary aids, services, or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and

			extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws. Click here for a LINK TO FEDERAL OR STATE DOE 504 INFORMATION for more information related to Section 504 of the Rehabilitation Active of 1973. Parents/guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and supports outlined on the 504 Plan. A revocation of services should be put in writing to the school, and the school will respond with a Prior Written Notice confirming receipt of the revocation request. Please reference additional information on revoking consent from the California Department of Education here.
66	General	Response to Instruction/Student Study Team Renamed header to: Multi-Tiered System of Supports (MTSS) and the Student Study Team (SST) Added in description of IQ Connect and IQ Boost to replace Compass section.	A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement. At iQ Academy, our MTSS frameworks: 1. Create inclusive and equitable school-based systems that ensure all students have equal opportunities to learn at high levels; 2. Help to organize resources, supports, and staff to serve students;

			3. Use data-based decision-making, problem solving, and progress monitoring processes simultaneously;
			4. Build on a strong Tier 1 program (academic, behavior, social-emotional) for all students;
			5. Clarify Tier 2 and Tier 3 services that are targeted to ensure that every student is reaching his/her full potential; and
			6. Ensure students get the support they need when they need it.
			
			Each department has its own MTSS framework that includes the following critical components:
			• <u>Universal Screener:</u> A tool to identify students who may need additional academic, social-emotional, and/or behavioral supports immediately and intensively.
			• <u>A Multi-Level Prevention and Intervention System:</u>
			  • Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards.
			  • Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in mastering grade-level essential targets and immediate prerequisite skills.
			  • Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills.
			• <u>Data-Based Decision Making:</u> Data analysis and problem solving through teaming to

			make decisions about instruction, intervention, implementation, and disability identification (according to state law). • Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports. Each department has its own Multi-Tiered System of Supports (MTSS) Team, dedicated to diagnosing and prioritizing Tier 3 interventions. The primary responsibilities of each department's MTSS Team is to: • Determine the specific learning and/or engagement and social emotional needs of each student in need of intensive support; • Diagnose the causes of the student's struggles in Tier 1 and Tier 2; • Determine the most appropriate interventions to address the student's needs; • Frequently monitor the student's progress to see if interventions are achieving the desired outcomes; and • Revise the student's interventions when he or she is not achieving the desired outcomes. The Student Study Team (SST) is a resource available to all families and staff members. The Student Study Team is designed to address parent or teacher concerns regarding their student's individual academic or behavioral needs. The Student Study Team meeting provides a forum for the parent, general education teacher, additional

			teachers, and support staff to come together and develop additional ideas or strategies to help the student. All Student Study Team meetings are conducted via web conference (Zoom, Newrow, etc.) or conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and areas of need. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know. **iQ Boost (RTI)** All students, from Kinder to 8th grade will participate in the STAR assessment in both Math and Reading within the first two weeks of school. The results of this assessment will identify a need, if any, for a tier 2 intervention for math and reading (below basic/urgent intervention). Based on score, students will be placed into tier 2 intervention. Students will be assessed, quarterly, (during intake session and during the final week of the quarter), using the benchmark assessment in Freckle to evaluate whether or not they will exit tier 2 intervention and move to tier 1 or move to tier 3, an SST referral. IQ Boost or RTI (Response to Intervention) in education refers to a multi-tiered approach to identifying and supporting students with learning and behavioral needs. It is a framework used by iQ Academy to provide early intervention and support to students who may be struggling academically or behaviorally. iQ Boost (RTI) Intervention Services: 1. <u>Tiered Approach</u>: **RTI typically consists of three tiers of intervention. Tier 1 includes**

			high-quality instruction and universal screening for all students. Tier 2 provides targeted interventions for students who need additional support beyond what is provided in Tier 1. Tier 3 offers intensive interventions for students who continue to struggle even after receiving Tier 2 interventions. **2. Data-Based Decision Making: RTI relies on the collection and analysis of data to guide instructional decisions. This includes using screening assessments to identify students at risk, progress monitoring to track student growth, and analyzing data to determine the effectiveness of interventions.** **3. Collaborative Problem-Solving: RTI involves collaboration among educators, administrators, parents, and other stakeholders to support student success. Teams meet regularly to review data, make instructional decisions, and determine the appropriate level of support for individual students.** **4. Differentiated Instruction: RTI emphasizes the use of evidence-based instructional strategies tailored to meet the diverse needs of students. This may include small-group instruction, targeted interventions, and individualized support.** **5. Early Intervention: One of the key principles of RTI is early intervention. By identifying and addressing student needs as soon as they arise, educators can prevent academic and behavioral problems from escalating and provide students with the support they need to succeed.** **Intensive Academic Support** As a component of our Multi-Tiered System of Support (MTSS) Program and with the intent of

			providing students with intensive interventions in foundational skills, students may be enrolled in an Intensive Support Program. A student who is identified as in need of intensive intervention in the subject areas of mathematics and/or English Language Arts will be required to participate in this supplemental program. This need will be determined through student assessment data and teacher input. While time and intensity requirements may vary, this program will provide interventions multiple days per week on an ongoing basis. Students in this program will be continuously monitored to ensure they are receiving the best academic support available to them. iQ Connect Program **iQ Connect is a transformative TK-12th grade school support program offered by iQLA. iQ Connect is designed to enhance student engagement by nurturing their academic, social, behavioral, and emotional skills through personalized, relationship-based interventions.** **iQ Connect Supports** • **Onboarding: iQ Connect is the first stop for all new students entering our school. Onboarding support through the iQ Connect program helps to ensure all students obtain the skills necessary to be successful in our school and to support teachers with preparing incoming students. The onboarding program begins before a student's first day of school and extends throughout the year.** • **Social-Emotional: Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional supports are provided through iQ Connect for students with social or emotional**

			needs, families facing crisis or loss, and homeless or foster youth (see the McKinney Vento and Students in Foster Care sections). • **Engagement: The iQ Connect Engagement Program is crafted to offer additional support to students showing evidence of disengagement in their schooling. Tailored to address the varied needs of our student body, our dedicated engagement coaches utilize a comprehensive approach to guide interventions and support strategies. The purpose of the Engagement Program is to empower students with the skills and support they need for school success. Through targeted sessions and outreach based on individualized goal-setting, iQ Connect supports a community of learners focused on essential skills, enhancing not only academic achievement but also fostering a positive and engaged learning experience.** **Accessing iQ Connect Support** **Students identified as those who could benefit from working with iQ Connect will be referred to the program via a staff member. If you are interested in additional support for your student, please discuss your concerns with your student's Homeroom Teacher first. Requests for iQ Connect support are reviewed individually, with placement determined by each student's individual needs.** ***iQ Connect Supports do not supersede accommodations put into place under IDEA. If you feel your child needs additional support and/or accommodations, please reach out to your assigned Special Education case manager.***
65	General	Compass	Removed this section to align with our re-branded internal support programs IQ Boost and IQ Connect.
73	General	State Standardized Tests	Added in ELPAC explanation: The ELPAC is the state assessment used to determine the English language proficiency of students whose

			primary language is not English, taken annually until they are reclassified as Fluent English Proficient. Parents and guardians can not opt their child out of the Initial or the Summative ELPAC. California state law and federal law require that all students whose primary language is a language other than English be assessed for English language proficiency on an annual basis. Added in additional language to stress importance of state assessment participation: The faculty administers standardized tests virtually (when allowed by the state) or at facilities located within a reasonable driving distance of the student's address on record. To maintain enrollment at **IQLA**, the parent must make the student available for federal and state testing as needed (please refer to the Enrollment Requirements section for more information). A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches. Travel plans will not be approved during the state testing window.
76	General	Work Permits	Removed: **A teacher may request a Work Permit be cancelled before the next grade check if a student is not attending school or completing class-work.**
106	HS	Graduation Requirements	Added a section to reflect a new set of graduation requirements for the 2029-2030 cohort of students. Raised credit requirement to graduate to 220 total credits, increased by 10 from the prior 210. Updated graduation requirements to reflect new legislative requirements for graduation (Ethnic studies) for the incoming 9th grade cohort. Updates made to total math credit requirements to make total credit requirements aligned and reflective of what the A-G requirements are.

			Lowered elective credit requirements to 50.

ACADEMY CALIFORNIA
Los Angeles
a network k12 school

20234-20245

Parent & Student

Handbook

IQ Academy California - Los Angeles
50 Moreland Dr.
Simi Valley, California 93065
Tel: (805) 581-0202
Fax: (805) 581-0330
http://losangeles.iqacademy.com/

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Policies and procedures listed in this handbook may be changed at the discretion of ***iQ Academy California – Los Angeles*** *without prior notice. Any alterations to this document will be communicated to affected parties via email. A copy of this handbook will be posted on the Parent Portal on School Pathways. This copy will be updated as needed.*

This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board on June 18~~6~~th 2024~~3~~

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Welcome to IQ Academy California- Los Angeles!

Welcome to IQ Academy, California - Los Angeles, a public school of choice.

This handbook is designed to help you begin and continue your relationship with IQ Academy California - Los Angeles. Members of the iQ Academy California - Los Angeles faculty and administration developed this handbook with input from students and their families.

Its purpose is to clarify expectations; something we believe is an important step at the beginning of any new relationship. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact the iQ Academy office in Simi Valley and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

iQ Academy California – Los Angeles
50 Moreland Dr.
Simi Valley, California 93065
Losangeles.iqacademy.com
Tel: (805) 581-0202
Fax: (805) 581-0330
http://losangeles.iqacademy.com

There is no discrimination in the admission of students to the school on the basis of race, creed, color, national origin, handicapping condition, foster status or gender. iQ Academy California - Los Angeles provides a free, appropriate public education (FAPE) to all of its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, "learning coach", present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student's educational program requirements are being met. Learning coaches are not required to be fluent in English.

Overview

iQ Academy California – Los Angeles is a public charter school that is funded by state tax dollars and governed by California charter school, independent study and applicable federal laws serving approximately 650 students in grades K-12 in Los Angeles and contiguous counties. The Board of Directors ~~comprised~~is comprised of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors for iQ Academy California – Los Angeles has entered into a management contract with K12, Inc., a Virginia-based education curriculum and management company.

Our school office is located in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical

sites in the state. Members of the iQ Academy California – Los Angeles faculty work from their homes thus enabling them to build a local school community in their area.

Our Mission Statement

The mission of iQ Academy is to passionately pursue success for all students. We are committed to providing individualized and innovative instruction, building strong relationships with our families, and ensuring every student can achieve academic and personal growth.

Our Vision Statement

Our vision is to maximize the potential of each member of our school community.

Our Core Values

We believe that every child and adult at iQ Academy can **Grow**
We believe in building positive, meaningful **Relationships** with our students, learning coaches and colleagues
We believe that the only good decision is a **Student-Focused** decision
We demonstrate a sense of **Responsibility** in ensuring each child's success within our educational community
We share a sense of **Passion** for instilling a love of learning in all students

Schoolwide Learner Outcomes

School Theme: HATS Off to Learning! Habits, Attitude, Teamwork, Success

Supporting student growth as life-long learners and responsible global citizens. iQ Students are:

***H**abits: Self-motivated, competent, life-long learners who are critical thinkers, problem solvers and responsible citizens.*

***A**ttitude: Positive, resilient, self-reflective, respectful, motivated, creative thinkers who can tackle challenges, take risks and advocate for themselves.*

***T**eamwork: Able to collaborate effectively towards a common goal in a team setting, demonstrating the ability to value peer points of view, contributions, and feedback.*

***S**uccess: Independent, college and career-ready, life-long learners and leaders with the ability to set and achieve goals, continuously improve, and communicate effectively.*

The iQ Academy California - Los Angeles Faculty

We believe that a collaborative relationship between you and your assigned IQ Academy California-Los Angeles teacher(s) is at the heart of a positive learning environment. Each of our teachers is provided with a laptop computer, a printer, a full set of the K12 curriculum materials, and professional development on the subjects of technology and the K12 curriculum. Your teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. Your teacher has the following responsibilities:

- Help you use the Online School
- Help you with daily instruction for your students using the K12 curriculum (K8 only)
- Conduct regular conferences with you to discuss your student's academic progress
- Conduct regular in-person and/or virtual meetings with you and your student(s)
- Regularly collect and review student work, and provide constructive feedback
- Respond to all e-mails, and telephone calls within 24 hours (during normal business hours)
- Provide at least 24 hours' notice if a conference must be canceled or rescheduled
- Inform you of school updates/information/school outings or sponsor school clubs
- Administer state-mandated assessments
- Provide encouragement and support in all areas of student learning and achievement
- Provide instruction via online classroom for individuals, small groups, or large groups based on student instructional needs
- Administer various academic assessments as part of the ongoing evaluation of progress and content mastery
- Model best practices to support daily student instruction
  Provide individualized instructional support for students who may be struggling, need enrichment, etc.

Enrollment

iQ Academy California - Los Angeles's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the school. Please visit our website at http://losangeles.iqacademy.com/ to find out more. We strongly encourage our families to attend a parent information session in person or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the iQ Academy California - Los Angeles program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at http://losangeles.iqacademy.com/, call our school office at (805) 581-0202, or send an email to info@iqcala.com.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, national origin, handicapping condition, foster status or gender. iQ Academy California - Los Angeles provides a free, appropriate public education (FAPE) to all of its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, "learning coach", present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student's educational program requirements are being met. Learning coaches are not required to be fluent in English.

iQ Academy California – Los Angeles is a full-time, general education, independent study program and not a supplemental program or a part-time program. As such, students may only be enrolled in iQ Academy California - Los Angeles and not concurrently enrolled in another school, public or private, unless prior permission is given by school counselor.

iQ Academy California – Los Angeles will enroll students in grades K-12 for the 2023~~3~~4-2025~~3~~4 school year. Student enrollment forms for the school are available online at http://losangeles.iqacademy.com/. Enrollment packages must be completed in full and submitted with all required documentation prior to enrollment acceptance. Questions regarding the status of your enrollment should be directed to the iQ Academy California - Los Angeles offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA); however, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education Department will contact you to ensure proper placement of your student in our program.

Please note that concurrent enrollment in another public or private school is prohibited at iQ Academy California - Los Angeles and will cause the student to be withdrawn. This does not include college-level coursework. Please refer to enrollment requirements and high school information for more details.

Students grades K-5 will be assessed on a mastery-based program. Middle School and High School students will be assessed on an A-F lettered grading scale in most courses. Please see the individual K-5, Middle ~~School~~School, and High School Information sections for more details.

Fees

The Governing Board of IQ Academy California Los Angeles recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including additional computer peripherals, assistive technologies, and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

20243-20252524 SCHOOL CALENDAR

2024-2025	
Independence Day	July 4th -5th
School Begins	August 15th
Labor Day	September 2nd
Colombus Day	October 14th
Veterans Day	November 11th
Thanksgiving Break	November 22-29
Winter Break	December 23rd - January 3rd
Martin Luther King's Day	January 20th
Non-Student Days	January 21st - 24th
Presidents' Day	February 17th
Spring Break	April 7th - 14th
CAASPP Testing (state testing)	April 28th - May 30th
Memorial Day	May 26th
School Ends	June 6th
Juneteenth	June 19th
Extended School Year (ESY)	June 30th - July 28th

Quarters	Dates	Days
Quarter 1	August 15th - October 18th	45
Quarter 2	October 21st - January 17th	48
Quarter 3	January 27th - March 28th	44
Quarter 4	Martch 31st - June 6th	43

Attendance Calendar	Dates	Days
Month 1	8/15/2024 - 09/06/2024	16
Month 2	9/09/2024 - 10/04/2024	20
Month 3	10/07/2024 - 11/01/2024	19
Month 4	11/04/2024 - 12/06/2024	18
Month 5	12/09/2024 - 01/17/2025	20
Month 6	01/20/2025 - 02/14/2025	15
Month 7	02/17/2025 - 03/14/2025	19
Month 8	03/17/2025 - 04/11/2025	20
Month 9	04/14/2025 - 05/16/2025	19
Month 10	05/19/2025 - 06/06/2025	14

Enrollment Requirements

iQ Academy California – Los Angeles is a full-time independent study program (school) offered to students in grades K-HS who reside in one of the counties iQ Academy serves. iQ Academy uses the K[12] curriculum to provide a high-quality program to our students. Enrollment applications are received online and are not complete until an Independent Study Master Agreement (ISMA) is signed by the parent, teacher, and student. All families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the iQ Academy California - Los Angeles program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at http://losangeles.iqacademy.com/, call our school office at (805) 581-0202, or send an email to info@iQ Academy California - Los Angeles.com.

In order to enroll in iQ Academy California – Los Angeles:

- Student must reside within a county IQ CALA serves and provide proof of residency prior to enrollment. The counties IQ CALA serves are Orange County, Kern County, Los Angeles County, San Bernardino County, and Ventura County.
- Student must be in good standing at last school attended. Students who have been academically withdrawn or expelled from the previous school are not eligible for enrollment in iQ Academy California - Los Angeles.
- Completed application with all required documentation must be received by our Simi Valley office within 30 days of submitting the application.
    - All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Student may only be enrolled in iQ Academy California - Los Angeles and not concurrently enrolled in another school, public or private, unless prior permission is given for enrollment in college courses.
- Students are required to participate in face to face conferences with teachers and school staff, via in person meetings or two-way video conferencing, which requires the use of a webcam.
- Enrollment in iQ Academy California - Los Angeles is contingent on Student, Parent, and Teacher signing an Independent Study Master Agreement (ISMA) prior to the commencement of instruction and services.
    - Parents and students will not have access to online curriculum until the ISMA is signed and returned. Failure to sign an ISMA within 3 days of enrollment approval will result in the immediate indication of non-enrollment in iQ Academy California - Los Angeles and the student's account will be deactivated.

- At least one adult associated with the student must be designated as 'Learning Coach' to aid and assist in the student's progress.
- Understand and agree that the student's educational program will be at the direction of the assigned iQ Academy California – Los Angeles teacher(s), lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.
- Understand and agree that [K-8 Only] Students will be enrolled in their age-appropriate grade level, unless the previous school has officially approved a retention or ~~promotion~~promotion.
- Understand and agree that [High School Only] iQ Academy California - Los Angeles must have transcripts from previous schools prior to determining placement.
  - Student will be placed at the grade level which corresponds with the graduation date based on the year they entered 9th grade. For example, a student who entered 9th grade in the 2014-15 school year will be placed at the 11th grade level for the 2016-17 school year.
- Understand and agree that the school has the authority to review previous academic records to determine appropriate placement.

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In order to maintain enrollment in iQ Academy California – Los Angeles, parents and learning coaches agree to:

- Be responsible for ensuring that the student is attending school daily Monday through Friday and completing assigned lessons for 4-6 hours per day including attending required live instructional sessions and in-person assessments, as ~~assigned~~assigned.
- Inform iQ Academy of any changes in contact information within 48 hours (email, phone, and physical address.)
  - Change of physical address requires ~~a proof~~proof of residence be submitted within 10 business days.
- Be available during regular school hours and iQ Academy California - Los Angeles working hours to meet/discuss with teachers and/or staff.
- Attend regularly scheduled meetings (phone, in-person, and/or online) with teachers and or administrators. Meeting requirements vary in manner, frequency, and duration based on the individual needs of the student.
- Abide by the official school calendar.
- Request and receive approval for a travel plan from the student's iQ Academy California - Los Angeles Homeroom Teacher) two (2) weeks prior to any extended travel (more than five (5) consecutive school days).
- Provide work samples and submit completed assignments to the teacher by due dates.
- Partner with the teacher to ensure the child is participating appropriately in the instructional program. This can include but is not limited to:
  - Completing assigned lessons and assessments
  - Participating in Class Connect sessions and meetings as assigned by their teacher(s)
  - Identifying and supporting remediation/resolution of academic and compliance issues as they arise
  - Participating in online classroom sessions as assigned for supplemental instruction
  - Completing benchmark assessments to ensure interventions as needed are identified

- Ensuring student checks emails daily
- Treat teachers and iQ Academy California - Los Angeles staff with respect and professionalism. This includes but is not limited to:
  - Using rude language (including profanity, ~~yelling~~yelling, or badgering) on phone, email, or in person
  - Threatening teachers and/or iQ Academy California - Los Angeles staff on phone, email, and/or in person
- Support student in attending federal and/or state-mandated testing as needed by transporting student to and from the testing site on time**
- Maintain a working phone number, email account, and internet access at the time of enrollment
- Respond to all calls and emails from iQ Academy teachers and administrators within 48 hours via phone or email.

