

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA: Grades 3 - 8 and 11	All Students - Orange - 24.8 points below standard Subgroups: African American - Yellow - 35.1 points below standard English Learners - Orange - 53.3 points below standard Students with Disabilities - Orange - 76.4 points below standard Hispanic - Orange - 32 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard White - Green - 3.5 points below standard	All Students – Orange – 35.7 points below standard Subgroups: African American – Orange – 41.8 points below standard English Learners – Red – 87.8 points below standard Students with Disabilities – Red – 89.9 points below standard Hispanic – Orange – 43.2 points below standard Socioeconomically Disadvantaged – Orange – 44.4 points below standard White – Orange – 18.0 points below standard	"All Students - Yellow - 24.4 points below standard Subgroups: African American - Orange - 56.3 points below standard English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard Hispanic - Yellow - 22.1 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard White - Yellow - 13.5 points below standard"	All Students - Yellow - 24.4 points below standard Subgroups: African American - Orange - 56.3 points below standard English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard Hispanic - Yellow - 22.1 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard White - Yellow - 13.5 points below standard	All Students - 14.8 points below standard Subgroups: African American - 25.1 points below standard English Learners - 43.3 points below standard Students with Disabilities - 66.4 points below standard Hispanic - 22 points below standard Socioeconomically Disadvantaged - 20 points below standard White - 6.5 points above standard
1.2	CAASPP Math: Grades 3 - 8 and 11	All Students - Orange - 74.6 points below standard Subgroups: African American - Yellow - 90.7 points below standard Students with Disabilities - Red -	All Students – Orange – 79.6 points below standard Subgroups: African American – Yellow – 80.5 points below standard	All Students - Yellow - 55.5 points below standard Subgroups: African American - Orange - 79.5 points below standard Students with Disabilities - Orange -	All Students - Yellow - 55.5 points below standard Subgroups: African American - Orange - 79.5 points below standard Students with Disabilities - Orange -	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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	Students with Disabilities – Orange 136.3 points below standard English Learners – Red – 108.6 points below standard Hispanic – Orange – 88.1 points below standard Socioeconomically Disadvantaged – Orange – 86.0 points below standard White – Orange – 67.8 points below standard	125.8 points below standard English Learners - Yellow - 54.3 points below standard Hispanic - Yellow - 59.5 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard White - Green - 22.5 points below standard	125.8 points below standard English Learners - Yellow - 54.3 points below standard Hispanic - Yellow - 59.5 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard White - Green - 22.5 points below standard	Hispanic - 70.9 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	21.82% Met or Exceeded	All Students - Green - 54.3 points above standard Subgroups: African American - Green - 48.1 points above standard Students with Disabilities - Orange - 40.3 points above standard English Learners - Green - 50.4 points above standard Hispanic - Green - 54.9 points above standard Socioeconomically Disadvantaged - Green - 52.4 points above standard White - Yellow - 54.0 points above standard	All Students - Green - 54.3 points above standard Subgroups: African American - Green - 48.1 points above standard Students with Disabilities - Orange - 40.3 points above standard English Learners - Green - 50.4 points above standard Hispanic - Green - 54.9 points above standard Socioeconomically Disadvantaged - Green - 52.4 points above standard White - Yellow - 54.0 points above standard	28.85% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4	College/Career Indicator	All Students - Low - 16.3% Prepared Subgroups: Hispanic - Low - 10.9% prepared Socioeconomically Disadvantaged - Low - 14.1% Prepared	All Students – Yellow – 29.4 % prepared Subgroups: Hispanic – Yellow – 22.0 % prepared Socioeconomically Disadvantaged – Yellow – 28.3 % prepared	"All Students - Red - 15.2% Prepared Subgroups: African American - 28.0% Prepared Hispanic - Orange - 13.8% Prepared Socioeconomically Disadvantaged - Orange - 13.4% Prepared Students with Disabilities - 7.9% Prepared English Learners - 4.5% Prepared White - 12.1% Prepared"	All Students - Red - 15.2% Prepared Subgroups: African American - 28.0% Prepared Hispanic - Orange - 13.8% Prepared Socioeconomically Disadvantaged - Orange - 13.4% Prepared Students with Disabilities - 7.9% Prepared English Learners - 4.5% Prepared White - 12.1% Prepared	All Students - 26.3% prepared Subgroups: Hispanic - 20.9% prepared Socioeconomically Disadvantaged - 24.1% Prepared
1.5	CCI Details	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 20.2% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate 0% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway –	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 21.4% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate 2.4% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 1.6% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway –	12.6% - Met UC/CSU Requirements – 19 of 151 Students in the Combined Graduation Rate 0.7% - Completed at Least One Career Technical Education (CTE) Pathway – 1 of 151 Students 0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – 0 of 151 Students Source: College/Career Levels and Measures Report & Data - How Students Met Prepared	12.6% - Met UC/CSU Requirements – 19 of 151 Students in the Combined Graduation Rate 0.7% - Completed at Least One Career Technical Education (CTE) Pathway – 1 of 151 Students 0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – 0 of 151 Students Source: College/Career Levels and Measures Report & Data - How Students Met Prepared	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 30% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate 10% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 10% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway –