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from iQ Academy California - Los Angeles. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll with iQ Academy California - Los Angeles for the remainder of the current academic year and one academic year following.

**Parents and/or guardians retain all rights under CA education code 60615. "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other CAASPP questions can be directed to testingquestions@caliva.org.

General Information

Notice of Language Assistance Services for Parents

iQ Academy provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of iQ Academy California - Los Angeles students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

Requesting an Interpreter

iQ Academy has contracted with an over the phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

Additionally, iQ academy includes multilingual staff members that provide translation for the purposes of parent meetings to allow all parents to be fully supported and engaged.

Parent Involvement Policy

iQ Academy California - Los Angeles recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. As part of our Educational Partner feedback processes, parents are given the opportunity to be involved in advising, making decisions, about the school's educational programs, the use of categorical funds to support these programs, and the school's plan to involve parents in their children's education. Parents may visit https://iqacademyca.k12.com/ to view the Parent Involvement Policy.

School Accountability Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. This report can be located at http://losangeles.iqacademy.com/ and hard copies are available by request through the IQ Academy Los Angeles office.

Independent Study Master Agreement (ISMA)

California independent study regulations require that any student enrolled in iQ Academy California - Los Angeles have a signed Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian, and the homeroom teacher must sign the Independent Study Master Agreement. Additionally, should a Learning Coach other than

the parent/guardian be responsible for instruction, he/she must also sign the ISMA. Please work with your teacher to ensure that your child's Independent Study Master Agreement is signed in a timely manner. Failure to provide a signed Independent Study Master Agreement prior to the student start date will result in your child's withdrawal from our program.

Admission

State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for kindergarten are eligible to enroll in our Transitional Kindergarten program. A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and June 2. ~~A student will be admitted to kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth birthday on or before September 1st of that school year.~~

A student must be age six by September 1st (or have completed one year of kindergarten) to start 1st grade.~~State Law requires a child to be five years of age by September 1st to start Kindergarten. Students who have not reached the age of five by September 1st may enter school mid-year and start Kindergarten when they turn 5 years old provided that the Head of School determines that the admittance is in the best interest of the child, the parent/guardian is given information about the effect of this early admittance, there is available space in Kindergarten, and the parent/guardian(s) sign a form to acknowledge that placement at mid-year does not necessarily mean promotion to first grade at the end of the school year.~~

~~A student must be age six by September 1st (or have completed one year of Kindergarten) to start 1st grade. The Head of School, with the consent of a parent or guardian, may deem a child enrolled in public or private Kindergarten ready for 1st grade as long as the child is at least five years of age.~~

Students will be admitted into the grade level based on their age or previous public-school records. IQLA does not retroactively retain or double-promote students upon enrollment.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education ("IDEA") shall participate in independent study unless it is specifically authorized under his or her IEP.

Immunizations

California law requires that an immunization record be presented before a child can be enrolled in school. The school requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)
- Poliomyelitis

- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox)
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The school's verification of immunizations is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Current California law allows students who do not have complete immunizations to enroll in IQLA. The school is required to collect and report immunization information for all newly enrolled students and students entering 7th grade.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of TB exposure (such as Mexico, the Philippines, India, or Southeast Asia) must call the County Tuberculosis Clinic, for a TB Screening upon return.

~~The school's verification of immunizations is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:~~

~~The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.~~

~~Current California law allows students who do not have complete immunizations to enroll in iQLA .~~iQLA. ~~The school is required to collect and report immunization information for all newly enrolled students and for students entering 7th grade.~~

~~Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India~~India, ~~or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.~~

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department.

Information and forms are distributed to pupils enrolled in Kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. The ~~School~~school recommends that children undergo a yearly speech, hearing and eye examination.

The K[12]® Curriculum (K[12] curriculum)

Students enrolled in iQ Academy California - Los Angeles use the K[12] Curriculum, a curriculum program developed by K[12], Inc. of McLean, Virginia. iQ Academy California - Los Angeles has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the California State and Common Core Standards. The K[12] Curriculum covers six subject areas in grades K-8 (Math, Language Arts, Science, History, Art, and Music), with more than 600 lessons per grade level. Additional subjects and course offerings are available through the iQ Academy California - Los Angeles high school program. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks etc. For more information about the K[12] curriculum, please visit www.k12.com.

The ~~OnLine~~Online School (Online School)

The Online School is the engine that drives the Internet-based iQ Academy California - Los Angeles school program. The Online School delivers student lessons and is where parents track their student's progress through the K[12] curriculum and record daily attendance. Additional live sessions or supplemental lessons and activities may be assigned by the teacher.

Access to the Online School requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolling students will create a username and password during the online enrollment process. In a case where a parent submits a paper-based enrollment application, they will receive their registration code via email from K[12] after their child's enrollment has been approved. Returning parents/students will use their same username and password from the prior school year.

Online Middle School (OLMS) and High School (OLHS)

The New Online platform implemented in 2015 ~~replaces~~ replaced the Learning Management System for courses in Grades 9-12 and ~~replaces~~ replaced the Online School in Grades 6-8 in 2016. After logging into the Online School, Middle and High School students will access the Online Middle School / Online High School, where they can find their courses, email, ClassConnects, and school calendars.

Account Set Up

Learning coaches are contacted by their assigned iQ Academy teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with valuable set-up tips, additional school information, and website login information.

Learning coaches receive a registration email from K[12] that provides them with their secure registration codes to set up the Online School accounts for both the learning coach and student.

Online School Account - Learning Coach (Learning Coach) Account Set-Up

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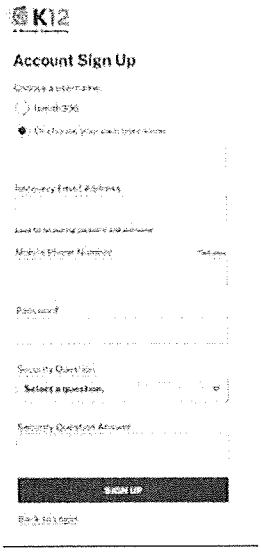
1) The Learning Coach will receive an email from registration@k12.com titled: Welcome Setup Your K12 School Accounts. This email contains instructions to create the Learning Coach account.

2) Click the "Setup Online School Account/Create Your Account" button on the Registration Email. This will take you to the Account Setup Screen.

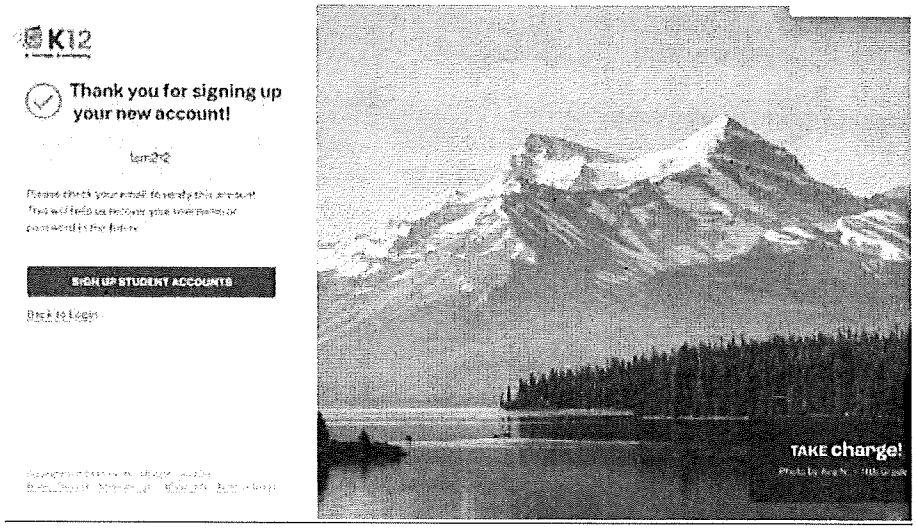
3) Enter the Registration ID from the email. Best practice is to copy/paste the Registration ID into the Account Setup page.

4) Click the Submit button.

5) Fill out all the required fields.



6) Click the Sign Up button. A confirmation page will be displayed letting you know that the LC account has been created.



Create Your Student Accounts

During the Learning Coach Account Set-Up process, you will have the opportunity to create your student Online School login.

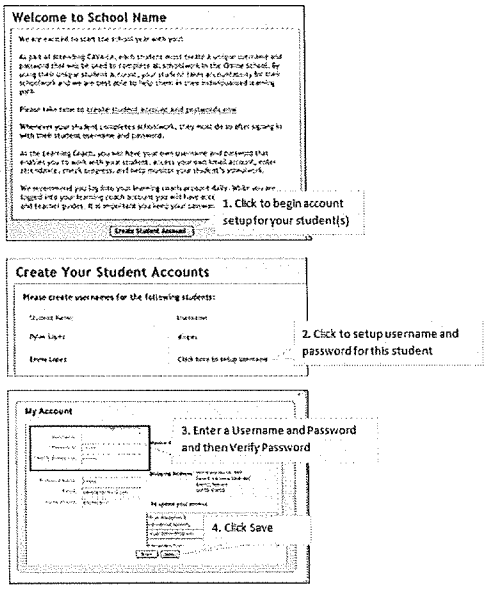
- If you do not set up your student account at this time, you may be prompted to set up the student account the first time you log into the Online School. Click here to view instructions for student account creation using this tool.

Online School Account - Student Account Creation Wizard

The Learning Coach will be presented with the Student Account Setup Wizard after signing the Privacy Agreement when first logging into the Online School.

All students, regardless of grade level, who are enrolled in iQ Academy, are required to have an Online School student account.

If you have not already set up a student account, you will be presented with the Student Account Creation Tool. This tool walks the Learning Coach through the process of creating username(s) and password(s) for all of their students. The Learning Coach will continue to receive this prompt until all students' accounts have been created.



Repeat the process until all student accounts have been set up. After all student accounts have been created, the Learning Coach will be taken to Online School Home.

What if my student forgets his/her password? Return to My Account at any time to create a *new password* for your student. To access this area, select your student's name from the **My Account** drop down menu in your Online School.

Escalation Matrix for Family Support

If at any time, you need support, your Homeroom Teacher is your first point of contact. However, there are also additional ways to get the information you need:

- **Materials questions:** Parents can view http://myinfo.k12.com to check the status of material shipments and view tracking information. For further questions, call K12 Customer Support at (866) 512-2273.
- **Back-ordered items**: To view a list of back-ordered items, visit: http://help.k12.com/support-topics/materials/receiving-materials/track-shipping-status-materials-computer-equipment.

- **Online School Access Issues:** Contacts K[12] Customer Support at (866) 512-2273.
- **Contact an administrator**: admin@iqcala.com

~~Account Set Up~~

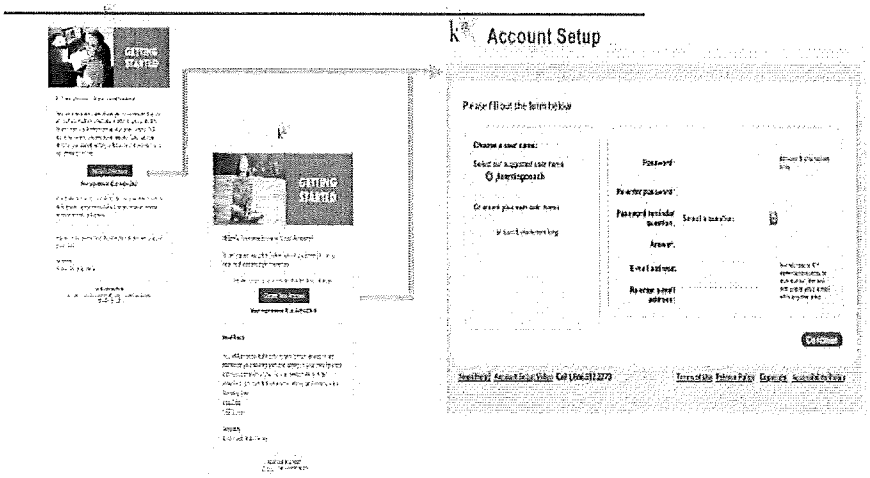
~~Learning coaches are contacted by their assigned iQ Academy teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with valuable set-up tips, additional school information, website, and website login information.~~

~~Learning coaches receive a registration email from K[12] that provides them with their secure registration codes to set up the Online School accounts for both the learning coach and student.~~

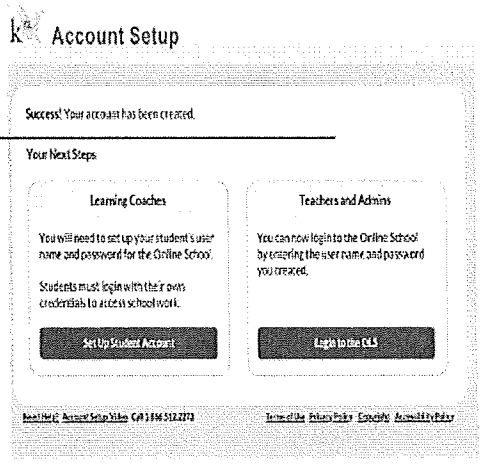
~~**Online School Account - Learning Coach (Learning Coach) Account Set-Up**~~

~~There are two ways to create the Learning Coach account.~~

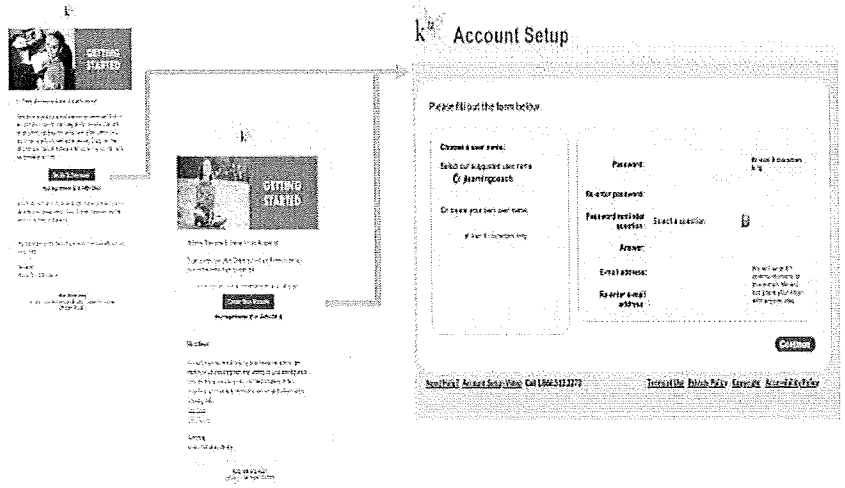
~~**Method One** (from the Getting Started email you received): Click the "Setup Online School Account/Create Your Account" button. This will take you to the Account Setup Screen~~



~~Once you have completed the credentials setup process, you are now given a success screen with clear guidance on the next steps to take.~~



~~**Method Two** (from the Online School login screen on the school's website): To use this method, you will need to have the registration ID provided to you in the Getting Started email that you received. You will enter your information into the spaces provided and click "Continue."~~



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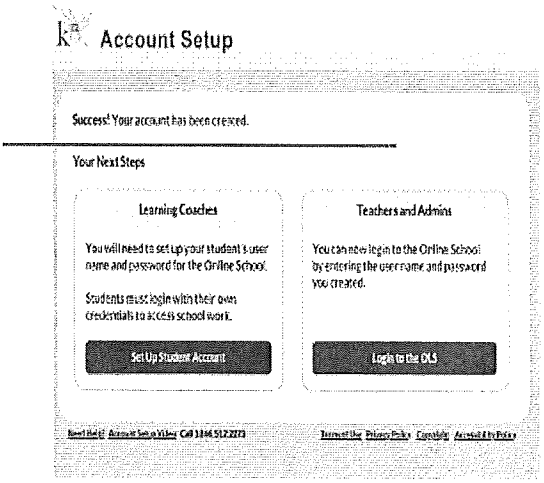


~~**Create Your Student Accounts**~~

~~During the Learning Coach Account Set-Up process, you will have the opportunity to create your student Online School login.~~

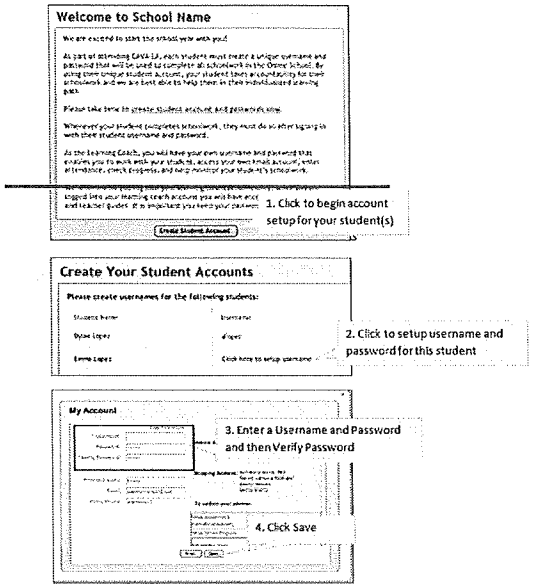
- ~~If you do not set up your student account at this time, you may be prompted to set up the student account the first time you log into the Online School. Click here to view instructions for student account creation using this tool.~~
- ~~If not prompted, you can create the student account by clicking the My Account link within the Online School. Click here for instructions.~~

~~**Online School Account - Student Account Creation Wizard**~~

~~The Learning Coach (Learning Coach) will be presented with the Student Account Setup Wizard after signing the Privacy Agreement when first logging into the Online School.~~

~~All students, regardless of grade level, who are enrolled in iQ Academy, are required to have an Online School student account.~~

~~If you have not already set up a student account, you will be presented with the Student Account Creation Tool. This tool walks the Learning Coach through the process of creating username(s) and password(s) for all of their students. The Learning Coach will continue to receive this prompt until all students' accounts have been created.~~



~~Repeat the process until all student accounts have been setup~~set up~~. After all student accounts have been created, the Learning Coach will be taken to Online School Home.~~

~~**What if my student forgets his/her password?** Return to My Account at any time to create a *new password* for your student. To access this area, select your student's name from the **My Account** drop-down menu in your Online School.~~

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~~If at any time, you need support, your Homeroom Teacher is your first point of contact. However, there are also additional ways to get the information you need:~~

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- ~~**Online School Access Issues:** Contacts K~~12~~ Customer Support at (866) 512-2273.~~
- ~~**Contact an administrator**:~~ admin@iqcala.com

Objectionable Materials

There may come a time when you find certain lessons in a particular unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K12 directly using the feedback button under the 'Help' link on the Online School.

Engageli ~~Newrow~~ (Class Connect)

Engageli~~Newrow~~ is designed to extend the boundaries of the physical classroom by connecting students and teachers. Engageli~~Newrow~~ is a real-time virtual classroom environment designed for virtual education and collaboration. The Engageli~~Newrow~~ classroom technology enables all students of all ability levels to get an interactive learning experience.

iQ Academy California - Los Angeles offers a wide variety of instructional sessions, which support the K12 curriculum and mastery of the state-adopted Common Core standards and are an excellent resource for students. Teachers conduct student sessions and offer office hours to answer questions from students and Learning Coaches.

- Please refer to the Code of Classroom Etiquette for student behavior expectations in Engageli~~Newrow~~.
- Class Connect sessions will be recorded and distributed for learning purposes. Learning purposes include lesson review for students who are absent, students who want to review for a test, teacher growth and improvement etc.

Confidentiality

Every effort is used in maintaining the confidentiality of students attending iQ Academy California - Los Angeles. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is encrypted and can only be decrypted by another party employed or assigned by iQ Academy California - Los Angeles. Student files are accessible only to employees of iQ Academy California - Los Angeles who have an interest in the education of its students. Learning Coaches and students should be careful not to share their K12 Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the Online School has been compromised, the parent should use the tools provided in the Online School to change their username and password. In addition, parents are advised to avoid using personal information in e-mails. For example, using a student's first initial is preferred to using a student's first name.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day iQ Academy California - Los Angeles receives a request for access.

   According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an iQ Academy California - Los Angeles administrative staff member. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

   - *Education Code Section 56043(n): " The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27."*

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask iQ Academy California - Los Angeles to amend a record should submit this request in writing to the Head of School clearly identifying the part of the record they want to be changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its

own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's educational records. However, the school may disclose "directory information" without written consent, unless you, the parent of eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

    - Shipment of computer and school materials to and from the student's home
    - Entry of student enrollment information into a computer database for use by school officials
    - Honor roll or other recognition lists
    - School publications

    Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by iQ Academy California - Los Angeles to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

Roles and Responsibilities

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The following information outlines some of the roles and responsibilities. It is not meant to be an exhaustive list.