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Number and Percentage of All Students in the Combined Graduation Rate</p> <p>Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 98 16.3% Prepared 28.6% Approaching prepared 55.1% Not Prepared</p> <p>6.3% Students Earning College Credit</p>	<p>Number and Percentage of All Students in the Combined Graduation Rate</p> <p>Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 119 29.4% Prepared 15.1% Approaching Prepared 55.5% Not Prepared</p> <p>25.7% Students Earning College Credit</p>	<p>Graduation Cohort: 151 15.2% Prepared 21.2% Approaching Prepared 63.6% Not Prepared</p> <p>5.3% Students Earning College Credit</p>	<p>Graduation Cohort: 151 15.2% Prepared 21.2% Approaching Prepared 63.6% Not Prepared</p> <p>5.3% Students Earning College Credit</p>	<p>Number and Percentage of All Students in the Combined Graduation Rate</p> <p>Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: N/A 28.85% Prepared 28.6% NA - Summative Measurement is Prepared 55.1% NA - Summative Measurement is Prepared</p> <p>30% Students Earning College Credit</p>
1.6	English Learner Progress	Red - 37.8% making progress	Green - 48.6% making progress	Orange - 42.1% making progress (152 students)	Orange - 42.1% making progress (152 students)	47.8% Making Progress
1.7	EL reclassification rate	11.3%	10.6%	10.7% (RFEP rate from DataQuest 2024-25)	10.7% (RFEP rate from DataQuest 2024-25)	16.3%
1.8	Reading Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured by greater than 35 SGP on the end of year STAR assessment.	<p>Elementary: K-2nd: 65.60% 3rd - 5th: 55.22%</p> <p>Middle School: 50.67% High school: 66.72%</p>	<p>Elementary: K-2nd: 62.87% 3rd - 5th: 52.44%</p> <p>Middle School: 65.06% High School: 67.14%</p>	<p>Elementary: K-2nd: 65% 3rd - 5th: 56%</p> <p>Middle School: 60% High School: 59%</p>	<p>Elementary: K-2nd: 65% 3rd - 5th: 56%</p> <p>Middle School: 60% High School: 59%</p>	<p>Elementary: K-1: 60% 2nd - 5th: 42%</p> <p>Middle School: 56% High school: 71%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	Math Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured by greater than 35 SGP on the end of year STAR assessment.	Elementary 1st-2nd grade: 62.41% 3rd - 5th grade: 48.34% MS: 49.50% HS: 63.89%	Elementary 1st-2nd grade: 55.94% 3rd - 5th grade:47.19% Middle School: 56.55% High School: 64.01%	Elementary: 1st-2nd grade: 63% 3rd - 5th grade: 41% Middle School: 43% High School: 60%	Elementary: 1st-2nd grade: 63% 3rd - 5th grade: 41% Middle School: 43% High School: 60%	Elementary 1st-2nd grade: 67% 3rd - 5th grade: 53% Middle School: 55% High School: 67%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Staff Professional Development Professional development (PD) at IQ Academy is focused on providing staff at all levels of the school time for analysis of data, planning for instruction/curriculum alignment, development/revision of processes, time to collaborate and determine the basis for student outcomes, dyslexia screening and reading Intervention related PD, and exposure to new skills, tools, and practices. State indicators and IQ Academy's placement within those indicators, for the students it serves, remains the core motivation behind planned professional development for all staff at the school.	Yes	Partially Implemented	Average score of 4.40/5 in August 2025 professional development feedback survey (82 responses) rating satisfaction and effectiveness.	August 2025 professional development opened with a "State of the School" presentation highlighting improvement across all accountability metrics while the school doubled its student population to nearly 2,500 students. PD emphasized the school's culture of data-driven iteration: "IQ holds nothing sacred when it comes to student success, we iterate wherever and however data suggests we should." Key focus areas included: <ul style="list-style-type: none"> • Implementat ion of new systems: PowerScho 	\$61,004.00	\$47,749.58