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Parent/Legal Guardian

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Parents and legal guardians hold educational rights and are responsible for all academic decisions.

- Sign the Independent Study Master Agreement to initiate enrollment before the student begins school.
- Provide current contact information, including phone, email, and address, and update the school with any changes to contact information within 48 hours of the change.
- Ensure the student continues to meet all enrollment requirements.
- Secure an Internet Service Provider and ensure student continually has access to the Online School.
- Complete the Back to School Packet annually.
- Attend all scheduled academic conferences and IEP meetings to make educational decisions.
- Act as or designate a responsible adult as the student's learning coach.
- Respond to all school communication within 48 hours and interact respectfully with school staff.
- Ensure student participation in required state testing.

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Learning Coach

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IQ Academy requires that a responsible adult is at home during school hours to supervise the instruction of each student. The responsible adult may be the parent or an adult designated by the parent that the school refers to as a "learning coach." As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on the student's grade level). This time commitment includes direct instruction in the TK-8 grade levels, with some additional time needed for daily or weekly lesson preparation. A student's successful progress requires daily learning coach commitment to and engagement in the discipline and organization required to manage a first-class education.

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As a learning coach at IQ Academy, you agree to the following expectations:

- I accept the responsibility to supervise the student in using the Stride/K12 curriculum or as he/she participates in live instructional sessions.
- I understand that I am expected to become knowledgeable about online systems and the curriculum.
- I expect to have the guidance and support of a credentialed teacher in implementing the Stride/K12 curriculum with the student.
- I understand that adequate and continuing student progress (completing assignments) is an expected part of the IQLA program, in addition to attending live instructional sessions.
- I understand that I am to participate in regular phone, virtual (with the camera on), and in-person conferences with the student's teacher. I will submit student work regularly and as requested by the assigned teacher.

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- I understand that the teacher will conduct academic assessments to evaluate the student's mastery of standards and to assist with instructional decisions. I agree to ensure the student is available and participates.
- I understand that the teacher will provide research-based instructional interventions and enrichment as deemed appropriate for my student's academic success, and I agree to ensure the student is available and participates.
- I understand that any related services for a student with an IEP shall be scheduled by the parent/adult student after the student's schedule is provided each semester. Related services may not be listed on the student's schedule.
- I understand that if I am observing a class session that my children are participating in, I am to observe only and not interrupt the teacher or that class in any way (including sending messages in chat) nor violate any participant privacy by recording the session on a personal device.

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Students

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IQ Academy students are engaged in school daily, respectful, and kind to staff and fellow students.

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- Attend and participate in all required instructional sessions.
- Complete all lessons in the online school as assigned, as well as teacher-assigned projects.
- Submit work by due dates as requested by the teacher.
- Adhere to all school rules including the Code of Conduct and Network Etiquette requirements as outlined in this Parent Student Handbook.
- Be respectful to all students and staff.
- Be present and on camera during academic conferences, proctored assessments, and instruction.
- Self-advocate in a grade-level appropriate manner. Ask for help from teachers, counselors, and other school staff.
- Share ideas and participate in the school community.

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Administrators

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IQ Academy students are supported by a network of administrators that includes a campus principal, department director, as well as supporting department administrators. Each staff member collaborates to ensure students, parents, and staff are supported and successfully engaging in the online school environment.

- Communicate school policies and programs with all stakeholders including staff, parents, learning coaches, and students.

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- Monitor campus and schoolwide student progress, attendance, and adherence to school policies.
- Collaborate with staff, families, and community members on strategic plans.
- Return all communication within 48 hours.
- Meet with learning coaches and students to provide support in meeting academic goals and ensuring compliance with enrollment requirements.
- Ensure standards-based instruction is provided to all students within our programs.
- Ensure daily attendance and engagement of students.
- Connect with families and students through phone calls, emails, visits to classrooms, and attendance at events.

~~The Learning Coach~~

~~iQ Academy California – Los Angeles requires that a responsible adult be at home during school hours to supervise the instruction of each student. As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on student's grade level). This time commitment includes direct instruction in the K-8 grade levels, with additional time needed for daily or weekly lesson preparation. A student's successful progress requires daily learning coach commitment to and engagement in the discipline and organization implicit in managing a first-class education.~~

~~As a learning coach at iQ Academy California – Los Angeles, you agree to the following expectations, which were initialed on your student's enrollment paperwork when you enrolled your student in iQ Academy California – Los Angeles:~~

- ~~I understand that I am enrolling my student in a public school with daily attendance requirements that I am expected to meet.~~
- ~~I understand that public school enrollment includes participation in the required state testing program.~~
- ~~I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it.~~
- ~~I expect to have the guidance and support of a credentialed teacher in implementing the K12 curriculum with my student.~~
- ~~I understand that adequate and continuing student progress is an expected part of the iQ Academy California – Los Angeles program in addition to the required attendance hours logged.~~
- ~~I understand that I am to participate in regular phone, online classroom and in-person conferences with my student's teacher and that I will submit student work regularly and as requested by the assigned teacher.~~
- ~~I understand that the teacher will conduct academic assessments in order to evaluate mastery and assist my student instructionally.~~
- ~~I understand that the teacher will provide research-based instructional interventions and enrichment, as deemed appropriate for my student's academic success.~~

- ~~I understand that it is my responsibility to secure an Internet Service Provider and that I may qualify for reimbursement according to the school policy.~~

Change of Contact Information

Please notify your homeroom teacher should your contact information (phone, email, address) change. We will update our records accordingly once the contact and documents have been submitted and confirmed. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student addresses.

Should your home address change, please provide a proof of residence (POR) as outlined below for your new address to be submitted to the iQ Academy California - Los Angeles office. This proof of residence must be submitted within ten (10) days.

A POR may be any of the following:

1. Utility Bill (serviced in residence, must show stated service address)
   Example: Gas, Electric, Land telephone, Cable, Water, Internet, etc.
2. Rental or Lease Agreement (First page + signature page)
3. Mortgage Statement
4. Rental Insurance Statement
5. Safe at Home card
6. McKinney-Vento Document
7. Property tax payment receipts
8. Grant Deed

A ~~POR~~ Proof of Residence must follow these guidelines:

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1. Must have a date, no older than 1 year
   Exceptions:
   - Rental or Lease Agreements these must not be past the end date of the contract, with the exception of month-to-month.
   - Tax documents- must be from prior tax season
   - Grant Deeds- No date specifications

2. Must have the address of residence stated.
3. Must be issued in Parent/Guardian's name.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS) and thus is important to keep up-to-date.

Classroom Teacher Assignments

iQ Academy California – Los Angeles makes all attempts to honor parent requests for classroom teacher assignments. If you have a special circumstance you would like to discuss, please contact the administrator for the grade band in which your child is enrolled.

Children may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

Attendance

Attendance is important for the success of a student. If a student does not attend school, then a student cannot succeed in school. Attendance in iQ Academy California - Los Angeles is recorded in the Online School,-OLMS, and OLHS by completing lessons in the Online School platform, attending class connects, and through parent-submitted offline logs. It is expected that lessons will be completed each school day.

When the student completes work offline, the parent/learning coach must maintain a school supplied learning log as specifically directed by his/her assigned teacher, for each day of pre-approved offline work without accompanying online work. All learning logs must be signed and submitted to the assigned teacher at the conclusion of each school day or as requested by the assigned teacher. In addition, the assigned teacher may request that the offline work notated on the learning log be submitted to him/her. If a learning log is not submitted, the teacher will not credit the student with attendance for that school day.

In order for a student to receive attendance credit for a given school day, the student must be actively engaged in completing assignments given by the teacher on that school day. Attendance is not counted on weekends, holidays, or other non-instruction days. However, lessons can be completed at any time.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, the teacher will reduce the number of attendance days the student is credited. Parent and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

- Student illness – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.
- Illness or medical treatment of child for whom student is the custodial parent – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.
- Religious reasons (see below)
- Funeral – Attending funeral services for a member of student's immediate family, as long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside of California.

Should the student not attend school for one of the above-noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor in order for the absence to be excused. Unexcused absences may result in the student's non-compliance with iQ Academy California - Los Angeles's enrollment requirements. Refer to the non-compliance policy herein for details concerning actions related to noncompliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period or have missed two assignments (as defined in the non-compliance policy); or five (5) or more cumulative days, may ~~be subject~~be subject to interventions up to and including an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the iQ Academy California - Los Angeles administration may deem that enrollment in iQ Academy California - Los Angeles is not in the best interest of the student, and the student may be subject to withdrawal.

Absences for Religious Reasons

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction received from iQ Academy California - Los Angeles. No pupil shall be excused from school for such purpose on more than four days per school month. Requests for religious absences must be made in writing to the iQ Academy California - Los Angeles Administration prior to the absence.

Non-Compliance Policy

iQ Academy California - Los Angeles is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively participating in our program and meeting our enrollment requirements.

Indications that a student is not actively participating in our program include non-attendance (three (3) or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the Online School daily, and/or not meeting additional enrollment requirements.

For purposes of this policy, a student missing the equivalent of three (3) or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and thus will be evaluated as to whether it is in the best

interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.
The evaluation shall take place during an evaluation conference, which shall be conducted by the Head of School or designee. The Head of School or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.
For the purpose of this policy, a student missing two school appointments will be considered to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

A school appointment may be defined as conferences, classes, tutoring, any required testing appointments, special education meetings, etc.

In these instances iQ Academy California - Los Angeles will:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts to contact the family again by phone will be made, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, administration is notified and a letter is sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

Evaluation Conference

Students who have missed two assignments, school appointments/classes or have missed three (3) or more days of school in an attendance period or five (5) cumulative days of school may be required to attend an evaluation conference to determine whether it is in the best interest of the student to remain in independent study. This conference shall be held as soon as possible, and the student/parent/legal guardian will receive written notice of the conference. The parent/legal guardian may request one postponement, not to exceed ~~five (5) school days,~~five (5) school days of the conference for good cause.

At the conference, the parent/legal guardian or adult student shall be informed of the reason for the conference and the evidence pertaining to whether or not independent study is in the student's best interest. If the parent/legal guardian does not attend the conference, the Academic Administrator or designee will review the relevant information and make a determination regarding the student's absences/missed assignments.

The student and/or parent/legal guardian shall be given the opportunity to present information and/or witnesses to the Academic Administrator or designee either orally or in writing or both during the conference. The Academic Administrator or designee shall take any information

presented by the parent/legal guardian/adult student into consideration when determining whether it is in the best interest of the student to remain in independent study. Additional factors to be considered include but are not limited to the following:

- student's grades at the time of the evaluation
- teacher observation/feedback
- standardized testing data
- student's progress in the independent study curriculum

The Academic Administrator or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Academic Administrator or designee may:

- find independent study is in the student's best interest,
- place the student on academic probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities,
- use other alternatives to improve attendance, or
- find that it is not in the student's best interest to remain in independent study.

If the Academic Administrator or designee finds that it is not in the student's best interest to remain in independent study, then the student shall be withdrawn from enrollment with the IQ Academy California - Los Angeles and the parent/legal guardian or adult student shall immediately enroll in a site-based program through the local school district or other appropriate educational program. Notes detailing the discussion and outcomes of this conference shall be filed in the student's cumulative file.

Appeal

The Academic Administrator's or designee's decision shall be subject to an appeal to the Head of School or designee. The parent/guardian or adult student shall submit a written request to the Head of School, outlining the reasons for the appeal.

Upon receipt of a request for an appeal hearing, the Head of School or designee shall schedule the appeal to be heard within thirty (30) school days of receipt of the request. The Head of School or designee shall send out written notice of the date, time and location of the meeting to the parent/guardian or adult student. This meeting may be held remotely or over the ~~phone..~~phone.

The appeal hearing shall proceed as follows:

1. The Head of School or designee shall review the request for appeal document and any other documents submitted by the parent/legal guardian/adult student. The Head of School or designee shall also review all records considered by the Academic Administrator or designee at the evaluation conference.
2. The parent/legal guardian or adult student may address concerns to the Head of School or designee regarding the appeal.

3. The Academic Administrator or designee may address concerns to the Head of School or designee in response to the student's appeal.

The final decision by the Head of School or designee shall be made within ten (10) school days following the conclusion of the appeal. The parent/legal guardian/adult student shall be informed in writing of the Head of School's decision. The decision of the Head of School or designee is final.

Teachers and Administrators are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

Code of ~~Classroom Etiquette~~Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom. At iQ Academy California - Los Angeles a classroom is defined as many different locations. These may include but are limited to:

- Class Connect and other online meeting rooms
- Virtual classroom sessions
- Online discussion boards
- Outings and other in-person events
- Any IQCALA community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited
6. Use only your own username and password, and do not share these with anyone
7. Do not post personal information (e.g. social media, email, etc.)
8. Do not interfere with other users' ability to access iQ Academy California - Los Angeles or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password
9. Do not download, transmit or post material that is intended for personal gain or profit, non-iQ Academy California - Los Angeles commercial activities, non-iQ Academy

California - Los Angeles product advertising, or political lobbying on an iQ Academy California - Los Angeles owned instructional computing resource

10. Do not use iQ Academy California - Los Angeles instructional computing resources to sell or purchase any illegal items or substances
11. Do not upload or post any software on iQ Academy California - Los Angeles instructional computing resources that are not specifically required and approved for your assignments
12. Do not post any MP3 files, compressed video, or other non-instructional files to any iQ Academy California - Los Angeles server unless specifically instructed to do so
13. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences:

- First warning
- Certified letter
- If problem continues: Administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, iQ Academy California - Los Angeles reserves the right to withdraw student upon the first action

This document describes the policies and guidelines for the use of the iQ Academy California - Los Angeles and exists to ensure that all iQ Academy California - Los Angeles students are aware of and understand their responsibilities when accessing and using iQ Academy California - Los Angeles resources.

As a student enrolled in iQ Academy California - Los Angeles, one should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

Academic Integrity Policy (Academic Dishonesty and Plagiarism)

All students are expected to complete their own work with their best effort and at the best of their ability. Unfortunately, there may be situations in which students may be tempted to be academically dishonest (cheating) or plagiarize.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

Some examples of this include:

- To use another's work and claim as your own
- To copy from text, website or other course material
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Using AI to artificially produce work and claim it as one's original assignment.

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iQ Academy California - Los Angeles's Middle and High School program will also use originality checking software such as Turnitin.com to check for possible cases of plagiarism.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor or administrator may exercise one or more of the following options, as many times as necessary, depending on the severity of the offense:

Consequences

- 1st offense – official warning. The student is allowed to re-do assignment. A copy of the behavior contract is emailed to the student. The student, parent, and teacher will sign the document, which will then be placed in the student's file.

- 2nd offense – student will receive a grade of F for the assignment. The overall course grade will be lowered on the grounds of academic dishonesty. The teacher will notify the student and parent and the Program Coordinator, Content Lead and/ or Guidance Counselor. If the student has an IEP team, the IEP team will convene to discuss the schools concerns. Teacher shall hold a conference with student and parent.

- 3rd offense – student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript. Parent and student will again be notified via certified mail of the actions taken. A conference call will be set up with the student, parent, the teacher and the Program Coordinator, Content Lead and/ or Guidance Counselor.

- 4th offense – student may be withdrawn from iQ Academy California - Los Angeles and placed back in their school of residence. The incidents will be noted in the student's permanent file.

Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

Dress Standards

Clothing worn to an IQLA class session and/or events (including virtual events where webcams are used) should promote the learning process and appropriate behavior. The primary responsibility for student dress and appearance rests with the parent/legal guardian. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind.

Clothing shall be neat, clean, safe, and not disruptive to instructional activities. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, hateful speech, or that are sexually suggestive are not acceptable. Items such as beach attire, short shorts, short skirts, clothing exposing undergarments, or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous are unacceptable. Inappropriately revealing clothing, including but not

limited to, see-through and/or strapless tops are not allowed. The wearing/displaying of apparel that is disruptive to the school environment is not allowed. Refusal to adhere to these dress standards will result in disciplinary action.

Clothing worn to any IQLA Career Prep events should promote the learning process, appropriate behavior, and a professional attitude suited to the specific college and career preparation experience. It is expected that students will adhere to the school dress code and wear clothing that is appropriate for the event and consistent with their health, safety, and welfare. Specifically, shoes must be worn at all times and special events will require close-toed shoes for the safety of the student. College and career preparation students participating in events or activities as school representatives must follow any additional dress code and public health and safety requirements put forth by the organizer or employer (i.e., professional dress that includes a blazer).

HS Graduation Attire Expectations:

- Attire must adhere to school dress code and be suitable for the occasion (business casual/ formal or professional).
- Graduates must wear a cap and fully zipped gown in designated color.
- Medallions and cords earned through IQ academy for board approved honors and program participation may be worn with the graduation gown.
- Personal stoles, sashes, or other unapproved items worn over the gown or around the neck are not permitted during the ceremony.
- Leis and cap decorations are allowed if they do not distract, obstruct view, create mess, or feature inappropriate content.

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Discipline

The Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This policy and its Administrative Procedures will be distributed as part of the Parent Student Handbook, which will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, and the use of alternative educational environments, suspension, and expulsion. Suspension, expulsion, or involuntary removal shall be implemented consistent with the Charter School's Suspension and Expulsion Policy and Procedures, Board Policy # 12, and available on the Charter School's website.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. ~~The Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.~~

~~Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.~~

~~Discipline includes but is not limited to advising and counseling students, conferring with parents/guardiansand the use of alternative educational environments, suspension, and expulsion.~~

~~Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.~~

~~A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.~~

Network Etiquette

iQ Academy California - Los Angeles students are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang.

- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Do not broadcast online discussions and never reveal other people's email addresses
- Do not post personal information (e.g. personal information, social media, email, etc.)

Internet Service Provider (ISP) Policy

Participation in iQ Academy California - Los Angeles requires an internet connection. This internet connection is to be established and maintained by the parent, legal guardian, and or learning coach of the enrolled student(s). The nature of iQ Academy California - Los Angeles program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson content, and other necessary resources, as well as to log attendance, submit student work, and maintain communication with iQ Academy California - Los Angeles staff. Because of the unique schooling environment of iQ Academy California - Los Angeles, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of enrollment with iQ Academy California - Los Angeles. Failure to maintain an internet connection will result in the withdrawal of the student(s).

iQ Academy California - Los Angeles provides a stipend for families in the amount of $40.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Eligibility for ISP Reimbursement is based on income details completed in the Back to School Packet. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btspsupport@caliva.org.

School Technology Policies

Enrolled Students and families will abide by the following school technology policies:

Computer Policy

iQ Academy California - Los Angeles will ensure that all enrolled students have access to a computer. The iQ Academy California - Los Angeles Administration will address additional technology requests on a case-by-case basis, which should be initiated by the student's assigned homeroom teacher.

Materials and Computer Equipment

All instructional materials, including computer equipment and related hardware, are loaned to the student by the iQ Academy California - Los Angeles. Students are expected to return all materials using the free shipping labels provided by K12 should they withdraw from the program.

Families should handle iQ Academy California - Los Angeles property with care and should ensure an accurate inventory of these materials is maintained in the home. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The iQ Academy California - Los Angeles shall not provide any funds or other things of value to the pupil or his parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

For inquiries regarding computer problems or damage, please consult the K12 Support Page for more information: http://help.k12.com/support/contact-support . K12 will contact us regarding this ~~issue~~issue, and we will send out a damage/loss report for you to complete in order to get a replacement.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, iQ Academy California - Los Angeles-issued computers and subsequent software cannot be exported outside the United States.

iQ Academy California - Los Angeles Parent-Student Computer Use Policy

Permitted Use

- iQ Academy California - Los Angeles shall permit the student and the responsible teaching adult to use the equipment and materials of iQ Academy California - Los Angeles solely for the education of the student while enrolled at iQ Academy California - Los Angeles and for no other purpose.
- Students and the responsible teaching adult are only permitted to visit websites for the purpose of iQ Academy California - Los Angeles related educational research.

Prohibited Use

Users shall not use the equipment, software, Newrow classrooms, and other materials of iQ Academy California - Los Angeles to view, download, save, receive or send material related to or including any of the following:

- Illegal activities
- Offensive content of any kind, including pornographic material
- Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
- Threatening or violent behavior
- Gambling or wagering
- Commercial messages

- Religious, political or racial messages
- Messages that misrepresent yourself
- Download of any software on the iQ Academy California - Los Angeles computer
- Web sites or chat rooms that are not for the purpose of iQ Academy California - Los Angeles related education

Software programs may not be installed on the computer without written permission from the iQ Academy California - Los Angeles Technology Manager. The Technology Manager can be contacted through the iQ Academy California - Los Angeles office. Only the software that is required by iQ Academy California - Los Angeles will be allowed on the iQ Academy California - Los Angeles computer. All other software will be prohibited. Software that was originally provided with the computer may be updated without permission.

This would include programs but is not limited to:

- Adobe Flash Player
- Adobe Reader
- Microsoft Windows
- Microsoft Office
- Sun Microsystems JAVA

Any unacceptable usage of the property, software, and/or violation as described above regarding iQ Academy California - Los Angeles equipment, software, newrow classrooms, or Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in iQ Academy California - Los Angeles.

Internet Safety Policy

It is the policy of iQ Academy California - Los Angeles to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act (CIPA).

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision and/or the Learning

Coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage
To the extent practical, steps shall be taken to promote the safety and security of users of the iQ Academy California - Los Angeles online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring
It shall be the responsibility of all members of the iQ Academy California - Los Angeles staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Learning Coach, iQ Academy California - Los Angeles, or designated representatives.

CIPA Definitions of Terms:
- TECHNOLOGY PROTECTION MEASURE, The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:
  - OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
  - CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
  - Harmful to minors.
- HARMFUL TO MINORS: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
  - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
  - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- SEXUAL ACT; SEXUAL CONTACT: The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Harassment Reporting

If you are being harassed in your school course environment, it is important to report it immediately to your school administrator. Harassment comes in many forms including:
- Spam (unsolicited e-mails not pertaining to the course)
- Threatening communications

- Offensive communications or any other kind of communication that makes you feel uncomfortable.

Harassment/Bullying Policy

iQ Academy California – Los Angeles strives to provide a safe and welcoming environment for all students to learn. Harassment and/or bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.

- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct

may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the Academic Administrator using "The Incident and Harassment Bullying Form" found in Appendix B of this handbook. If the alleged harasser is the Academic Administrator, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Academic Administrator or Head of Schools (report form attached). A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director and the Title IX Coordinator, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual or gender-based harassment within three (3) school days violates this policy.

Complaints of bullying and harassment shall be investigated and resolved in accordance with the district's uniform complaint procedures. The school will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* Section 200 and 220 and Government Code (*GC*) Section section 11135, including any actual or perceived characteristics as set forth in Penal Code (*PC)* Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239, San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed

shall be informed of the confidential nature of the issues and the ~~investigation, and~~investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation is prohibited

The complainants are protected from retaliation. The school shall advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

Time Limits

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Disciplinary Action

Any student who engages in bullying on school platforms (Newrow), or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulation. The guideline for consequences is below.

- Warning – consequences would depend on the situation and could include limiting ways the student can interact with other students (i.e. requiring supervision or suspension from CC sessions, limiting classroom privileges, limiting participation in clubs, etc.)
- Certified letter
- Admin phone conference
- Possible w/d

The report, investigation notes, and discipline plan, shall be submitted to the Academic Administrator. The Head of School and Academic Administrator will monitor for repeat offenders and act when needed. All documents will be stored on OneDrive where the Head of School and Academic Administrators have access.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Hate Motivated Behavior and Hate Crime Reporting Procedure

Every student has the right to be protected from "hate-motivated" behavior. The Head of School shall promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or

statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, gender identity or expression, sexual orientation, physical/mental attributes or religious beliefs or practices shall not be tolerated and may be considered "hate-motivated" speech or "hate-motivated" behavior. A "hate-motivated" comment or "bias incident" is biased conduct, speech, or expression that has an impact, but does not involve a criminal action.

Hate crimes (vandalism, physical assault, arson, etc.) are crimes that are motivated, in whole or in part, by bias, by the targeted individual or group's characteristics or perceived characteristics of disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, religious beliefs or association with a person or group who has one of these characteristics. "Hate crimes" should be reported to law enforcement.

School Climate

Everyday acts of intolerance and/or hate may manifest in a variety of ways: name-calling, slurs, sexual harassment, casual put-downs regarding race, ethnicity, gender, size, abilities, perceived sexual orientation, or gender identification. Administrators and teachers should actively work to promote a positive school climate. School staff is encouraged to:

- Work to establish a climate where casual slurs are uncommon and are challenged when they do occur. Set expectations of how students should speak to each other (in-person and online), whether they are in or out of earshot of a teacher or administrator.
- Create a no-slur school by stating clear support for a safe, open learning environment free of slurs. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated.
- Check for signs of hostility, depression, or a marked change in behavior or academic performance, and reach out to the student's parents or guardians and/or the school counselor as appropriate.
- Model inclusive, pro-social behavior and interrupt moments of bias among staff.

If a "hate-motivated" comment or action occurs, school staff should be prepared to discuss how the school will respond.

Reporting

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to an administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint through the Uniform Complaint Procedures.

Staff who receive notice of "hate-motivated" behavior or personally observe such behavior shall notify the principal.

Grievance Procedures & Investigation

When a staff member first hears "hate speech" or "bias speech," they should immediately interrupt, address, and admonish the student making such comments. The staff member should do an initial inquiry with the victim-student to determine if a full investigation is needed. Included in that initial inquiry should be questions regarding the harm that the student has suffered, the frequency and persistence of the behavior, and the history between the students. If the administrator determines that a full investigation is needed to learn more about the incident and/or to determine what happened, s/he should reference and complete the "Hate Speech/Discrimination Investigation Form" as they conduct their investigation. At the completion of the investigation, the administrator is responsible for providing the Investigation Form and supporting documents to the Director.

Once an administrator receives a report of "hate-motivated" behavior and determines that a full investigation is needed, the administrator/investigator should begin their investigation immediately. If the administrator determines that a full investigation is needed, the Administrator shall conduct a thorough and equitable investigation into the allegations and inform the victim-student/family regarding the status of the investigation. During the course of the investigation, the administrator should consider the following factors:

- Put safety first, denounce the act, investigate, involve others where necessary, provide accurate information and dispel misinformation, support targeted students, seek justice, avoid blame, and promote healing.
- A student who has been found to have demonstrated "hate-motivated" behavior shall be subject to discipline in accordance with the law, and Code of Conduct.
- Once the full investigation is complete, the administrator should:
    - Debrief with their Director, investigation team, and staff to discuss the investigation process to review lessons learned,
    - Expand the discussion to include relevant students, parents and guardians, and community members, keeping in mind that an individual student's disciplinary record is confidential under state law and FERPA,
    - Take notes about all suggestions and comments and include those with the Investigation Form and Discuss all follow-up steps and use them to create a road map for change (if needed).

Prohibiting the Aiding and Abetting of Sexual Abuse

Background/Purpose

Under section 8546 of the ESSA(20 U. S. C. § 7926), every state, state educational agency (SEA), and/or local educational agency (LEA) that receives ESSA funds must have in place laws, regulations, or policies that prohibit the SEA, LEA, or school, as well as any school employee, contractor, or agent, from providing a recommendation of employment for an employee, contractor, or agent that the SEA, LEA, or school, or the individual acting on behalf of the SEA, LEA, or school, knows, or has probable cause to believe, has engaged in sexual misconduct with

a student or minor in violation of the law. The SEA, LEA, school, or individual acting on behalf of one of those entities would not be prohibited from following routine procedures regarding the transmission of administrative or personnel files but would be prohibited from doing more than that to help the employee obtain new employment.

Purpose

To inform all employees of iQ Academy California – Los Angeles (the "School") of the requirement to Prohibiting the Aiding and Abetting of Sexual Abuse through the provision of recommendations for a new job for an individual who engaged in sexual misconduct with a student or minor in violation of the law.

Policy Statement

A school employee, contractor, or agent of the school is prohibited from assisting another school employee, contractor or agent in obtaining a new job if the individual knows or has probable cause to believe, that such other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law. Such assistance would include, but not be limited to the provision of references.

"Assisting" does not include the routine transmission of administrative and personnel files.

Exceptions to giving such assistance may only be made where the exception is authorized by the Every Student Succeeds Act Sec. 8038 (20 U. S. C. 7926).

These exceptions are:

(1)(A) the matter has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct;

(B) the matter has been properly reported to any other authorities as required by Federal, State, or local law, including Title IX of the Education Amendments of 1972 (20 U. S. C. 1681 et seq.) and the regulations implementing such title under part 106 of title 34, Code of Federal Regulations, or any succeeding regulations; and

(2)(A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;

(B) the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or (C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within 4 years of the date on which the information was reported to a law enforcement agency.

All allegations must be shared with the Human Resources Administrator or designee.

If you have questions regarding this policy or your responsibilities under it, please reach out to the Head of School or Human Resources Administrator.

Suicide Prevention

Suicide is the leading cause of death among youth and an even greater amount of youth consider and attempt suicide. As a school we work to create a safe and nurturing environment that minimizes ideation in students. In addition to school supports, the following local agencies are available to help:

National & Statewide Resources:

- Suicide Prevention Lifeline: Call / Text / Chat to 988 :
  - Spanish and English
  - Chat online at: https://suicidepreventionlifeline.org/chat/
- Crisis Text Line: Text HOME to 741741; Crisis Text Line provides free, 24/7 support via text message for anxiety, depression, suicide, and school.
-
- California Youth Crisis Line 1-800-843-5200
- California Peer-Run Warm Line 1-855-845-7415; Non-emergency
-
- Care Solace: On-demand access to mental health ~~resources.~~resources. Available 24/7 to all IQLA students, families, and staff.
  - www.caresolace.com/iq
  - (888) 515-0595

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Title IX and Non-Discrimination

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iQ Academy California-Los Angeles complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights, and opportunities in the educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, iQLA does not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto.

iQLA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which prohibits discrimination on the basis of sex which can include sexual

harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. iQLA's policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation. Discrimination, harassment, intimidation, or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. iQLA prohibits discrimination, harassment and bullying in the school environment, whether or not it initially occurred off school grounds or outside iQLA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

iQ Academy California-Los Angeles is committed to providing a safe environment in which students can learn. As such, iQLA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. iQLA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any iQLA school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review information located here. The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at 34 CFR Part 106.

Complaints or questions regarding discrimination, harassment or bullying should be directed to the iQLA Title IX Coordinator:

~~Melisse Burns~~Erin Wiebe
50 Moreland Rd.
Simi Valley, CA 93065
323-813-5445~~(530) 421-8165~~
TitleIX@iqcala.com

Additionally, you may contact the Office of Civil Rights by calling 800.421.3481.

Grievance Policy [PDF]
Title IX Compliant Form [PDF]
Title IX Training [PDF]

Dissemination of Information

iQ Academy shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Gender Identity and Expression

California law and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.

The administrative designee shall coordinate with the school's Director of Student Engagement whenever a student requests, or the administration identifies a need to accommodate a student's gender identity and/or gender expression to provide the necessary supports where appropriate.

Migrant education Program

A student is considered a Migrant if the parent or guardian is a migratory worker in the agricultural, lumber, or fishing industries and whose family has moved during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another to finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his / her own for the same reasons. The eligibility period is three years from the date of the last move. If you have questions or want information about the available resources, contact the liaison.

Migrant Education Program Liaison
Krista Mount
kmount@caliva.org
(805) 581-0202

Uniform Complaint Procedures

iQ Academy California – Los Angeles has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging a violation of state or federal laws governing educational programs.

iQ Academy California – Los Angeles shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Complaints must be filed in writing with the following compliance officer:

Director of Categorical Programs
50 Moreland Dr.
Simi Valley, CA 93065

Pursuant to Education Code Section 35186, iQ Academy California – Los Angeles complies with the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or misassignment.
A copy of the Board-approved Uniform Complaint Procedure and/or a complaint form may be obtained, free of charge, by contacting the school office. You may also download a copy of the California Department of Education complaint form, along with a copy of the full policy and procedures from the following Web site: http://www.cde.ca.gov/re/cp/uc/index.asp.

McKinney-Vento

iQ Academy California – Los Angeles is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and/or uniform complaint procedures outlined in this handbook.

iQ Academy California - Los Angeles wholeheartedly embraces a commitment to nurturing the distinct educational, emotional, and social needs of all students, including those who are unhoused. iQ Academy recognizes that these hardships can create additional stress and anxiety, which may impact a child's ability to concentrate on their studies. To ensure no student is left unsupported, Homeless and Foster support staff collaborates with school administration, teachers, and families to build a comprehensive system of support that caters to the unique requirements of each student and family. This may include providing hotspots, school supplies, hygiene kits, and assistance with connecting to local resources. iQ Academy's goal is to create a

safe and inclusive learning environment where every individual can flourish academically, emotionally, and socially.

Homeless & Foster Youth Liaison
~~Melisse Burns~~ Erin Wiebe
erwiebe@iqcala.com ~~meburns@caliva.org~~
~~(530) 421-8165~~323-813-5445
50 Moreland Rd
Simi Valley, CA 93065

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while attending school-sponsored activities, or while under the supervision and control of school employees.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

Tobacco products include:

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or ~~snuff~~snuff.

2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or ~~hookah~~hookah.

3. Any component, part, or accessory of a tobacco product, whether or not sold ~~separately~~separately.

Prevention Instruction

IQ Academy California Los Angeles shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to *Education Code* 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

Intervention/Cessation Services

IQ Academy California Los Angeles may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

Program Planning

IQ Academy California Los Angeles's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in IQ Academy California Los Angeles and the

community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of services.

The Head of School or designee may coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

The Head of School or designee also shall coordinate IQ Academy California Los Angeles's tobacco-use prevention and intervention program with other school efforts to reduce students' use of illegal substances and to promote student wellness.

The Head of School or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet school needs.

The Head of School or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

Program Evaluation

To evaluate the effectiveness of IQ Academy California Los Angeles's program and ensure accountability, the Head of School or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in *Health and Safety Code* 104450.

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Students in Foster Care

In an effort to provide educational stability, iQ Academy California - Los Angeles strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to ~~continue in~~continue enrollment at the school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to

receive a diploma from iQ Academy California - Los Angeles if he or she meets the criteria to graduate from iQ Academy California - Los Angeles.

In addition, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations;
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

Live Instruction

Live instruction at iQLA is assigned to students in all grade levels and is provided by a credentialed teacher. Each student's individual schedule may vary depending on grade, assessment scores, teacher assignment, etc. While iQLA adheres to the minimum daily instructional time requirements recommended by the State of California, our students often need additional, targeted support in specific areas. Therefore, increased daily instructional time may be necessary to meet the individual needs of each student. Below are the minimum requirements for students, based upon the student's instructional levels.

Advanced students – Enrichment sessions
Proficient – Invited to a minimum of 2 required sessions per week
Basic and Below Basic – Invited to a minimum of 3 required sessions per week
Students with disabilities – Invited and required to attend special academic instruction sessions as outlined in IEP.

All students will have their assigned required instructional schedule listed in their Class Connect page on the OLS/OLMS/OLHS. Teachers, parents, and students will review each student's required courses frequently to update and address any needed changes throughout the year. If a parent or student is concerned about any of the live instruction requirements/~~assignments~~assignments, they should contact their homeroom teacher. If a family is unable to resolve their concern with their homeroom teacher, the family should request to speak with an administrator.

Special Education

IQ Academy offers a full continuum of special education ~~supports~~support and services per all applicable federal and state laws. IQ Academy delivers services based on the student's Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional support and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean the school may offer

options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS), and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, IQ Academy works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/support for a child that is already in our special education program should be directed to your child's special education case manager.

For additional support please contact:
~~Lydia Given~~
~~Program Specialist~~Director of Special Education
IQCA Admin <admin@iqcala.com>~~lygiven@iqcala.com~~
50 Moreland Rd.
Simi Valley, CA 93065

-RELATED SERVICES TRANSPORTATION

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Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. Also, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

English Language Development Program (ELD)

Our English Language Development (ELD) Program is designed to support individuals learning English as a second language. We assess each student's proficiency level and create a personalized learning plan that focuses on reading, writing, speaking, and listening skills. Our experienced instructors provide small group classes, emphasizing practical application through speaking and listening practice, as well as developing writing and reading abilities. We integrate cultural aspects to enhance understanding and offer flexible scheduling options. Regular assessments and feedback are provided to monitor progress and guide each student's language learning journey.

IQ Academy has processes in place to identify, assess (ELPAC), reclassify (RFEP), and support English learners. Parents have the right to opt out of ELL services.

Questions, Opt out Requests, or support requests should be directed to the ELD coordinator:
Anita Garza
ELD Coordinator
agarza@iqcala.com
(916)-803-5024

Child Find

(California Education Codes 56300-56304,
34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated —including students with disabilities who are homeless or students who are wards of the state.

Section 504 Plans

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. IQ Academy will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the school will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out-of-pocket cost to the student or family for the essential supplementary aids, services, or accommodations

determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

Click here for a LINK TO FEDERAL OR STATE DOE 504 INFORMATION for more information related to Section 504 of the Rehabilitation Active of 1973.

Parents/guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and supports outlined on the 504 Plan. A revocation of services should be put in writing to the school, and the school will respond with a Prior Written Notice confirming receipt of the revocation request. Please reference additional information on revoking consent from the California Department of Education here.

~~A 504 plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. A 504 Plan helps a child with special health care needs to fully participate in school. Usually, a 504 Plan is used by a general education student who is not eligible for special education services. A 504 Plan lists accommodations related to the child's disability and required by the child so that he or she may participate in the general classroom setting and educational programs.~~

Questions, or support requests should be directed to the 504 coordinator:
Samantha Gonzalez
504 Coordinator
sajohnson-gonzalez@iqcala.com
(760)-903-4826

Related Services Transportation

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

~~Response to Instruction/Student Study Team~~ Multi-Tiered System of Supports (MTSS) and the Student Study Team (SST)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement. At iQ Academy, our MTSS frameworks:

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1. Create inclusive and equitable school-based systems that ensure all students have equal opportunities to learn at high levels;
2. Help to organize resources, supports, and staff to serve students;
3. Use data-based decision-making, problem solving, and progress monitoring processes simultaneously;
4. Build on a strong Tier 1 program (academic, behavior, social-emotional) for all students;
5. Clarify Tier 2 and Tier 3 services that are targeted to ensure that every student is reaching his/her full potential; and
6. Ensure students get the support they need when they need it.

Each department has its own MTSS framework that includes the following critical components:

- Universal Screener: A tool to identify students who may need additional academic, social-emotional, and/or behavioral supports immediately and intensively.
- A Multi-Level Prevention and Intervention System:
  - Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards.
  - Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in mastering grade-level essential targets and immediate prerequisite skills.
  - Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills.
- Data-Based Decision Making: Data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (according to state law).
- Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports.

Each department has its own Multi-Tiered System of Supports (MTSS) Team, dedicated to diagnosing and prioritizing Tier 3 interventions. The primary responsibilities of each department's MTSS Team is to:

- Determine the specific learning and/or engagement and social emotional needs of each student in need of intensive support;
- Diagnose the causes of the student's struggles in Tier 1 and Tier 2;
- Determine the most appropriate interventions to address the student's needs;
- Frequently monitor the student's progress to see if interventions are achieving the desired outcomes; and

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- Revise the student's interventions when he or she is not achieving the desired outcomes.

The Student Study Team (SST) is a resource available to all families and staff members. The Student Study Team is designed to address parent or teacher concerns regarding their student's individual academic or behavioral needs. The Student Study Team meeting provides a forum for the parent, general education teacher, additional teachers, and support staff to come together and develop additional ideas or strategies to help the student. All Student Study Team meetings are conducted via web conference (Zoom, Class Connect, etc.) or conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and areas of need. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

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iQ Boost (RTI)

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All students, from Kinder to 8th grade will participate in the STAR assessment in both Math and Reading within the first two weeks of school. The results of this assessment will identify a need, if any, for a tier 2 intervention for math and reading (below basic/urgent intervention). Based on score, students will be placed into tier 2 intervention. Students will be assessed, quarterly, (during intake session and during the final week of the quarter), using the benchmark assessment in Freckle to evaluate whether or not they will exit tier 2 intervention and move to tier 1 or move to tier 3, an SST referral.