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					<p>ol SIS and Canvas LMS</p> <ul style="list-style-type: none"> • Assessment data analysis and curriculum mapping aligned to priority standards • PLC collaboration on curriculum maps for Cycle 1 • Homeroom protocols including attendance monitoring and the NC (non-compliant) process <p>A portion of PD addressed Artificial Intelligence integration in education. Staff explored both opportunities (the "Two Sigma Problem" - AI's potential to deliver personalized tutoring at scale) and challenges (maintaining assessment validity when students have access to AI tools). Reflection questions guided staff to consider how to shift assessment focus from</p>		

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					final products to student process, and how to maintain accountability in asynchronous learning with AI support. AI will be a core component of PLC and PD throughout 25-26.		
1.2	<p>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.</p>	Yes	Partially Implemented	<p>For ELA State Dashboard Indicator (24-25): English Learners - Yellow - 53.0 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard</p> <p>For Math State Dashboard Indicator (24-25): English Learners - Yellow - 54.3 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard</p> <p>English Learner Progress (24-25)</p>	<p>BTSP Participation (24-25): 46% BTSP Participation (25-26): 31%</p> <p>Training Completion (24-25): 50% of first year staff mastered 80%+ of regularly occurring audit items Training Completion (Q1/2 25-26): 14% of first year staff mastered 80%+ of regularly occurring audit items</p> <p>Coaching Observations (24-25): Session Attendance Rate: 75-76% whole school SEL observations (teachers with yes): MS/HS: 90%, Elem: 94%</p> <p>Math/ELA Alignment Checks (24-25): Q1: TK-2: 100%, 3-5: 100%, 6-8: 100%, 9-12: 100% (School Avg: 100%) Q2: TK-2: 100%, 3-5: 100%, 6-8: 87%, 9-12:</p>	\$22,658.00	\$2,072.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Orange - 42.1% making progress	100% (School Avg: 97%) Q3: TK-2: 100%, 3-5: 94%, 6-8: 100%, 9-12: 100% (School Avg: 99%) Q4: TK-2: 100%, 3-5: 94%, 6-8: 88%, 9-12: 100% (School Avg: 96%)		
1.3	<p>EL Support Implement a research-based English Language Development (ELD) program that uses standards-based ELD curricular materials.</p> <p>The program options for English learners (ELs) are based upon the needs of the ELs, the school's resources, and the preferences of the parents and community. Services for English Learners are based on all ELs being assessed annually with the Summative ELPAC and on an ongoing basis using common formative assessments developed by the ELD Specialists and general education staff. These CFAs are used to create individualized language proficiency goals that drive designated and integrated ELD supports. In addition to designated ELD instruction using our ELD curriculum, Launch to Literacy and Link to Literacy, English Learners are given extended learning support using Brainfuse for tutoring (which has Spanish Speaking supports), Rosetta Stone for Newcomers, and Educeri to name a few of our differentiated intervention programs. The program identifies and services long term ELs (LTELs) and those at risk to becoming LTELs by targeted academic vocabulary and higher-level literacy skills needed to be successful in their core classes. Newcomers are assigned a prescriptive plan developed by the ELD Specialist and general education staff to</p>	Yes	Partially Implemented	Summative ELPAC Scores (CA Dashboard ELPI): 42.1% (decrease of 6.5%)	Currently the school is iterating by creating a credit earning course in HS for students in ELD that was deployed in fall, the school is also beginning the use of our a new supplemental K12 ELD curriculum through Summit K12 for the first full year.	\$742,869.00	\$235,106.42