IQ Boost or RTI (Response to Intervention) in education refers to a multi-tiered approach to identifying and supporting students with learning and behavioral needs. It is a framework used by iQ Academy to provide early intervention and support to students who may be struggling academically or behaviorally.

iQ Boost (RTI) Intervention Services:

1. **Tiered Approach**: RTI typically consists of three tiers of intervention. Tier 1 includes high-quality instruction and universal screening for all students. Tier 2 provides targeted interventions for students who need additional support beyond what is provided in Tier 1. Tier 3 offers intensive interventions for students who continue to struggle even after receiving Tier 2 interventions.
2. **Data-Based Decision Making**: RTI relies on the collection and analysis of data to guide instructional decisions. This includes using screening assessments to identify students at risk, progress monitoring to track student growth, and analyzing data to determine the effectiveness of interventions.
3. **Collaborative Problem-Solving**: RTI involves collaboration among educators, administrators, parents, and other stakeholders to support student success. Teams meet regularly to review data, make instructional decisions, and determine the appropriate level of support for individual students.

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4. **Differentiated Instruction:** RTI emphasizes the use of evidence-based instructional strategies tailored to meet the diverse needs of students. This may include small-group instruction, targeted interventions, and individualized support.
5. **Early Intervention:** One of the key principles of RTI is early intervention. By identifying and addressing student needs as soon as they arise, educators can prevent academic and behavioral problems from escalating and provide students with the support they need to succeed.

Intensive Academic Support

As a component of our Multi-Tiered System of Support (MTSS) Program and with the intent of providing students with intensive interventions in foundational skills, students may be enrolled in an Intensive Support Program. A student who is identified as in need of intensive intervention in the subject areas of mathematics and/or English Language Arts will be required to participate in this supplemental program. This need will be determined through student assessment data and teacher input. While time and intensity requirements may vary, this program will provide interventions multiple days per week on an ongoing basis. Students in this program will be continuously monitored to ensure they are receiving the best academic support available to them.

iQ Connect Program

iQ Connect is a transformative TK-12th grade school support program offered by iQLA. iQ Connect is designed to enhance student engagement by nurturing their academic, social, behavioral, and emotional skills through personalized, relationship-based interventions.

iQ Connect Supports

- **Onboarding:** iQ Connect is the first stop for all new students entering our school. Onboarding support through the iQ Connect program helps to ensure all students obtain the skills necessary to be successful in our school and to support teachers with preparing incoming students. The onboarding program begins before a student's first day of school and extends throughout the year.

- **Social-Emotional:** Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional supports are provided through iQ Connect for students with social or emotional needs, families facing crisis or loss, and homeless or foster youth (see the McKinney Vento and Students in Foster Care sections).

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- **Engagement:** The iQ Connect Engagement Program is crafted to offer additional support to students showing evidence of disengagement in their schooling. Tailored to address the varied needs of our student body, our dedicated engagement coaches utilize a comprehensive approach to guide interventions and support strategies. The purpose of the Engagement Program is to empower students with the skills and support they need for school success. Through targeted sessions and outreach based on individualized goal-setting, iQ Connect supports a community of learners focused on essential skills, enhancing not only academic achievement but also fostering a positive and engaged learning experience.

Accessing iQ Connect Support

Students identified as those who could benefit from working with iQ Connect will be referred to the program via a staff member. If you are interested in additional support for your student, please discuss your concerns with your student's Homeroom Teacher first. Requests for iQ Connect support are reviewed individually, with placement determined by each student's individual needs.

**iQ Connect Supports do not supersede accommodations put into place under IDEA. If you feel your child needs additional support and/or accommodations, please reach out to your assigned Special Education case manager.*

~~The first step, in response to concerns expressed by either a teacher or a parent, is to start the response to instruction (RTI) process in order to improve your child's performance. The response to instruction process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. If response to instruction sessions are determined for a student, then sessions are mandatory to ensure students are receiving the support and scaffolding needed for targeted skills/concepts.~~

~~Implementation of the response to instruction is designed to increase support with the goal of improving long-term academic success. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all iQ Academy California - Los Angeles families. The Student Study Team (SST) is designed to address parentparental concerns regarding their student's academic or behavioral challenges. The Student Study Team meeting provides a forum for the parentparents, general education teacher, additional iQ Academy California - Los Angeles teachers, and support staff to come together and develop additional ideas or strategies to help the student. All Student Study Team meetings are conducted via conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.~~

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Support Staff

iQ Academy California – Los Angeles is proud to offer many different levels of support and support staff to fit your student's academic needs. Should you or your child's teacher have a concern regarding your child's educational process, a referral can be made to one of our many intervention support programs.

Compass Program

The Compass Program provides information, resources, and support to students in grades TK-12 who are new to our schools and those who could benefit from additional support to meet needs related to a lack of resources or social-emotional concerns. The goal is to improve student engagement through relationship-based interventions developed collaboratively with staff, students, learning coaches, and teachers.

Compass Supports

- ***Strong Start:*** Onboarding & Orientation assistance will be provided for all new students by the Compass Team throughout the first schoolyearschool year of enrollment.. ***Social-Emotional:*** Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional targeted supports aresupport is provided to students with social or emotional needs, families facing crisis or loss, and homeless or foster youth (see the McKinney-Vento and Students in Foster Care sections).

Accessing Additional SupportAdditional Support

If your student is struggling, please reach out to your student's General Education or Homeroom Teacher to discuss your concerns and your student's needs. If it is determined that your student would benefit from additional targeted support, your teacher will submit a support request on your behalf. Student support requests are reviewed individually to determine best placement, and students will be assigned to work with additional staffadditional staff members based on specific needs.

**The Supports outlined above do not supersede accommodations put into place under IDEA. If you feel your child needs additional supportssupport and/or accommodations, please reach out to your assigned Special Education case manager.*

Star360

As part of enrollment, every student receives their very own Star360 account. Star360is a great tool to practice concepts learned and ideas to focus on. Students at iQ Academy California - Los Angeles will be required to complete this benchmark assessment 3 times during the academic year. In addition, this resource may be required as part of the student's assignments if deemed necessary by the teacher.

Student Records

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under Federal Education Rights and Privacy Act (FERPA). Please review the FERPA Notice located in this handbook. Please provide our Registrar with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of an iQ Academy California - Los Angeles administrative staff member.

Students who transfer into iQ Academy California – Los Angeles will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the iQ Academy California - Los Angeles offices at that time.

Should you decide to withdraw from the into iQ Academy California – Los Angeles and transfer to a new school, your new school will contact the iQ Academy California - Los Angeles offices to request your student's records and we will mail the records to them.

Should you decide to withdraw from ~~the into~~the iQ Academy California – Los Angeles and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

State Standardized Tests

As members of a public charter school, our students participate in the following state standardized tests:

- **Grades 3-8, and 11 California Assessment of Student Performance and Progress (CAASPP)**
- **Grades 5, 8 and High School California Science Tests**
- **Grades 5, 7 and 9 Physical Fitness Test (PFT)**
- English Learners: English Language Proficiency Assessment for California (ELPAC)

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The ELPAC is the state assessment used to determine the English language proficiency of students whose primary language is not English, taken annually until they are reclassified as Fluent English Proficient. Parents and guardians can not opt their child out of the Initial or the Summative ELPAC. California state law and federal law require that all students whose primary language is a language other than English be assessed for English language proficiency on an annual basis.

Participation rates are critical to the success of our school. According to recent regulations outlined in the No Child Left Behind Act of 2002, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California. Parents have a right to opt out of state testing. Please reach out to your child's homeroom teacher to discuss this option.

The iQ Academy California - Los Angeles faculty administers all state standardized test at facilities located within driving distance of the student's address on file. A testing schedule is provided in our school calendar. The homeroom teacher communicates individual student testing information as the testing window approaches.

Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

The California Assessment of Student Performance and Progress (CAASPP) System provides a full range of assessment resources for all students, including those who are English learners and students with disabilities.

Some resources are embedded into the technology platform for the ~~computer-administered~~computer administered CAASPP tests. Other resources are considered non-embedded since they are provided by the local educational agency (LEA). The following list defines the four different categories of student accessibility resources:

- **Universal tools** are available to all students on the basis of student preference and selection.

- **Designated supports** are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.

- **Accommodations** must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.

- **Unlisted resources** are non-embedded and shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE)

Visit CDE for more information at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp.

The faculty administers standardized tests virtually (when allowed by the state) or at facilities located within a reasonable driving distance of the student's address on record. To maintain enrollment at IQLA, the parent must make the student available for federal and state testing as needed (please refer to the Enrollment Requirements section for more information). A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches. Travel plans will not be approved during the state testing window.

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Physical Fitness Test (PFT)
All students in grades five, seven, and nine are offered the Physical Fitness Test (PFT) during the spring of each school year (February - May). All students are encouraged to participate. Information will be provided to you by your teacher.

The California Physical Fitness Test (PFT) provides information that can be used by students to assess and plan personal fitness programs, by teachers to design the curriculum for physical education programs, and by parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

How can schools best prepare students for the PFT?

Students should be instructed in basic concepts of fitness development and maintenance in the required physical education program. (The required physical education program consists of 200 minutes every 10 school days for grades one through five, and 400 minutes every 10 school days for students in grades six through twelve [California *Education Code* sections 51210 and 51222].) Physical fitness instruction should include explanations of each fitness area and its relationship to good health as well as specific physical activities that improve or maintain each of the components of health-related fitness. Further, students should be ~~provided~~provided with opportunities to participate in vigorous physical activity and exercise throughout the school day and in physical education classes. Because conditioning prior to testing is important to the safe administration of the PFT, adequate time should be allowed for students to learn about how each fitness-area test is administered and to engage in practice sessions.

iQ Academy California - Los Angeles K-5 students will perform a variation of physical activity monitored by Learning Coach. MS students and HS PE-9 (ninth grade students) students are required to perform a variation of activity and record this on their PE Activity Logs. HS PE-9 provides Physical Fitness assignments to teach the students about the components of Physical Fitness. All of this mentioned will help prepare the students for the PFT.

Fitness Components and Tests
AEROBIC CAPACITY

The aerobic capacity fitness area refers to the maximum rate that oxygen can be taken into and used by the body during exercise. This component of fitness is considered important because of the research that associates good aerobic capacity in score reflects the maximum rate that oxygen can be taken into and used by the body during exercise. ~~One-mile~~One mile run or walk test will be performed.

BODY COMPOSITION

The body composition fitness area targets the various factors that contribute to an individual's total weight (i.e., percent of muscle, bone, organ, and fat content). Body weight and height will be taken (BMI – body mass index).

MUSCLE STRENGTH, ENDURANCE, AND FLEXIBILITY

The muscle strength, endurance, and flexibility fitness area determines the health status of the musculoskeletal system (i.e., muscles and bones throughout the body). Balanced, healthy functioning of this system requires that muscles work forcefully (i.e., strength), over a period of time (i.e., endurance), and be flexible enough to have a full range of motion at the joints (i.e., flexibility). This component of fitness is important because it can reduce potential restrictions in independent living as adults (e.g., chronic lower back pain).

To determine the health level of the musculoskeletal system, four major areas are tested: (1) abdominal strength and endurance: curl-up/sit -up test, (2) trunk extensor strength and flexibility: trunk lift test, (3) upper body strength and endurance: push-up test, and (4) flexibility: sit and reach test.

How can parents and guardians best prepare their students for the test?
To help students prepare for the test, parents and guardians can be positive role models and encourage family physical activities.

When can parents and guardians expect to receive their students' PFT results?
Students who participate in the PFT will be provided with their individual results upon completing the PFT.

Why is physical fitness important?

Physical fitness has been shown to help children handle stress and control weight, build and maintain healthy bones, muscles, and joints; increase self-esteem and the capacity for learning, and strengthen peer relationships.

School Communication

In any school, but especially in a virtual school, regular communication with your iQ Academy California - Los Angeles teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for a period of ~~time~~time, he or she will follow the noncompliance procedure outlined herein. If after these procedures have been followed and contact has not been made, it will be the school's understanding that your child is enrolled in another educational program and he/she will be withdrawn.
Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at https://www.parentsquare.com/.

For general questions and concerns, please reach out to your student's teacher or write to admin@iqcala.com.

Withdrawals

If the legal guardian decides to withdraw a student from IQ CALA (or if a student 18 years of age or older decides to withdraw him/herself), this decision must be communicated through the assigned homeroom teacher to ensure the student receives proper attendance and academic credit and all records are in order. A final meeting may be scheduled. At that time, the homeroom teacher will collect any outstanding work samples. Shipping labels required for the return of the loaned computer hardware and teaching materials will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Work Permits

Information:
Except in limited circumstances defined in law, all minors between the ages of 14-18 not seeking an Entertainment Work Permit and offered employment must have a permit to work. The only exceptions are those who are high school graduates, students who have been awarded certificates of proficiency, such as, California High School Proficiency Exam (CHSPE). A student will need to complete a "Statement of Intent to Employ Minor and Request for Work ~~Permit~~Permit."

Qualifications:
A work permit shall not be issued until the written request for the permit from the parent, guardian, foster parent, caregiver with whom the minor resides, or residential shelter services provider, has been filed with the issuing authority.

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs" as determined by prior REPORT CARD, PROGRESS REPORT or TRANSCRIPT if a new student. Eligibility will be verified after each grading period and the work permit will be revoked if GPA drops below 2.0, attendance becomes ~~unstable~~unstable, or student withdraws from school. If a student's work permit is
revoked, employer will be notified to terminate employment. ~~A teacher may request a Work Permit be cancelled before the next grade check if a student is not attending school or completing class work~~classwork~~.~~

In special cases a Probationary Work Permit will be issued to allow a student to work until the next grading period where improvement in grades and attendance must be demonstrated. If improvement is not demonstrated, the student's work permit will be ~~revoked~~revoked, and employer will be notified to terminate employment.

Vacation Work Permits do not have academic or attendance requirements. This type of work permit is issued for the summer only and is valid until the EXPIRATION DATE on the work permit. If a student wants to continue employment after the close of summer, (Vacation Work Permit or Renewal of Previously Issued Permit) a new application must be submitted to the Simi Valley Office.

A work permit shall not be denied on the basis of a pupil's grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

A permit to work may be issued to any minor over the age of 14 years and under the age of 18 years to be employed on a regular school holiday, during the regular vacation of the public school, during such time as the minor is exempt from compulsory school attendance pursuant to Section 48231, and during the period of a specified occasional public school vacation in any of the establishments or occupations not otherwise prohibited by law.

The school provides a certificate of age. ~~And,~~And the permit includes:
(a) The name, age, birth date, address and phone number of the minor.

(b) The place and hours of compulsory part-time school attendance for the minor, or statement of exemption therefrom, and the hours of compulsory full-time school attendance for the minor, if the permit is issued for outside of school hours

(c) The maximum number of hours per day and per week the student may work while school is in session.

(d) The minor's social security number.

(e) The signature of the minor and the issuing authority.

(f) The date on which the permit expires.

Procedures:

- Confirm eligibility with homeroom teacher, school report, or at workpermit@caliva.org
- Fill out Work Permit Request Form click here
- Submit to: workpermit@caliva.org, or mail to: Work Permits, 50 Moreland Rd, Simi Valley, CA. 93065

ENTERTAINMENT WORK PERMIT APPLICATIONS:

- Minors employed in motion pictures, commercials, theater, television, musical performances, rodeos, or modeling require an Entertainment Work Permit. The application can be obtained from the local office of the California Division of Labor Standards Enforcement, DLSE internet address or workpermit@caliva.org. The parent or guardian completes the requested information on the form and sends the application to the ISCA Simi Valley Office at 50 Moreland Road Simi Valley, CA 93065 for processing. It will take 1 to 3 school days after the arrival of the application to process and return by US mail.
- The form may also be faxed to 805.581.6102 or emailed to workpermit@caliva.org. Faxed or emailed applications should not have Parent Signature on form. DLSE requires Original Signatures on applications. School Signature and stamp will be original when returned to parent to sign and mail to a DLSE office for the permit.
- When emailing an on-line watermarked application for processing, indicate you are applying directly to the State for the work permit. The completed application will be emailed back to you.
- Same day ~~walk in~~walk-in permits can be obtained from the DLSE VAN NUYS ENTERTAINMENT WORK PERMIT OFFICE 6151 Van Nuys Blvd, Rm 100, Van Nuys, CA 91401, (818) 901-5484.
- ~~Student's~~Students submitting Entertainment Work Permit Applications must be in grades 9-12, a student must have a 2.00 GPA with no F's on their last REPORT CARD, PROGRESS REPORT or TRANSCRIPT for new students. If a student's Academic and Attendance Standards are below eligibility standards, the application will be returned as marked "Does Not Meet the District's Requirements and Permit Should Not Be Issued". Watermarked applications will have either Attendance or Academics sections marked "Insufficient" and ~~permit~~permits will not be issued. A teacher may also request an Entertainment Work Permit be cancelled before renewal if a student is not attending regularly or making academic progress.

Married/Pregnant/Parenting Students

Married/Pregnant/Parenting Students

The Governing Board of IQ Academy California Los Angeles recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on ~~pregnancy~~pregnancy, or marital or parental status shall be addressed through the school's uniform complaint procedures in accordance with 5 CCR 4600-4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program.

When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

Should the student require a Home/Hospital placement, the school will refer to the student to her district of residence for placement.

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with the school's attendance policy.
The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.
A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Transitional Kindergarten – 5th Grade Information

Course Level Placement

The iQ Academy California – Los Angeles offers students in the state of California the opportunity to work in an independent study learning environment where academic course levels are tailored to meet the student at his/her point of need. Students are placed in their age-appropriate grade level and courses. Additional supports, including, but not limited to, remediation and enrichment are provided as deemed appropriate by the student's teacher.

Elementary Courses

The courses listed below are the age-appropriate grade level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned Physical Education as part of their Individualized Learning Plan. Students in grades 3-5 can choose to participate in the World Language program in place of Music. Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

Grade Level	Math	Language Arts	History	Science	Electives
TK	Embark Math	Embark Language Arts Embark Free Reading and Journal Writing Embark Exploration Tools	Embark Social Studies	Embark Science	Embark Art Embark Music Embark Plus Circle Time
Kindergarten	Math K	ELA K E1	Social Studies Grade K	Science K	Art K

			Summit ED CA		Spotlight on Music K
1st Grade	Math 1	ELA 1	Social Studies Grade 1 Summit ED CA	Science 1	Art 1 Spotlight on Music 1
2nd Grade	Math 2 Summit	ELA 2 Summit	Social Studies Grade 2 Summit	Science 2	Art 2 Spotlight on Music 2
3rd Grade	Math 3 Summit	ELA 3 Summit	Social Studies Grade 3 Summit	Science 3	Art 3 Spotlight on Music 3
4th Grade	Math 4 Summit	ELA 4 Summit	California Studies 4 Summit	Science 4	Art 4 Spotlight on Music 4
5th Grade	Math 5 Summit	ELA 5 Summit	Early American History A	Summit Science 5	Amer. Art A Spotlight on Music 5

Physical Education

Physical education is a required course. Students are to complete an average of 20 minutes of physical activity per day in grades TK-5 for a total of 200 minutes every ten (10) school days. Learning Coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each quarter.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, ~~calisthenics~~calisthenics, or jogging.

Progress in Curriculum

iQ Academy California - Los Angeles realizes that not all students work at the same pace, but students are typically expected to make 8-10% progress in each subject area per month. Students are expected to work daily in their assigned coursework, as detailed in the student's Individualized Learning Plan (ILP), which is provided by the general education teacher on a quarterly basis and updated as needed throughout the school year. K[12] courses are designed ~~to~~

~~be~~to be completed over the course of one full school year. Students may also be assigned additional or different instructional activities, teacher-created assessments/assignments, including extension, enrichment, and remedial learning activities, based upon individual student need.

Course Level Promotion

The K^{12} Curriculum is a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. K^{12} has identified the core lessons, which need to be completed to ensure mastery of a course. The remaining lessons are designed to spiral and reinforce the concepts taught in the core lessons. It is in your child's best academic interest to master all the core lessons in a course before moving on to the next course. Assessment data is used to make decisions that support individual student needs for rigorous intellectual work that expands on the curriculum. This may include projects, individualized assignments, and other differentiated instructional components.

If your child completes a course mid-year, you can work with your teacher to ensure your child has a well-rounded education and request that your child advances to the next course level. Once your teacher has verified mastery of the course, your teacher can order the next level of curriculum, thus minimizing the amount of time when your child completes one level of curriculum and receives the next level of curriculum. New courses can be requested once a student reaches 90% progress in the core lessons in a subject. While your child is waiting for the new curriculum to arrive, students should complete the remaining 10% of the core lessons and reach 100% completion of the core lessons.