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	<p>ensure success. Newcomers will be supported by an ELD Specialist and a bilingual engagement coach (if Spanish speaking). The ELD Specialist will meet with the students in live sessions as well as monitor their usage of Rosetta Stone as an independent resource for English language learning. All ELD instruction is aligned to both the ELD standards, and the essential standards identified by the general education teachers. Academic support sessions are held using scaffolding to help make the rigorous academic content comprehensible for struggling English Learners. Family engagement is a priority in that we provide live Spanish language interpreting during IEP, 504, and Non-Compliance meetings. We also hold quarterly English Language Advisory Committee (ELAC) meetings to elicit participation from EL parents in the decision making of the school with budgeting and instructional programs.</p> <p>Input from educational partners gathered through needs assessment surveys and during our English Language Advisory Committee (ELAC) meetings is used to drive professional development within the ELD Department and general education staff. Professional Learning Committee meetings are held which include general education teachers and ELD specialists where data specific to English Learners is shared and analyzed. Through the PLC process, common formative assessments are developed that are appropriate for all learners. School level trainings 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</p>						

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	<p>achievement, and culturally responsive instruction and curriculum.</p> <p>Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills.</p>						
1.4	<p>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</p>	Yes	Partially Implemented	<p>College/Career (dashboard) - All Students - Prepared 15.2% Socioeconomic ally Disadvantaged - 13.4% Prepared A-G Completion - 12.6% CTE Pathway Completion (all) - 0.7% CTE Pathway Completion (SED only) - 0.8% Both CTE & A-G Completion - 0.0% Early Assessment</p>	<p>Indicator performance showed the decrease in CCI and graduation rate was because of late fall and spring enrollments of very credit deficient students. The School is reviewing its graduation requirements with the school attorney to see what viable path we could create for students who may need that option. In addition the school is exploring setting up our own internal induction program for CTE staff, we are also investigating on CTE preliminary credentials as an option for improved hiring availability.</p>	\$377,072.00	\$139,919.62

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	<p>comprehensive tracking of the College Career Indicator (CCI) criteria across student graduating cohorts, we are now equipped to accurately predict and demonstrate growth aligned with state standards within the next two years. This data-driven approach enables us to assess our progress and make informed decisions to ensure that our College and Career program effectively meets the needs of our students and prepares them for post-secondary success. Through ongoing analysis and strategic adjustments, we are committed to advancing our program and achieving even greater alignment with state expectations, ultimately enhancing outcomes for all students.</p> <p>LREBG Action: As part of our CTE program expansion and maintenance the school has utilized LREBG to purchase Certiport which it uses to provide students access to necessary resources related to college and career exploration and job preparation. Empirical evidence cited in California’s 2023 CTE State Plan shows that CTE pathways paired with industry credentials raise high-school graduation and post-school earnings. https://www.cde.ca.gov/ci/ct/gi/documents/adoptedcactepplan2023.pdf. The school will utilize the CCI indicator to monitor progress for students and applicable subgroups.</p> <p>LREBG Funds used: \$ 4,150</p>			Program (EAP) - ELA: 37.77% Math: 29.49%			
1.5	<p>Academic Intervention IQ Academy provides a variety of programs that are meant to provide academic support to students. These programs utilize intervention tools/programs/software/etc to provide additional academic interventions based on results from diagnostic and regular progress</p>	Yes	Partially Implemented	For ELA State Dashboard Indicator (24-25): English Learners - Yellow - 53.0	24/25 iQBoost STAR Growth Reading (% met one year's growth BOY to EOY): All Students - 61%	\$2,196,375.00	\$712,301.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>monitoring based assessments.</p> <p>This includes:</p> <ul style="list-style-type: none"> * IQ Boost provides engagement, tutoring, and 1 on 1 support for students, identified by diagnostic/progress monitoring assessments to provided additional academic interventions. *IQ certificated staff provides targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards. * Specific support is targeted to RFEP and EL students who have shown a need in Language Arts or Math. Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills. <p>LREBG Action: IQ Academy maintains paraprofessionals that are meant to target specific student needs in identified subpopulations. The school also uses LREBG funds to purchase supplemental curriculum meant to provide paraprofessionals and teachers with additional methods of intervention to serve student needs. California’s Policy Analysis for California Education brief on the state’s multi-tiered support system (https://files.eric.ed.gov/fulltext/ED605086.pdf) recommends adding paraprofessional instructional aides for Tier 2 intervention and the California Department of Education’s own guidance (https://www.cde.ca.gov/ci/cr/ri/) likewise positions paraprofessionals as essential for supplemental instruction and progress monitoring California Department of Education.</p>			<p>points below standard Socioeconomic ally Disadvantaged - Yellow - 36.8 points below standard</p> <p>For Math State Dashboard Indicator (24-25): English Learners - Yellow - 54.3 points below standard Socioeconomic ally Disadvantaged - Yellow - 66.7 points below standard</p>	<p>All Below Basic Students - 48.5% Declined Boost Students - 46.9% Boost Students - 54.5%</p> <p>STAR Growth Math (% met one year's growth BOY to EOY): All Students - 56.6% All Below Basic Students - 42.4% Declined Boost Students - 43.4% Boost Students - 47.4%</p> <p>Reading Remediation: 38% students graduated out of RI 96% showed growth on ESGI benchmark assessment.</p>		

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	<p>The school will utilize the Math and ELA academic indicators to monitor progress for students and applicable subgroups.</p> <p>LREBG Funds used: \$ 622,637</p>						
1.6	<p>Instructional Intervention (Improved) All teachers participate in twice monthly data meetings and PLC groups that focus on academic progress and its related metrics for students they supervise. These meetings are meant to share/compare data and allow time for educators to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. Priority standards and learning objectives, once identified are focused on for the applicable instructional cycle, where those focused standards are used by both teachers and other support staff when supporting identified students.</p>	Yes	Partially Implemented	<p>ELA: All Students - Yellow - 24.4 points below standard</p> <p>Subgroups: English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard</p> <p>Math: All Students - Yellow - 55.5 points below standard</p> <p>Subgroups: Students with Disabilities - Orange - 125.8 points below standard English Learners - Yellow - 54.3 points below standard</p>	n/a		

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				Family feedback rating from fall educational partners survey showed [NEED DATA]% of respondents in agreement (rating 4 or 5 out of 5) when asked "When my student struggles, they are able to receive the support needed."			

Goal 2

Goal Description

Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Attendance Rates	93.20% (P2 Attendance Measurement for 22-23)	96.12% (P2 Attendance Measurement for 23-24)	95.25% (SY24-25 Annual) By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%	93.86% (SY25-26 P1, 2,523 students) By Subgroup: African American - 93.15% White - 94.06% Filipino - 95.27% Socioeconomically Disadvantaged - 94.42% Students with Disabilities - 93.09% English Learners - 93.32% Homeless - 92.68% Foster Youth - 95.95%	95%
2.2	(Dashboard) Chronic Absenteeism K-8	All Students - Red - 18.3% Subgroups: African American - Red - 20.2% English Learners - Orange - 15.6% Hispanic - Red - 19.6% Socioeconomically Disadvantaged - Red - 20% Students with Disabilities - Red - 22% White - Red - 15.2% Asian - Orange - 12.8%	All Students – Yellow – 12.2 % Subgroups: African American – Yellow – 14.5 % English Learners – Green – 9.8 % Hispanic – Yellow – 13.1 % Socioeconomically Disadvantaged – Yellow – 13.6 % Students with Disabilities – Yellow – 14.6 % White – Green – 5.6 % Asian - No Performance Color	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - 13% African American - 15% English Learners - 10% Hispanic - 14% Socioeconomically Disadvantaged - 15% Students with Disabilities - 17% White - 10% Asian - 7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			New Subgroup: Homeless – Orange – 23.3 %			