At the end of the school year, if your child has completed 90% of the core lessons, new courses will be ordered for the following year. In order to ensure that your child does not miss any significant concepts, your child should complete the remaining 10% of the core lessons and reach 100% completion before beginning the new curriculum in the fall. This can be done informally during the summer, or at the start of the next school year.

In some cases, your child may not be ready for the next curriculum level to be ordered in June. This is okay, as course level promotion does not affect the student's promotion to the next grade level at the end of the school year. In these cases, your child will begin the new school year by completing their previous year's curriculum and when they have completed 90% of the core lessons, we can order the next level of curriculum. The extra time spent in the curriculum can help ensure your child's mastery of it and help ease the transition between the school years.

Promotion and Retention

The iQ Academy California - Los Angeles expects all students to achieve proficiency levels in grade level standards that allow them to progress through the current grade level within one school year. Instruction is designed to support students in meeting this expectation by accommodating the varying academic growth patterns and needs of each student. Therefore,

the elementary program includes strategies and supplemental instruction for addressing these needs.

Promotion
Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

Transitional Kindergarten to Kindergarten:
Transitional Kindergarten students who have completed one year of TK shall be promoted to Kindergarten.

Kindergarten to 1st Grade:
Kindergarten students who have completed one year of kindergarten shall be promoted to the first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Students continuing in Kindergarten must have a completed Kindergarten Continuance form on file to extend their Kindergarten year.

1st to 2nd Grade:
Students who have completed one year of first grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the second grade.

2nd to 3rd Grade:
Students who have completed one year of second grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the third grade.

3rd to 4th Grade:
Students who have completed one year of third grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the fourth grade.

4th to 5th Grade:
Students who have completed one year of fourth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the fifth grade.

5th to 6th Grade:
Students who have completed one year of fifth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the sixth grade.

Retention

The decision to retain a student in his/her current grade level for the following school year will be made only after careful consideration to ensure the academic best interests of the student are served. iQ Academy California – Los Angeles does not retain students retroactively. Under approved enrollment requirements, all students are enrolled at their age appropriate grade level unless an official retention was approved by the previous school.

Any recommendation for student retention must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators.

Identification of students who are at risk of being retained will be made by the student's regular teacher, as early as possible in the school year and regularly throughout any student's enrollment with iQ Academy California – Los Angeles. Notification shall be provided to parent(s) of students identified as at risk for retention as early in the school year as practicable. Retention of students between second and fourth grade will be based primarily on proficiency in reading. Retention of students between fourth grade and sixth grade will be based on minimum performance levels in reading, English-language arts, and mathematics.

Indicators of students who are at risk of being retained may include the following:

- Diagnostic assessment results in Reading and/or Mathematics indicating the student is performing 2+ more years below grade level ~~standards~~standards.
- Below Expectation grade marks in reading, English language arts and/or mathematics
- Bader Reading assessments indicating student is performing 2+ years below grade level ~~standards~~standards.
- Summative assessments including, but not limited to, CAASPP or other standardized performance assessment results indicating student is below basic or far below basic grade level ~~standards~~standards.
- Evidence of below minimal achievement levels including student work, teacher observation, performance assessments, and other data
- Evidence of lack of mastery of foundational concepts in reading, English language arts and/or mathematics that is below minimal performance ~~levels~~levels.

All students identified as at risk for retention shall be referred for and required to participate in interventions and/or remediation programs to assist the student in attaining acceptable levels of academic achievement. These opportunities may include small group intervention, one-to-one and small group targeted intervention, supplemental remedial programs and/or appropriate remedial reading coursework. Students shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

The following process will be followed regarding the decision to retain a student to his/her current grade level:

1. Identification of the student for retention pursuant to the indicators outlined above.
2. The teacher(s) of record may recommend retention pursuant to the above indicators and other supporting factors.
3. Evaluation of written parent request/recommendation with supporting details received on or before the last day of the 3rd quarter of the school year.

5th grade students will be considered for retention based upon the indicators set forth herein and taking into consideration the lowest level of middle school courses offered in English language arts and in mathematics. If a student would not be successful in the lowest level of middle school coursework, the student may be a candidate for retention.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Head of School or Designee for review and consideration. The Head of School or Designee may approve the ~~retention,or~~retention, or return the request to reconsider the supporting data or provide additional information.

The ~~parentparents~~ legal guardians will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Commented [HT3]: Recommend changing this to Legal Guardian(s)

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

When high academic achievement is evident, and it is determined that appropriate academic placement is not available that would better meet the student's academic needs, the teacher of record may recommend a student for acceleration of grade level promotion at mid-year. The decision to promote a student's grade level at mid-year or at the end of the school year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Kindergarten students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten or will turn six their first-grade year by the date set by the state of California.

For the school to make sound academic decisions regarding mid-year grade level promotions, the following processes are followed:

1. Parents may request that the teacher promotes their child to a different grade level at the end of the 1st semester, which may result in a 2-grade promotion during one school year.

2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments. **
3. The teacher will then send a written request (via mail or email) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

**An examination of the student's skills/knowledge of the content areas may be conducted in a variety of ways, including, but not limited ~~to:~~to in-person course evaluation, written assessments, in-person writing prompts, in-person interviews, and a complete evaluation of student work to determine consistent exceptional mastery (above grade level standards). Documentation may include, but not be limited to:

- Evaluation of reading ability and comprehension. This may be determined through Bader reading assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level.

- K-2 benchmark assessment data (if applicable) indicating that the student has mastered all current grade level content/state standards and is prepared to meet the academic expectations at the new grade level.

- Diagnostic assessment data indicating the student is reading and comprehending 2 years above current grade level.

- Diagnostic assessment results indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).

- Standardized test results (if available) indicating the student was proficient or advanced at their previous grade level in both English language arts and mathematics.

- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.

- Evidence the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.

- Student performance indicates exceptional mastery in all core courses and grade level state standards.

- Information regarding prior grade retention and the circumstances of such.

- The age of the student.

- Any academic concerns that have been expressed.

- If the student's assessment results are not above grade level, a written explanation as to why a promotion is still in the best interest of the student must be provided.

- If the student is not on track to complete all courses at the grade level he/she would be promoted to, a written explanation regarding why a promotion is still in the best interest of the student must be provided.

*Under no circumstance shall the parent or learning coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision regarding acceleration of the student, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Mid-Year Enrollment

The K^{12} curriculum is mastery based - each of the lessons in the curriculum builds upon content mastered in a previous lesson. As a result, all students who enter mid-year work with their assigned iQ Academy California - Los Angeles teacher to identify the academically appropriate starting point in the K^{12} curriculum. Most often, we advise students who enter mid-year to complete the unit assessments offered at the end of each unit. If a unit assessment is mastered, you can assume that the student has mastered all concepts taught in that unit and you can mark all lessons in that unit as complete.

Advanced Learner Program

The K-5 Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas.

To participate in the Advanced Learners Program program, students must be recommended by their teacher and meet the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above grade level skills
- Completing all assignments as indicated on the ILP, including honors projects, etc.
- Demonstrating mastery of most or all grade level assessments
- Has a genuine interest in, and demonstrates a love of learning

Elementary Standards-Based Grading Scale

Standards-based grading provides a focus on measuring student proficiency on grade level learning outcomes, based upon the California state standards.

To ensure that each student is evaluated based upon mastery of grade level appropriate skills and concepts, teachers of students in grades K-5 will assess, instruct, and evaluate student learning and performance. Each student's semester report card grade marks will include the following criteria:

- Accuracy: Student's grade marks are based on assessments of student learning of standards-based grade level skills/concepts, as demonstrated by teacher observation of performance during live instructional sessions, evaluation of student coursework, performance on assigned assessments, etc.
- Consistency: Learning outcomes are based on rubrics, answer keys, and teacher-communicated performance expectations that describe exactly what the student should know and be able to demonstrate in each skill/concept.
- Meaningful: Grade marks should clearly communicate student achievement levels and growth that has taken place throughout each grading period.
- Supportive of Learning: Grade marks focus on demonstrated ~~proficiency, and~~proficiency and provide feedback to ensure that all students are given opportunities for enrichment and/or intervention so that every student has the opportunity to reach his/her full academic potential.

Rubric: Student grade marks will be based upon ILP assignments, utilizing the following rubric. Each grade level report card will indicate the standards being measured in each content area.

Progress Towards Standard Mastery	*Description*
4	Student consistently demonstrates exceptional mastery of grade level standard being measured, with in-depth inferences and applications.
3	Student consistently demonstrates proficiency of grade level standard being measured. This is the expected level of performance for all students.
2	Student is approaching mastery of grade level standard being measured, but has some errors/omissions.
1	Student demonstrates little or no understanding of grade level standard being measured.
Not Measured (X)	Standard was not assessed during grading period.

Non-Instruction Factors assessed

Work and Study Habits	Completes online coursework consistently and on time, as indicated on the ILP
	Completes offline assignments neatly and submits on time, as indicated on the ILP
	Attends assigned live instructional sessions regularly
	Listens attentively and follows directions
Responsibility for learning	Works well with others and demonstrates respect for others Contributes to classroom discussions and activities Accepts responsibility for classroom behavior

Rubric

Indicator	Description
Exceeds Expectations (EE)	Student exceeds expectations in classroom and coursework requirements.
Meets Expectations (ME)	Student meets expectations in classroom and coursework requirements.
Below Expectations (BE)	Student is below expectations in classroom and coursework requirements.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The progress report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

As the K^{12} curriculum is mastery-based curriculum, each report card is a "snapshot", an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds

listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.

3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.

4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Academic Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Academic Administrator. A parent must make the written request to the Academic Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Academic Administrator shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Academic Administrator received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the Academic Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Academic Administrator, the Academic Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be ~~effected~~affected within thirty (30) business days of the date the Academic Administrator received the parent's written request for review.

Head of School (HOS) Level

1. In the event the Academic Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School (HOS) within 10 days of the Academic Administrator's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The HOS shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HOS received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the HOS will discuss the appeal with the Academic Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HOS, the HOS shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be ~~effected~~affected within thirty (30) business days of the date the HOS received the parent's written request for review.

Live Instruction

Required instructional sessions are based on data from diagnostics and interim assessments, student work samples, and teacher analysis of student needs, etc.

Failure to regularly attend and participate in assigned live instructional sessions may indicate that independent study is not an appropriate placement for your student.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via Newrow and/or in-person on a regular basis. Student work will be both assigned and collected during these meetings. Meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K^{12} curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24-hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your ~~child, and~~child and may result in your child's withdrawal from iQ Academy California - Los Angeles.
Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Student Assessment

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments may be formal or informal in nature, may be administered in-person, via virtual classroom, and via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the iQ Academy California – Los Angeles teacher to appropriately evaluate student achievement levels, which will support student's academic growth while enrolled in our program.

Work Samples

In order to meet state independent study guidelines, work samples will be required and collected quarterly. Your iQ Academy California - Los Angeles teacher will need to collect one sample or more from each of the areas your student was assigned work during the quarter. Your teacher may request to receive your child's work samples by mail or digitally. It is imperative that you and your teacher work together to collect and document these samples.

The collected work samples are stored as a part of your student's portfolio and are kept at the iQ CALA offices. Below are the qualifications of an acceptable work sample:

- Original document
- Digital work samples can be collected via email, file share, Dropbox, K12's Online Platform, etc.
- Demonstrates neat and organized work
- Demonstrates the best reflection possible of your child's abilities
- Includes student's name, date, unit & lesson number, (if it's not already pre-printed on a K^{12} worksheet)
- Assigned and completed within the quarter. Your teacher will provide you with the quarter dates, or you can refer to the calendar page of this handbook.
- Graded, marked, and scored by you, the Learning Coach. Please use the answer keys provided online or in the curriculum materials that were sent to you to check your student's work.

It is required by the state to for iQ Academy California - Los Angeles to maintain samples of student work. Therefore, it is imperative that appropriate work samples are collected. Failure to provide work samples may indicate that Independent Study is not the appropriate placement for your child.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Parent and Family Engagement Policy

IQ Academy recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The 'Every Student Succeeds Act' (ESSA), requires that local educational agencies and schools, conduct outreach to all parents and family members to implement programs, activities, and procedures for the involvement of parents and family members.

~~and family members and implement programs, activities, and procedures for the involvement of parents and family members.~~

Parents may visit https://fw.unitymg.com/rdr/D:2784 to view the Family Engagement Policy.

Middle School (Grades 6-8) Information

Course Level Placement

iQ Academy California – Los Angeles offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support provided as deemed appropriate by the student's assigned teacher.

Middle School Courses

The courses listed below are the age-appropriate, grade level courses assigned to students upon enrollment and at the beginning of each school year. Middle school students are automatically assigned the electives of Art and either Careers or Computer Science (depending on their grade level and completed prerequisites, in preparation for the high school Career and College Prep Program). An opt-out survey is available for students who wish to switch to Music or World Language.

Career Explorations I & II are project-based learning courses that allow students to explore different career options through research, writing, and student collaboration.

Computer Science 8A/B teaches students the fundamentals of computer science through art, design, animation, and computer coding as they work toward culminating projects.

	Sixth	Seventh	Eighth
Language Arts	ENG06A Summit Language Arts 6 ENG06B Summit Language Arts 6	ENG07A Summit Language Arts 7 ENG07B Summit Language Arts 7	ENG08A Summit Language Arts 8 ENG08B Summit Language Arts 8
Math	MTH06AE3 Summit Math 6MTH06BE3 Summit Math 6	MTH07AE3 Summit Math 7MTH07BE3 Summit Math 7	MTH08A Summit Math 8 BridgeMTH08B Summit Math 8 Bridge
Science	SCI06ADE3 Summit Earth ScienceSCI06BDE3 Summit Earth Science	SCI07ADE3 Summit Life ScienceSCI07BDE3 Summit Life Science	SCI08ADE4 Summit Physical Science*SCI08BDE4 Summit Physical Science
History	HST06A Summit World History I CAHST06B Summit World History I CA	HST07A Summit World History II CAHST07B Summit World History II CA	HST08A Summit American History to Late 1800s CAHST08B Summit American History to Late 1800s CA
Physical Education	OTH06 Summit Physical Education 6	OTH07 Summit Physical Education 7	OTH08 Summit Physical Education 8

Art	ART07A Summit Intermediate World Art I* ART07B Summit Intermediate World Art I*	ART08A Summit Intermediate World Art II* ART08B Summit Intermediate World Art II*	ART06A Summit Intermediate American Art* ART06B Summit Intermediate American Art II* II
Career and College Prep	CAR005-PBL Middle School Career Explorations 1	CAR007-PBL Middle School Career Explorations 2	CS Computer Science 8 A† CS Computer Science 8 B†
Music (Optional)	MUS06 Spotlight on Music	MUS07 Spotlight on Music	MUS08 Spotlight on Music
World Language‡ (Optional)	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr.1 or Yr. 2 MS French Yr.1 or Yr. 2 MS Chinese Yr.1 or Yr. 2

**Art courses are offered out of K12 grade level order, to comply with California education standards. Sixth grade students should receive Summit Intermediate World Art I course materials, even though they are marked as ART07. Seventh grade students should receive Summit Intermediate World Art II course materials, even though they are marked as ART08. Eighth grade students should receive Summit Intermediate American Art course materials, even though they are marked as ART06.* †Computer Science courses are available to 8th graders who have previously taken the Careers Exploration classes.
‡World Language is not a teacher-supported course; therefore, the student does not receive academic credit.

Physical Education

Physical education is a required course. Students are to complete an average of 40 minutes per day for a total of 400 minutes every ten (10) school days for grades 6-12. Learning Coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each quarter.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics or jogging.

California Healthy Youth Act

In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for a portion of the Spring Semester. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school. "Comprehensive sexual health education" means education regarding human development and

sexuality, including education on pregnancy, contraception, and sexually transmitted infections (EC 51931).

"HIV prevention education" means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (EC 51931).

Parents have the right to opt out of this curriculum.

Course Level Promotion

Students in the middle grades work in their grade level curriculum. If a student needs additional time to work in the course, the teacher can make a request for a course extension. Not all requests are approved. Teachers may require students ~~participate~~to participate in intervention support classes to remediate skills and help the student get back up to grade level. Intervention and support may be required in lieu of an elective course.

Promotion and Retention

iQ Academy California – Los Angeles expects all students to achieve proficiency levels in grade level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

Promotion
Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

6th to 7th grade:
Students who have completed one year of sixth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the seventh grade.

7th to 8th grade:
Students who have completed one year of seventh grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the eighth grade.

8th to 9th grade:
Students who have completed one year of eighth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the ninth grade.

Retention
The decision to retain a student in their current grade level will be made only after careful consideration to serve the academic best interests of the student. Student retention recommendations must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators. Students shall progress through the grade levels by demonstrating growth toward meeting grade-level standards of expected student achievement.

All retentions are requests to retain in current grade level for the following school year. iQ Academy California - Los Angeles does not retain students retroactively. As per our enrollment requirements, all students are enrolled at their ~~age-appropriate~~age-appropriate grade level unless an official retention was approved by the previous school.

Retentions that are approved will be effective as of the last day of the school year.

Course level and official grade level are not equivalent; therefore, current course level is not an indicator of promotion or retention eligibility.

As early as possible in the school year, the Administrator designee shall review requests ~~for~~to identify students who should be retained or are at risk of being retained. The following indicators of academic achievement may be used:

- Course Grades
- Lack of mastery in foundational math and ELA concepts
- Observation by teacher
- Universal assessment results
- Bader reading assessment results
- Teacher and/or parent recommendation

When a student is identified as being at risk for retention by the teacher, intervention support will be implemented to assist the student in overcoming his/her academic deficiencies. The Parent or Legal Guardian will be notified in writing by the classroom teacher of the possible retention of the student, based on the above.

Parent requests for student retention must be received, in writing, before the last day of the third quarter. Original request letters must be sent certified with a tracking number, if not given to the teacher in person. The tracking number needs to be emailed to the teacher. For the academic team to appropriately consider the request, the team will review the documentation of the student's academic ability. The student's teacher will document information concerning the student's progress, work, assessment results, observations, and his or her recommendation for or against retaining the student.

Assessments and documentation will include, but are not limited to, the following:

- Current grades in all courses.
- Bader results indicating the student is 2 or more levels behind.
- Performance interim assessment results indicating the student lacks foundational concepts to master concepts at his or her current age-appropriate grade level in math and reading.
- Prior years CAASPP test results.
- ~~Student's~~Students' Responses to Intervention plan and progress.
- Documentation that the student has completed assignments and worked with his or her teacher to remediate concepts necessary to master concepts in math and reading in the student's current grade level.
- Daily attendance requirements, per Enrollment Requirements.

8th-grade students will be considered for retention based upon the indicators above, as well as taking into consideration that the lowest level high school courses offered in Language Arts is Literary Analysis and Composition, and in math is Pre-Algebra. If a student would not be successful in the lowest level high school courses, the student must be considered for retention.

The recommendation of the team, along with the parent's written request for retention and a summary of all data, will be sent to the Head of School or Designee for review and consideration. The Head of School or Designee may approve the retention or return the request to the team to reconsider the supporting data or to provide more information.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this Parent Student Handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

The decision to promote a ~~student~~student in mid-year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions (accelerations) are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Middle school students will also be considered for promotion at the end of the year from middle school to high school. Students who have completed and mastered all middle school core content (math, language arts, history, and science) will be considered for promotion to high school.

For the school to make sound academic decisions regarding mid-year grade level promotions or end of year promotion to high school, the following processes will be followed:

1. Parents may request that the teacher promotes their child to the next grade level at the end of the fall semester, which may result in a two (2) grade promotion during one school year.

2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or e-mail) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

Assessments* and documentation (Education Code (EC) Section 48070.5(b)) shall include, but are not limited to:

1. Evaluation of reading ability and comprehension. This can be through reading an above grade level reading passage or by using the Reading Bader (assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level).
2. Performance assessment results in both math and reading indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
3. Standardized test results (if available) should indicate the student was proficient or advanced at their previous grade level.
4. Current grades in all courses
5. Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
6. Evidence that the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.
7. Information regarding prior grade retention and the circumstances of such.
8. The age of the student.
9. Any academic concerns the teacher has or that the parent has expressed.
10. If the student's assessment results are not above grade level, the teacher must provide a written explanation as to why a promotion is still in the best interest of the student.
11. If the student is not on track to complete all courses at the grade level he/she would be promoted, the teacher must provide a written explanation regarding why a promotion is still in the best interest of the student.
12. The teacher's specific recommendation for the mid-year promotion, including consideration for the student's social abilities at the new grade level, and information as to whether the student's academic abilities will allow the student to continue to progress and master the curriculum at a rate appropriate to the new grade level.