2.3	Chronic Absenteeism All Students	22-23 All Students: 24.9% Subgroups: English Learners 23.9% Foster Youth 38.9% Homeless Youth 34.8% Students With Disabilities 26.3% Socioeconomically Disadvantaged 26.6% African American 25.3% American Indian or Alaska Native 18.5% Asian 21.6% Filipino 23.3% Hispanic or Latino 25.2% Pacific Islander * 25.1% White 25.1% Two or More Races 23.8%	23-24 All Students - 16.1% Subgroups: English Learners 16.6% Foster Youth * 22.7% Homeless Youth 22.7% Students With Disabilities 18.9% Socioeconomically Disadvantaged 17.3% African American 16.3% American Indian or Alaska Native 15.0% Asian 11.1% Filipino 7.1% Hispanic or Latino 16.9% Pacific Islander * 13.7% White 13.7% Two or More Races 14.8%	24-25 All Students: 14.8% By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1% English Learners - 11.5% Homeless - 17.3% Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2% Asian - 10.5% Two or More Races - 10.1%	24-25 All Students: 14.8% (372 Chronically Absent / 2,515 Eligible Enrollment) By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1% English Learners - 11.5% Homeless - 17.3% Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2% Asian - 10.5% Two or More Races - 10.1%	Decrease all students by 5% from baseline - 20%
2.4	(Dashboard) HS Graduation Rate	All Students - Green - 82.7% Subgroups: Hispanic - Green - 85% Socioeconomically Disadvantaged - Yellow - 79.8%	All Students – Green – 89.7% Subgroups: Hispanic – Yellow – 85.2%	All Students - Orange - 80.6% Subgroups: African American - 84.0% Hispanic - Orange - 82.9%	All Students - Orange - 80.6% Subgroups: African American - 84.0% Hispanic - Orange - 82.9%	All Students - 86% Subgroups: Hispanic - 86% Socioeconomically Disadvantaged - 83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Socioeconomically Disadvantaged – Green – 88.4%	Socioeconomically Disadvantaged - Orange - 77.9% Students with Disabilities - 80.0% English Learners - 75.0% White - 78.8% Homeless - 64.3%	Socioeconomically Disadvantaged - Orange - 77.9% Students with Disabilities - 80.0% English Learners - 75.0% White - 78.8% Homeless - 64.3%	
2.5	IQLA Healthy Kids Survey (This is an internal survey that asks questions related to; access to instructional materials, access to a broad course of study, and School Climate, and parent and family engagement related questions).	21-22 (2% participation) 23-24 39% Participation (IQLA Health Kids Survey) With the revisions made to the survey in August of 2023, the 23-24 rating should be the baseline.	23-24 39% Participation (IQLA Health Kids Survey) 24 -25: 52% Participation	24-25: 52% Participation	24-25: 52% Participation	50% participation in IQLA Healthy Kids Survey.
2.6	Participation in State Testing	97% ELA 97% Math 96% Science 93.8% ELPAC	96% ELA 96% Math 94% Science 95.3% ELPAC	94.67% ELA (1,207/1,275 tested) 94.43% Math (1,204/1,275 tested) 94.61% Science (685/724 tested) By Student Group (ELA): Female - 95.97% Male - 93.10% Hispanic - 95.39% African American - 94.01% White - 93.83% English Learners - 98.26% Socioeconomically Disadvantaged - 94.79% Students with Disabilities - 88.79% Homeless - 94.19%	94.67% ELA (1,207/1,275 tested) 94.43% Math (1,204/1,275 tested) 94.61% Science (685/724 tested) By Student Group (ELA): Female - 95.97% Male - 93.10% Hispanic - 95.39% African American - 94.01% White - 93.83% English Learners - 98.26% Socioeconomically Disadvantaged - 94.79% Students with Disabilities - 88.79% Homeless - 94.19%	Maintain 95% Participation or Greater

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.7	Suspension Rate	0% suspended at least one day	Maintain			
2.8	Expulsion Rate	0%	0%	0%	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%	97.9%	100%	100%	100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	EL Services Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Yes	Partially Implemented	P1/QTR1 K-8 English Learners - 96.7% HS English Learners - 94.1% Chronic Absenteeism - 23/24 All English Learners- 16.6% K-8 English Learners - 9.8% HS English Learners - 29% HS chronic absenteeism for 23-24: All Students - 24% African American - 20.9%	The EL services are continuing consistent with last year. The school is looking into legal guidance for use of AI translators for meetings/speech to augment our parent square auto translations of texts/emails.	\$38,700.00	\$9,589.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				English Learners - 29% Hispanic -24.3% Socioeconomically Disadvantaged - 25.3% Students with Disabilities - 26.1% White - 27% Asian - 25%			
2.2	<p>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.</p> <p>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 too; addressing the home language need of our significant population of Spanish speaking families with staff who are bilingual.</p> <p>School Outing Days We will provide outings throughout our serviced area to allow the opportunity for</p>	Yes	Partially Implemented	<p>School Club Participation (24-25): 16% of student population attending a club</p> <p>Outing Attendance (24-25):</p> <ul style="list-style-type: none"> • Average 3% in-person attendees monthly • Average 10% virtual attendees monthly <p>Ed Partner</p>	Currently the school is investigating additional ways of improving attendance to all our engagement initiatives for parents and families with the goal of creating social media presence in a way that motivates engagement with school events via parent square and our website.	\$414,034.00	\$134,554.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students to engage with one another and be part of a school community. Outing days are once a month and include in person and virtual opportunities. They are run and attended by teachers as well as families.</p> <p>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.</p> <p>The school involves parents, students, and staff in the planning process through regular surveys, focus groups, and planning meetings. The school community evaluates data through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) feedback and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges). These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings.</p> <p>School Clubs We will continue to diversity the number and types of clubs we offer to our students to meet the needs of all groups. Clubs are student initiated and sponsored by a teacher advisor. They are held virtually and allow students to</p>			<p>Feedback Participation (24-25):</p> <ul style="list-style-type: none"> • Average 1% (24 parents) attending sessions • 11% Ed Partner survey response rate 			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>hold roles of leadership and become community organizers as well as to explore their passions and establish their niche in society.</p> <p>Mental Health Our school prioritizes the mental well-being of our students through dedicated efforts to support their emotional and psychological health. By fostering a nurturing environment, we aim to help students achieve their fullest potential both academically and personally.</p>						
2.3	<p>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""</p> <p>Students have access to coaches and workshops that support social, emotional competencies. Teachers receive professional development and instructional coaching in</p>	No	Partially Implemented	<p>95.25% (SY24-25 Annual)</p> <p>By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomic ally Disadvantaged - 94.98%</p> <p>School Club Participation (24-25): 16% of student population attending a club</p> <p>Outing Attendance (24-25):</p>	<p>93.86% (SY25-26 P1, 2,523 students)</p> <p>By Subgroup: African American - 93.15% White - 94.06% Filipino - 95.27% Socioeconomically Disadvantaged - 94.42% Students with Disabilities - 93.09% English Learners - 93.32% Homeless - 92.68% Foster Youth - 95.95%</p>	\$20,000.00	\$700.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>social emotional learning and trauma informed practices.</p> <p>The school will utilize restorative justice practices when supporting families with meeting enrollment requirements and supporting students with positive classroom behavior.</p>			<ul style="list-style-type: none"> • Average 3% in-person attendees monthly • Average 10% virtual attendees monthly <p>Ed Partner Feedback Participation (24-25):</p> <ul style="list-style-type: none"> • Average 1% (24 parents) attending sessions • 11% Ed Partner survey response rate 			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>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.</p>	Yes	Partially Implemented	<p>All Students - Orange - 80.6%</p> <p>Subgroups: African American - 84.0% Hispanic - Orange - 82.9% Socioeconomic ally Disadvantaged - Orange - 77.9% Students with Disabilities - 80.0% English Learners - 75.0% White - 78.8% Homeless - 64.3%</p>	<p>The school is experienced high enrollment in 24-25. In the late fall and spring the school received roughly 20 students who enrolled as seniors who were extremely credit deficient. The school is currently investigating alternative graduation pathways aligned to the minimum graduation requirements as a way to serve this student population that comes to us with the inability to graduate with their cohort year due to a lack of credits.</p>	\$398,563.00	\$88,129.63