*Under no circumstance shall the parent or Learning Coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook.

Mid-Year Enrollment

The K[12] curriculum course assignments ~~build~~are built upon content mastered in a previous lesson. Your student's assigned middle school teacher will work directly with you as to appropriate starting point in the students' English language arts, mathematics, history, and science curricular course work. Your teacher will assign the appropriate course content through the Online Middle School, corresponding to the appropriate pacing guide for the courses. Students will receive support to ensure a smooth transition into the course placement.

Live Instruction

Required instructional sessions are based on data from diagnostics and interim assessments, OLMS work submitted, and teacher analysis of student needs.

Failure to regularly attend and participate in assigned live instructional sessions may indicate that independent study is not an appropriate placement for your student.

Middle School (6th – 8th grade) Grading Scale

Students in the middle grades are evaluated using a letter grade scale which reflects their work and progress in their courses: Math, English/Language Arts, History, and Science

Grademark	Percentage Progress
A	100-90%
B	89-80%
C	79-70%
D	69% -60%
F	59% and below

Students enrolled in Physical Education, Careers/Computer Science, Art, and Music will receive a Pass or Fail grade determined by the following scheme:

Percentage Earned	Letter Grade Assigned
100 – 60%	Pass
59% or below	Fail

Students who enroll after the start of school or have special needs will work with their teacher to determine appropriate progress expectations for the school year.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The report card will include a letter grade earned in each of the core courses as defined above, as well as a comment provided by the child's teacher.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.

3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.

4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Academic Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Academic Administrator. A parent must make the written request to the Academic Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Academic Administrator shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Academic Administrator received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the Academic Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Academic Administrator, the Academic Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be ~~effected~~affected within thirty (30) business days of the date the Academic Administrator received the parent's written request for review.

Head of School (HOS) Level

1. In the event the Academic Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School (HOS) within 10 days of the Academic Administrator's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The HOS shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HOS received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the HOS will discuss the appeal with the Academic Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HOS, the HOS shall inform the

parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be ~~effected~~affected within thirty (30) business days of the date the HOS received the parent's written request for review.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via Newrow and/or in-person on a regular basis. These conferences are focused on the student's academic performance, goals, and areas of growth and/or need. Meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K^{12} curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student using dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time, and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24-hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child and may result in your child's withdrawal from iQ Academy California - Los Angeles.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Work Samples

In order to meet state independent study guidelines, work samples will be required and collected each semester. Your iQ Academy California - Los Angeles teacher will need to collect one sample or more from each of the areas your student was assigned work during the semester. Your teacher may request to receive your child's work samples by mail or digitally. It is imperative that you and your teacher work together to collect and document these samples. The collected work samples are stored as a part of your student's portfolio and are kept at the iQ Academy California - Los Angeles offices. Below are the qualifications of an acceptable work sample:

- Original document
- Digital work samples can be collected via email, file share, Dropbox, K12's Online Platform, etc.
- Demonstrates neat and organized work
- Demonstrates the best reflection possible of your child's abilities
- Includes student's name, date, unit & lesson number, (if it's not already pre-printed on a K12 worksheet)
- Assigned and completed within the semester. Your teacher will provide you with the semester dates, or you can refer to the calendar page of this handbook.
- Graded, marked, and scored by you, the Learning Coach. Please use the answer keys provided online or in the curriculum materials that were sent to you to check your student's work.

It is required by the state to for iQ Academy California - Los Angeles to maintain samples of student work. Therefore, it is imperative that appropriate work samples are collected. Failure to provide work samples may indicate that Independent Study is not the appropriate placement for your child.

High School Information

Graduation Requirements

In order to prepare students for a rigorous post-secondary education, iQ Academy California - Los Angeles will prepare students by providing a course of study that aligns with the state's academic standards and meets or exceeds local district and state requirements.

Students enrolled in iQ Academy California - Los Angeles will carry a caseload of thirty (30) credits and maintain it throughout each semester. ~~and~~ Students will obtain 210 credits as prescribed below in order to meet the graduation requirements. On a case-by-case basis, the guidance counselor may deem it in the best interest of a student to carry fewer credits in a given semester. At no time will any student carry fewer than twenty credits. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

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A. History/Social Science (30 Credits)
   a. Modern World Studies (2 semesters)
   b. Modern US History or AP US History (2 semesters)
   c. US Government and Politics (1 semester)
   d. US and Global Economics (1 semester)

B. English (40 Credits)
   a. Literary Analysis and Composition 1 (2 semesters)
   b. Literary Analysis and Composition 2 (2 semesters)
   c. American Literature (2 semesters)
   d. British and World Literature (2 semesters)

C. Math (20 Credits) (Algebra 1 required)
   a. Pre-Algebra (2 semesters)
   b. Algebra 1 (2 semesters)
   c. Geometry (2 semesters)
   d. Algebra 2 (2 semesters)
   e. Pre –Calculus/Trigonometry (2 semesters)
   f. Consumer Math (2 semesters)

D. Science (20 Credits) (1yr Biology/1yr Physical)
   a. Biology (2 semesters)
   b. Chemistry, Physics (2 semesters)

E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
   a. Spanish I, II, or III ~~– III~~ (2 semesters each)

b. Fine Art (2 semesters)

F. Electives (55 credits)
   a. Various electives offered

G. Physical Education (20 credits) (2 semesters)

H. Skills for Health (5 credits) (1 semesters)

Starting in the 2024-2025 school year students enrolled in IQ Academy California – Los Angeles will carry a caseload of thirty (30) credits and maintain it throughout each semester. Students will obtain 220 credits as prescribed below in order to meet the graduation requirements. On a case-by-case basis, the guidance counselor may deem it in the best interest of a student to carry fewer credits in a given semester. At no time will any student carry fewer than twenty credits. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

Graduation Requirements (Only apply to students whose graduation cohort is on or after the 2029-2030 graduation cohort).

A. History/Social Science (35 Credits)
   a. Modern World Studies (2 semesters)
   b. Modern US History or AP US History (2 semesters)
   c. US Government and Politics (1 semester)
   d. US and Global Economics (1 semester)
   e. Ethnic Studies (1 semester)

B. English (40 Credits)
   a. Literary Analysis and Composition 1 (2 semesters)
   b. Literary Analysis and Composition 2 (2 semesters)
   c. American Literature (2 semesters)
   d. British and World Literature (2 semesters)

C. Math (30 Credits) (Algebra 1 required)
   a. Pre-Algebra (2 semesters)
   b. Algebra 1 (2 semesters)
   c. Geometry (2 semesters)
   d. Algebra 2 (2 semesters)
   e. Pre –Calculus/Trigonometry (2 semesters)
   f. Consumer Math (2 semesters)

D. Science (20 Credits) (1yr Biology/1yr Physical)
   a. Biology
   b. Chemistry, Physics

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E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
   a. Spanish I, II, III (2 semesters each)
   b. Fine Art (2 semesters)

F. Electives (50 credits)
   a. Various electives offered

G. Physical Education (20 credits) (2 semesters each)

H. Skills for Health (5 credits) (1 semesters)

Courses may vary year to year depending on the offerings available.

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College and Career Prep at IQ (CTE)

College and Career Prep @ iQLA gives students exposure to career readiness and workforce preparation skills from career & technical education courses built around key career areas, allowing students to explore occupations of interest. Students enroll in traditional high school courses combined with industry-relevant, career-focused electives to prepare for career, college, or both. These engaging, content-rich courses expand the traditional education experience and maximize a student's ability to succeed in the community and workforce.

College and Career Prep @ iQLA is typically a three-year program and therefore, a great opportunity for students in 9th & 10th grade. 11th & 12th graders who are credit sufficient can benefit from College and Career Prep by participating in multiple aspects of the program that promote life skills and technical skills in preparation for college or career, however they may not be program completers without taking additional courses. They also have the opportunity to earn national certifications by completing certain courses and passing the national exam at the end of that course. Students who participate in College and Career Prep @ iQLA for at least two years will have enough exposure to CTE courses to be best prepared for some of the offered certification testing. Microsoft Office certifications may be earned as early as after one semester. College and Career Prep @ iQLA is not appropriate for 11th & 12th graders who are credit deficient, as coursework needed to graduate high school is the priority. Students in the College and Career Prep @ iQLA program must complete each year of the program prior to moving on to the following year, for example: The Introductory Year must be completed before moving on to courses in the Concentration year, and courses in the Concentration Year must be completed prior to moving on to the Capstone Year experience. In order for classes to count as part of the CTE experience, all pathway courses must be taught by a CTE credentialed teacher in order for it to be applicable to fulfilling pathway requirements.

College and Career program @ iQLA utilizes a Project Based Learning (PBL) instructional method in most CTE courses and incorporates this model into core content when possible. Project-based learning allows students to learn by participating in "real-world" projects. The projects

require students to engage in the same content and standards but with the added benefit of applying the content in a useful, hands-on, and collaborative approach to learning. Students and learning coaches receive additional information about PBL courses at the beginning of each semester.

Students participating in the College and Career Prep @ iQLA will follow one of the Industry Sector pathways below. Any courses taken in this pathway count toward the 40 credits needed in the Electives category to graduate. All students who participate in College and Career Prep @ iQLA will complete one of the Career Explorations courses applicable to that sector to meet the Career Education graduation requirement.

Industry Sectors and Pathways available at College and Career Prep @ iQLA:

A. Business and Finance Industry Sector
    a. Business Management pathway
    b. Finance pathway
    ~~c. International Business pathway~~
B. Information and Communication Technologies
    a. Games and Simulation Pathway
    ~~b. Software and Systems Development pathway~~
    ~~c.~~b. Information Support and Services pathway
    ~~d.~~c. Networking
C. Arts Media and Entertainment
    a. Animation
    b. Production and Managerial Arts Pathway
    c. Web Design
    d. Multi Media Design
    e. Graphic Design

College and Career Prep @ iQLA students will complete CAR003E2 Welcome to Destinations Learning lessons upon electing to participate in the SCP program, which is integrated into the Introduction to Online Learning Course. College and Career Prep @ iQLA students will also participate in small group college & career readiness lessons.

College and Career ~~Prep @~~Prep @ **IQLA Concurrent Enrollment**

College and Career ~~Prep @~~Prep @ iQLA students wishing to complete any of the pathway courses through dual enrollment and earn college credit must meet eligibility requirements and follow steps outlined in the Concurrent Enrollment policy. In addition, any course taken outside College and Career Prep @ iQLA through concurrent enrollment must be part of a CTE sequence of courses leading to a degree or certificate in the subject area covered by the sequence. In addition to the stated policies and requirements, all College and Career Prep @ iQLA students will be required to complete their Introductory year of their CTE program with College and Career Prep @ iQLA. In addition, students must also complete their Capstone year courses with the College and Career Prep @ iQLA or through a dual enrollment equivalent

course in order to be eligible for a Work-Based Learning and/or Internship experience supported by College and Career ~~Prep @~~Prep @ iQLA.

College and Career ~~Prep @~~Prep @ **iQLA Outings**

College and Career Prep @ iQLA will work to facilitate outings to provide opportunities for teachers, parents, and College and Career Prep students to interact for the purpose of fellowship through career exploration, business & industry tours, community service, college campus tours, Career and Technical Student Organization (CTSO) events and competitions, and additional activities outside the classroom academic enrichment but connected to curriculum. A parent or guardian is expected to attend events with their student unless otherwise noted. Students are expected to follow all behavior and classroom expectations outlined herein while participating in any school sponsored event or outing.

Career & Technical Student Organizations

Participating in a CTSO may require some face to face meetings. These can occur in addition to other CTSO requirements.

Dress Standards

Clothing worn to College and Career Prep events should promote the learning process, appropriate behavior, and a professional attitude. It is expected that students will consider the event they are attending and will wear clothing that is consistent with their health, safety, and welfare. Specifically, shoes must always be worn and special events will require close-toed shoes for the safety of the student.

Student Expectations

College and Career Prep @ iQLA students are expected to maintain and promote a positive, professional, and healthy self-image during all events and outings reflecting and encouraging good behavior and positive attitudes. Classroom guidelines and expectations extend outside of the virtual classroom and are important to an optimal environment for students.

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations

necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

- Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her ~~IEP~~IEP.
- Satisfactorily met his/her goals and objectives during high school as identified in his/her ~~IEP~~IEP.
- Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition ~~services~~services.

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code ~~56391)College~~56391) College

Admission Requirements iQ Academy California- Los Angeles is committed to offering high school students a variety of course options needed to meet the admission requirements of the California State University (CSU) and University of California (UC) system.

Information regarding California State University (CSU) and University of California (UC) admission requirements is provided for parents/guardians of students in grades 9 through 12. For information regarding the selection of courses that will meet college admission requirements, contact your student's high school guidance counselor. For additional information regarding college admission requirements and iQ Academy California - Los Angeles offered courses that meet the California State University (CSU) and University of California (UC) admission requirements please refer to the California State University website www.csumentor.edu and the University of California website www.universityofcalifornia.edu/admissions

In addition, the website http://iQ Academy California - Los Angeles.k12start.com/ provides valuable information regarding the college admission process.

In the event that iQ Academy California - Los Angeles is unable to offer a course that meets the A-G requirements set by the California State University (CSU) and University of California (UC) system, the school will provide students and their parents options for meeting the A-G requirement. The student and parent can work with their guidance counselor and head of school to choose the most appropriate option and receive reimbursement of expenses (tuition, books, and/or testing fees) upon submitting proof of satisfactory completion.

Annually, the iQ Academy California - Los Angeles counselor will contact every student in grades 9-12 to review chosen courses of study. Additionally, a student in grades 9-12 may at any time request a meeting with the counselor.

California State University and University of California "a-g" Entrance Requirements

1. US History/Social Science: 2 years
   World History: 1 year
   US History: 1 year or US History 1 semester & Civics or American Government 1 semester

2. English: 4 years

3. Math: 3 years
   Algebra I, Geometry, Algebra II (4 years recommended)

4. Laboratory Science*: 2 years
   Biology, Chemistry, Physics (3 years recommended)

5. Language other than English: 2 years
   Must be the same language (3 years recommended)

6. Visual and Performing Arts: 1 year
   Art, Drama, Music, etc.

7. College Preparatory Electives: 1 year
   Visual and Performing Arts, History, English, Social Science, advanced math, Lab Science, languages other than English

** Due to the virtual nature of our program, ~~University~~the University of California does not recognize online-only Lab classes as a-g approved. Students in a-g lab sections must participate in in-person, teacher-directed lab activities as assigned by the teacher for 20% of class time. Students can also take these courses at a local community college to meet enrollment requirements.*

iQ Academy California - Los Angeles courses are found on the UC doorways website under "iQ Academy California – Los Angeles" http://www.ucop.edu/doorways/ iQ Academy California - Los Angeles is waiting for final approval of some courses for the a-g list. Students should contact specific campuses regarding admissions policies. All courses must be on the college preparatory, honors, or AP level with a grade of "C" or better.

High School Counselors

The iQ Academy California - Los Angeles guidance counselor work with our students to ensure their success. If you have questions regarding student classes, schedule, or graduation requirements please reach out to the guidance counselor.

Specific Support Provided by the Guidance Counselor:

- Coordinate yearly course selections, course changes, and long-term 4-year course selection plan
- Review and maintain transcripts
- Monitor student's progress
- Communicate with teachers, parents and students regarding academic status
- Conduct post-high school planning
- Write college recommendations
- Distribute scholarship information
- Distribute career/college readiness information
- Make financial aid material available and guide parents and students through the process
- Provide registration information regarding PSAT, SAT and Advanced Placement testing
- Coordinate teacher/parent conferences when requested
- Provide support for new high school students

Change in Class Schedule

iQ Academy California - Los Angeles will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement.
- Repetition of a previous course with a passing grade.
- Placement in a course prior to receipt of a transcript from the former district(s).
- Parent request

iQ Academy California - Los Angeles will not allow class/schedule changes beyond the first ten (10) days of each new ~~semester~~semester.

Request for class/schedule change must be made in writing via email, or via the phone. The Guidance Counselor will follow up with mentor/ coach within 1 school day of receiving a request via email, or phone.

All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

Withdrawing from a Course

Student request for withdrawal from an assigned course will be honored according to the guidelines listed in the Change in Class Schedule policy. The withdrawal must be completed **within the first three weeks of each semester.**

The deadline to drop a course without receiving a grade of "F" is the end of the third week of each semester.

Progress in Classes

The goal of the High School is to educate your student(s). We cannot be successful if your student does not participate in school.

Attending an independent study program requires that students are able to complete work independently as outlined in the enrollment requirements and as scheduled by their subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

In order to have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course
- Student will make continuous progress (actively engaged, completing assignments and submitting assignments) in each course.
- Student will use the K12 curriculum exclusively and/or K12 contracted curriculum.
- Student must submit coursework at the direction of the teacher
- Student will attend all ClassConnect sessions as required
- During extended travel time student must be progressing (actively engaged and completing assignments) in the curriculum

If a student is not actively participating, iQ Academy California - Los Angeles may withdraw for not meeting enrollment requirements

Late Work Policy

Completing assignments on time is essential to student academic success. iQ Academy California – Los Angeles has a quarterly due date policy that requires that all unit course work is completed on or before the quarterly dates. Assignment and extension of unit coursework is up to the discretion of the teacher.

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. The iQ Academy California - Los Angeles faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 9-12 shall be designated by the individual classroom teachers in accordance with the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

High School Physical Education

Physical education is a required course for ninth and tenth grade. Students are to complete an average of 40 minutes of physical activity per day or minimum of 400 minutes every 10 school days.

Learning Coaches are responsible for monitoring and supervising physical activity, logging PE attendance on the Online School (OLS), and completing required PE logs.

PE physical activity may be varied. There are many options/choices of physical activity accepted in HS PE. Examples are provided in the PE course syllabus.

Grading Scale for High School

Your grades will be determined based on how you perform on assignments within each course. Teacher graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Participation
- Essays and other written assignments

Assignments will be teacher graded or computer graded, depending on the assignment. During the semester, you can view your grades in the grade book. Your teachers, administrators, and parents also have access to your grade information.

High School Grading Scale

Grademark	Percentage
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and below

Physical Education and homeroom is graded as pass/fail. All other courses follow the above grading scale.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The report card will include a letter grade earned in each of the core courses as defined above, as well as a comment provided by the child's teacher.

Credit Recovery

Credit recovery is a term used to describe a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit. iQ Academy California - Los Angeles evaluates credit recovery needs and makes credit recovery options available in-year and during the summer term. Please reach out to your guidance counselor to discuss what credit recovery options may be applicable to your student.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via Newrow and/or in-person on a regular basis. These meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K^{12} curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24 hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child, and may result in your child's withdrawal from iQ Academy California - Los Angeles.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Credit Award Policy – Examination or Proof of Mastery

Students are expected to meet the requirements as stated in order to receive a diploma. There are times when a student may have a special circumstance that needs to be treated differently. Although iQ Academy California - Los Angeles does not routinely offer credit by examination,

correspondence education or work experience education, administration may deem these in the best interest of the student on a case-by-case basis, as long as the student can demonstrate mastery of the California State Standards.

Foreign Language Instruction at a Private School: Students who wish to continue a foreign language program in which they are currently enrolled may be able to enroll in 1 foreign language course at a private school per semester.

Students may also pursue Concurrent Enrollment as explained in this handbook.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.

3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.

4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Academic Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Academic Administrator. A parent must make the written request to the Academic Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Academic Administrator shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Academic Administrator received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the Academic Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Academic Administrator, the Academic Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be ~~effected~~affected within thirty (30) business days of the date the Academic Administrator received the parent's written request for review.

Head of School (HOS) Level

1. In the event the Academic Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School (HOS) within 10 days of the Academic Administrator's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The HOS shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be

scheduled within ten (10) school days of the date the HOS received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the HOS will discuss the appeal with the Academic Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HOS, the HOS shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be ~~effected~~affected within thirty (30) business days of the date the HOS received the parent's written request for review.

Math Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th-grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

    a. School and statewide mathematics assessments, including interim and summative assessments;
    b. Recommendation, if available, of each student's 8th-grade mathematics teacher based on classroom assignment and grades;
    c. Recommendation, if any, of each student's 9th-grade mathematics teacher based on classroom assignments and grades, provided at the beginning of the school year;
    d. Final grade in mathematics on the student's official, end of the year 8th-grade report card;
    e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit a reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th-grade students will assess the mathematics placements for each 9th-grade student assigned to the teacher's mathematics class. The teacher's assessment may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remains in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify

the mathematics course or level recommended for the student.

3. The Head of School, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not ~~heldback~~held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.

4. iQ Academy California - Los Angeles offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

    a. A parent/legal guardian of any 9th-grade student may submit a written request to the Head of School, or his or her designee, that:
        i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Head of School or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
        ii. Requests that the student retake the diagnostic test, in which case the Head of School or designee will attempt to facilitate the retest within two (2) weeks.
        iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within ten (10) school days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request. The Head of School or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Head of School or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Head of School shall specify the mathematics course or level recommended for the student. The Head of School's or designee's response must provide the determination as well as the objective academic measures that the Head of School or designee relied upon in making that determination.
    b. Notwithstanding the foregoing, if the Head of School or designee requires additional time to respond to a parent/legal guardian's request, the Head of School or designee will provide a written response indicating that additional time is needed. In no event shall the Head of School's or designee's response time exceed one (1) month.
    c. If, after reconsideration of the student's mathematics placement by the Head of School or designee, the parent/legal guardian is dissatisfied with the

student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Head of School or designee, acknowledging and accepting responsibility for this placement.

Awards and Special Certifications

iQ Academy California - Los Angeles honors their students through varying achievements and commendations that our students have achieved during high school. Below is a comprehensive list of ways that our students are given honors.

- **High Honor Roll**: All students (9-12) at the end of the fall and spring semester that have earned a GPA of 3.50 or greater, with no fails will receive High Honor Roll recognition indicated on the semester report card. Student report card will indicate award earned.

- **Honor Roll:** All students (9-12) at the end of the fall and spring semester that have received a 3.0-3.49, with no fails will receive Honor Roll recognition indicated on the semester report card. Student report card will indicate award earned.

- **Valedictorian:** A graduating student with the highest cumulative GPA (minimum 3.5) will receive a Valedictorian Medallion during at graduation. Students are notified of their valedictorian status prior to graduation.

- **Golden State Seal Merit Diploma:** Students may be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas, four of which are English-language arts (ELA), mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student. Student's diploma and transcript will display the GSSMD insignia.

- **State Seal of Biliteracy:** This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Student's diploma will display the insignia.

- **IQLA-Only Valedictorian:** The distinction of being named the IQLA-only Valedictorian is reserved for the student who exemplifies excellence throughout their high school journey at IQLA. The IQLA-Only Valedictorian will receive a Valedictorian Medallion at graduation. Students are notified of their valedictorian status prior to graduation.

  Eligibility requires students to have been enrolled at IQLA for all four years of their high school experience and to have consistently met the academy's standards. The primary criterion for selecting the IQLA-only Valedictorian is the achievement of a 4.0GPA attained by a student who exclusively attended IQLA for high school. In the event of a tie in GPA, the following tiebreaker criteria are applied:

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- First Tiebreaker: If the tie is between a student who completed the A-G requirements and those who did not, the A-G completer will be designated as the IQLA-Only Valedictorian.

In the scenario where multiple IQLA-only A-G completers share the same GPA; the following points are awarded:

- Attendance Records: Perfect attendance garners 5 points, 1-3 absences garners 4 points, 4-6 absences are 2 points and 7-9 garners 1 point. 10 or more absences merits 0 points.
- Dual Enrollment Courses- Each college unit earned for dual enrollment courses passed with a C or better receives 1 point per credit. Example: a college class worth 3 units garners 3 points for that course.
- CTE certifications: Any CTE certification earned garners 5 points.
- Leadership Positions: Holding leadership roles in school organizations such as CTE skills leadership, ASB, or an IQLA Club leader earns 5 points per leadership position.
- Club Participation: Active involvement in school organizations such as CTE skills leadership, ASB, or an IQLA Club results in 3 points per club participation.

If a tie persists even after considering these criteria, multiple IQLA-only valedictorians will be recognized. This selection process ensures that the IQLA-only Valedictorian embodies the highest standards of academic achievement and engagement within the IQLA community.

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Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Concurrent Enrollment

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college or at the high school site for educational enrichment. The purpose of the program is to provide "advanced scholastic," "educational enrichment opportunities for a limited number of eligible students" as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work (work to make-up for failed high school classes or middle school classes) are not eligible and must be served by iQ Academy California - Los Angeles.

Remediation – The intent to take classes in order to make up for classes that have been failed in high school is not allowed.

Policies and Requirements for Concurrent Enrollment
iQ Academy California - Los Angeles High School students wishing to enroll in a community college must complete all forms with their high school counselor. The guidance counselor will help students select classes that meet their educational needs. Students will only be permitted to register for classes that their counselor approves.

Each form needs to be signed by the counselor. The student must be in good academic standing with iQ Academy California - Los Angeles to be approved for concurrent enrollment.

Students under 18 years of age must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor prior to enrollment each semester in which they wish to participate. Students are limited to six units, or two classes, per semester.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from iQ Academy California - Los Angeles on his or her high school transcript. The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Read the class schedule and choose a course you would like to take.
2. Get your parent's approval for attending a college class and have them sign the high school concurrent enrollment form (if under 18).
3. Email the high school concurrent enrollment to your school counselor to obtain his/her signature and discuss your selection.

4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.
5. You will be required to take assessment tests if you enroll in English, math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each semester you wish to attend.

In order for your student to receive the concurrent credit, the iQ Academy California - Los Angeles office must receive the final transcript with the class taken from the community college.

Transfer of Courses

Upon transfer to another public high school, iQ Academy California - Los Angeles sends a transcript to the public school the student is transferring to. According to EdCode, *EC* Section 47605(b)(5)(A)(ii), a school district governing board may establish criteria for accepting course credits earned at another school and may disallow credits where it deems it appropriate to do so. If a school does not accept credits from iQ Academy California - Los Angeles, the Guidance Counselor and/or Head of School will call the school to discuss the issue at hand.

California High School Proficiency Exam

The California High School Proficiency Examination (CHSPE) is a testing program established by California law (*Education Code Section 48412*). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school).

A person may take the CHSPE only if he or she meets one of the following requirements on the test date:

- He or she is at least 16 years old, OR
- He or she has been enrolled in the tenth grade for one academic year or longer, or
- He or she will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration (spring or fall) will be conducted. For more information on the CHSPE or to register for the exam, please visit https://www.chspe.net

Release of Liability

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My student has my permission to participate in any iQ Academy-sanctioned activity for the school year 2024~~3~~-2025~~4~~. This includes, but is not limited to, field trips, park days, testing and graduation ceremonies.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the iQ Academy activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge iQ Academy it's officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of iQ Academy.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event. Please make sure to notify the school if your child has had allergies, medicine reactions or an unusual physical condition which should be made known to a treating physician or which could limit participation in outings or in person events.

ACADEMY CALIFORNIA
Los Angeles
a network k/12 school

SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT:

By signing below, you are agreeing to the policies and procedures of the Parent handbook. Including (but not limited to):

- Enrollment Requirements
- Attendance
- Academic Progress
- Academic Integrity
- Appropriate behavior
- State testing requirements
- Grading system
- Release of Liability

Student Name (Please Print):_____

Student Signature:_____ Date:_____

Parent Name (Please Print):_____

Parent Signature:_____ Date:_____

Appendix A

Mental Health Referral Process

2024~~3~~-2025~~4~~

Introduction:
The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering referral to mental health services, and the different services provided.

Eligible Student Populations:
Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are not restricted to students who have "emotional disturbance" as their identified disability.

*Please note ERMHS ~~supports are~~support is provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and student may be referred for a psycho-educational evaluation to include eligibility for ERMHS services.

Services Covered:
Services must be included in the IEP and can include: individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student's IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:
Mental health services are provided through a three-tier model:
*Please review progress as necessary to determine possible end of services and/or if additional supports are needed.

- Tier 1
  - New referral (SPED)
  - Mild level of needs
- Tier 2
  - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
  - Severe level of needs
  - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:
Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is ~~held~~held, and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured.

Appendix B

Bullying and Harassment Incident Reporting

2024~~3~~-2025~~4~~

Bullying and Harassment Incident Reporting Form

Please send completed form to the Academic Administrator.

Date: Time: Reporting Person:

Student Name (Target of the Bullying): SID#: Grade:

Name(s) of Alleged Bully:

On what date(s) did the incident occur?

Location of the incident?

Describe what occurred:

Witnesses: ***Names of staff or students who witnessed this incident*:**

Was administration or school staff notified of this incident? ***If yes, please indicate the administrator notified and the date and time of notification:***

Any other relevant information or details about the incident:

Appendix C

IQ Academy – Los Angeles

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Suspension and Expulsion Policy and Procedures

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Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students attending IQ Academy – Los Angeles ("Charter School" or "IQ-LA"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be distributed annually as part of the Parent Student Handbook, which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available on the Charter School's website.

Suspended or expelled students shall be excluded from all school and school-related activities

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

While the Charter School expects these situations to be rare, a student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to while participating in any school-sponsored activity and/or during transport to/from any school-sponsored activity. Additional discipline may include advising and counseling students, conferring with parent/guardian, and the use of alternative educational environments as appropriate.

B. Enumerated Offenses

1. Students may be suspended or expelled when it is determined the student:

    a) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

b) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

c) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

d) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

e) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

f) Committed an obscene act or engaged in habitual profanity or vulgarity.

g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

h) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

i) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

j) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

k) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

l) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

m) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this

policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

n) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

o) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

p) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

      ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

r) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Head of School or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Head of School or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

Hearings involving sexual assault or battery offense(s) shall be conducted in a manner consistent with Education Code Section 48918.5.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the

charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board of Directors following the meeting regarding the Head of School's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Missed Assignments

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Non-Compliance Policy and only after providing notice and an

opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

TO: IQ ACADEMY CALIFORNIA LOS ANGELES GOVERNING BOARD

APPROVED

BOARD REPORT #10

VIA: IQ ACADEMY STAFF

June 18, 2024

SUBJECT: Homeless Education Board Policy

PROPOSAL: It is proposed iQ Academy California Los Angeles approve the Homeless Education Board Policy.

BACKGROUND: LEAs must review its Homeless Education Board Policy (The Policy) at least once every three years in accordance with California Education Code 48851.3(b). The Policy was reviewed and updates were made.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended the Governing Board approve the Homeless Education Board Policy.

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:
Erin Wiebe
School Culture and Climate Coordinator

PRESENTED BY:
Erin Wiebe
School Culture and Climate Coordinator

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/18/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X					
Ben Pace	X				X	

ACADEMY CALIFORNIA
Los Angeles
a network K/12 school

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Education for Homeless Children and Youth Board Policy
Board approved March 2022
Revised June 2024

Instruction

The Governing Board must ensure that homeless students have access to the same free and appropriate public education provided to other students within the district/charter school. The district/charter school shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

When there are at least 15 homeless students in the district/charter school, the district/charter school's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (California Education Code [*EC*] sections 52052, 52060)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district/charter school shall revise its strategies as needed to better support the education of homeless students.

Definitions

The term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence and includes: (42 United States Code [42 U.S.C.] Section 11434a; *EC* Section 48852.7)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or, are abandoned in hospitals

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2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because they are living in conditions described above

5. Unaccompanied youth who are not in the physical custody of a parent or guardian

The term school of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district/charter school liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (42 U.S.C. Section 11432[g][3][I]; *EC* Section 48852.7)

When determining the best interest in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district/charter school students. (42 U.S.C. Section 11432[g][3][B]; *EC* Sections 48850, 48853)

District/charter school Liaison

The Superintendent designates the following staff person as the district/charter school liaison for homeless students: (42 U.S.C. Section 11432[g][6][A])

~~Melisse Burns~~Erin Wiebe

50 Moreland Road
Simi Valley, CA 93065

~~530-421-8165~~323-813-5445

~~meburns@caliva.org~~erwiebe@iqcala.com

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The district/charter school's liaison for homeless students shall: (42 U.S.C. Section 11432[g][6][A]; *EC* Section 48852.5)

1. Ensure that homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Ensure that homeless students enroll in, and have a full and equal opportunity to succeed in, district/charter school schools
3. Ensure that homeless families and students receive educational services for which they are eligible
4. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
5. Disseminate notice of the educational rights of homeless students in district/charter school schools that provide services to homeless children and at places where they receive services, such as schools, family shelters, and hunger relief agencies (soup kitchens)
6. Mediate enrollment disputes in accordance with law, board policy, and administrative regulation
7. Fully inform parents/guardians of all transportation services
8. When notified pursuant to *EC* Section 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion
9. When notified pursuant to *EC* Section 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability
10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district/charter school schools, including immunization, medical, and academic records

Enrollment

The district/charter school shall make placement decisions for homeless students based on the student's best interest. (42 U.S.C. Section 11432[g][3][B]; *EC* Section 48852.7)

When making a placement decision for a homeless student, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's

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need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere.

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights.

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise.

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

2. Does not have clothing normally required by the school, such as school uniforms

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, records or other proof of immunization history

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district/charter school liaison for homeless students. The district/charter school liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student.

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. The student may continue attending his/her school of origin for the duration of the homelessness. (42 U.S.C. Section 11432; *EC* Section 48852.7)

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To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (*EC* Section 48852.7)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district/charter school, he/she shall be allowed to continue to the school designated for matriculation in that district/charter school.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (*EC* Section 48852.7)

1. Through the duration of the school year if he/she is in grades K-8

2. Through graduation if he/she is in high school

Resolving Enrollment Disputes

If a dispute arises over eligibility, school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. (42 U.S.C. Section 11432[g][3])

The parent/guardian/unaccompanied youth shall be provided with a written explanation of the placement decision, which shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian/unaccompanied youth can understand. The written explanation shall include:

1. The district/charter school liaison's contact information

2. A description of the district/charter school's placement decision

3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities

4. Notice of the parent/guardian/unaccompanied youth's right to appeal the decision to the county office of education and, if necessary, to the California Department of Education (CDE)

The district/charter school liaison shall work to resolve an enrollment dispute as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. Section 11432[g][3][E])

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In working with a student's parents/guardians to resolve an enrollment dispute, the district/charter school liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If the parent/guardian/unaccompanied youth choose to appeal the district/charter school's placement decision, the district/charter school liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE).

If the parent/guardian/unaccompanied youth chooses to appeal the COE's placement decision, the COE homeless liaison shall forward all written documentation and related paperwork to the CDE.

Transfer of Coursework and Credits

When a homeless student transfers into a district/charter school, the district/charter school shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (42 U.S.C. Section 11432[g][1][F]; *EC* Section 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district/charter school may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district/charter school finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (42 U.S.C. Section 11432[g][1][F];*EC* Section 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block

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schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district/charter school's notification of the student's transfer, as required under *EC* Section 49069.5.

In no event shall the district/charter school prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (*EC* Section 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by *EC* Section 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a homeless student who has completed his/her second year of high school transfers into the district/charter school from another school district/charter school or transfers between high schools within the district/charter school, he/she shall be exempted from all district/charter school-adopted coursework and other district/charter school-established graduation requirements, unless the district/charter school makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district/charter school liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (*EC* Section 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district/charter school shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (*EC* Section 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (*EC* Section 51225.1)

The district/charter school shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding

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the right to make educational decisions for the student, or the district/charter school liaison on behalf of the student. (*EC* Section 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district/charter school. (*EC* Section 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district/charter school graduation requirements within his/her fifth year of high school, he/she shall: (*EC* Section 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district/charter school's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution

2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district/charter school's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district/charter school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (42 U.S.C. Section 11432[g][1][F]; *EC* Section 48850[a][2])

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in *EC* sections 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 California Code of Regulations Section 4622. (*EC* sections 51225.1, 51225.2)

Policy Review and Revision

The LEA Superintendent or designee shall review LEA policies at least once every three years and recommend updates to ensure the removal of any barriers to the education of children and youth experiencing homelessness, including unaccompanied youth. Any such review shall address the school identification,

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enrollment, and retention of these students, including the removal of educational barriers due to outstanding fees or fines, or absences. In reviewing and revising LEA policies, consideration also shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. An unaccompanied youth is defined as "a homeless child or youth not in the physical custody of a parent or guardian" [42 U.S.C. § 11434a(6)]. [42 U.S.C. § 11432(g)(1)(I); 42 U.S.C. § 11432(g)(7)(B); 42 U.S.C. § 11434a(6); Cal. Educ. Code § 48851.3(b)].

Student Identification

The LEA Superintendent or designee shall ensure that each school within the LEA identifies all students experiencing homelessness, including unaccompanied youth, enrolled in the school. To ensure student identification, the LEA Superintendent or designee shall annually provide and administer a housing questionnaire to all parents/guardians of students and all unaccompanied youth within the LEA. The housing questionnaire shall be based on best practices developed by the California Department of Education (CDE) and include an explanation of the rights and protections that children and youth experiencing homelessness, including unaccompanied youth, have (Cal. Educ. Code § 48851).

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, the LEA either shall make the housing questionnaire available in the parent's, guardian's, or unaccompanied youth's primary language or shall provide an appropriate translation of the housing questionnaire upon request by the parent, guardian, or unaccompanied youth (Cal. Educ. Code § 48851).

The Superintendent or designee shall collect completed housing questionnaires and report annually to CDE the number of children and youth experiencing homelessness, including unaccompanied youth, enrolled in the LEA as identified using the housing questionnaire (Cal. Educ. Code § 48851).

Information Posting

The LEA Superintendent or designee shall ensure that the LEA liaison's contact information and other information on homelessness (including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness) are posted on the LEA website. (Cal. Educ. Code § 48852.6).

Student Privacy

The LEA Superintendent or designee shall ensure that information about the living situation of a student experiencing homelessness is treated as a student education record, and shall not be deemed to be directory information under the Family

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Educational Rights and Privacy Act (FERPA) [42 U.S.C. § 11432(g)(3)(G)].

Professional Development and Technical Assistance

The LEA Superintendent or designee shall ensure that the LEA liaison and other appropriate LEA personnel participate in homeless education training and other technical assistance activities as deemed appropriate by the CDE Office of the State Coordinator for Homeless Education at least annually. Such professional development and technical assistance shall include, but are not limited to, improving the identification of children and youth experiencing homelessness, recognizing signs that a student is at risk of or experiencing homelessness, understanding terms related to the definitions of homelessness used by the U.S. Departments of Education and Housing and Urban Development, understanding the LEA's homeless education program policies, and understanding and meeting the specific needs of children and youth experiencing homelessness [42 U.S.C. § 11432(d)(5); 42 U.S.C. § 11432(f)(6); 42 U.S.C. § 11432(g)(1)(J)(iv); 42 U.S.C. § 11432(g)(6)(A)(ix); Cal. Educ. Code § 48851.3(c); Cal. Educ. Code § 48852.5].

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #12

VIA: IQ ACADEMY STAFF
June 18, 2024

SUBJECT: Suspension and Expulsion Policy

PROPOSAL: It is proposed that the Governing Board of iQ Academy California – Los Angeles approve the Suspension and Expulsion Policy.

BACKGROUND: The Suspension and Expulsion policy includes updates to policy and procedures that align with current legislation and ed-code. This policy was reviewed by the school attorney and is adjusted to align these updated policies and procedures to the IQ Academy virtual setting as well as applicable charter law.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

Review and approve the Suspension and Expulsion Policy.

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:

Nick Stecken
Head of School

PRESENTED BY:

Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/18/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					
Dr. Julie Mendoza	X					X
Ben Pace	X				X	

Board Policy # 12:
Adopted/Ratified: June 2024

IQ Academy – Los Angeles

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students attending IQ Academy – Los Angeles ("Charter School" or "IQ-LA"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be distributed annually as part of the Parent Student Handbook, which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available on the Charter School's website.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

While the Charter School expects these situations to be rare, a student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to while participating in any school-sponsored activity and/or during transport to/from any school-sponsored activity. Additional discipline may include advising and counseling students, conferring with parent/guardian, and the use of alternative educational environments as appropriate.

B. Enumerated Offenses

1. Students may be suspended or expelled when it is determined the student:

    a) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

b) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

c) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

d) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

e) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

f) Committed an obscene act or engaged in habitual profanity or vulgarity.

g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

h) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

i) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

j) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

k) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

l) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

m) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

n) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

o) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

p) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person

of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

r) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Head of School or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Head of School or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

Hearings involving sexual assault or battery offense(s) shall be conducted in a manner consistent with Education Code Section 48918.5.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings

can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student

poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board of Directors following the meeting regarding the Head of School's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Missed Assignments

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Non-Compliance Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special

Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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