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses	96.3% (Dataquest 2021-2022 data)	95% (Dataquest 2022-2023)	95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (DataQuest 2023-24 (24-25 not available), 68.0 Total FTE)	95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (DataQuest 2023-24 (24-25 not available), 68.0 Total FTE)	100%
3.2	Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met	Met
3.3	Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support	Met	Met	Met	Met	Met
3.4	Dashboard Indicator: Access to a Broad Course of Study	Met	Met	Met	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	Met	Met	Met

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Student ISP Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Partially Implemented	BTSP Participation (24-25): 46% BTSP Participation (25-26): 31%	We have continued parent outreach this year through parent workshops, informal coffee chats, access to a Learning Coach app, regular school communication through ParentSquare, as well as ensuring that updates are delivered in the parent's preferred language.	\$225,758.00	\$131,679.00
3.2	Teachers Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff. The school will work to lower caseloads for credentialed staff who provide instruction to students to effectuate more time to analyze assessment data and provide targeted interventions to students based on this data.	Yes	Partially Implemented	Teacher Credentials (DataQuest 2023-24): 95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (68.0 Total FTE) Dashboard Indicator: Access to a Broad Course of Study - Met	The school identified coding errors within the TAMO report and corrected them in an internal audit after reviewing the TAMO outcomes against our CALSASS outcomes. This should improve teacher monitoring of assignments, as most of our missing 5% was due to course coding errors in CALPADS. We are waiting for updated data from Dataquest to iterate further.	\$1,663,185.00	\$27,482.00
3.3	Administration and Accountability The school utilizes hardware, software, systems and staff to monitor both state and local data that impacts the local indicator data at IQ Academy. Administrative staff conduct support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and	Yes	Partially Implemented	24/25 Local Indicators: Dashboard. Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to	In 25/26, we are continuing actions from last year; conducting monthly progress monitoring with all staff, including admin, in all areas outlined in the LCAP. We track data utilizing various in house reports that	\$2,202,835.00	\$475,407.18

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	subgroups of students for additional support using internal leading and lagging indicators.			<p>appropriate ELD support</p> <p>Dashboard Indicator: Access to a Broad Course of Study Not reported for 24/25 yet</p> <p>Access to Instructional Materials: All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS Not reported for 24/25 yet</p> <p>Goal 1 Annual Measurable Outcomes: CAASPP ELA: Grades 3 - 8 and 11: English Learners - Yellow - 53.0 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard</p>	<p>include local measurements in areas such as attendance and engagement to monitor movement towards the goals identified. This is done through weekly meetings that ensure the identified actions are being taken and allow an opportunity to adjust actions where necessary.</p> <p>The school is also starting to review our internal auditing and compliance processes in 25-26 to determine better AI supported workflows that can reduce clerical tasks and improve student facing services.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				CAASPP Math: Grades 3 - 8 and 11 English Learners - Yellow - 54.3 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard English Learner Progress English Learners - Orange - 42.1% making progress College/Career Indicator Socioeconomically Disadvantaged - Orange - 13.4% Prepared Goal 2 And Goal 4 Annual Measurable Outcomes: Chronic Absenteeism K-8 English Learners - Yellow - 9.7% Socioeconomically			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Disadvantaged - Orange - 14.2% Chronic Absenteeism All Students English Learners - 11.5% Socioeconomically Disadvantaged - 15.9% Attendance Rates 24/25 P1 English Learners - 93.32% Socioeconomically Disadvantaged - 94.42% Foster Youth - 95.95%			
3.4	<p>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.</p> <p>Training includes (but is not limited to) onboarding of new staff, best practices associated with instruction, curriculum, data analysis, educational tools, school operations, school processes and procedures, subject/grade band specific trainings, induction support, and other areas of identified need.</p>	Yes	Partially Implemented	BTSP Participation (24-25): 46% BTSP Participation (25-26): 31% Training Completion (24-25): 50% of first year staff mastered 80%+ of regularly occurring audit items Training Completion (Q1/2 25-26):	The school is currently investigating a in-house induction program as part of our training offerings so that we can support new teachers through their first years of employment and clearing their credential.	\$412,811.00	\$82,903.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>In addition IQLA provides support related to instructional coaching, conferencing, resources, and professional development to all teachers. Using research-based coaching methods, Instructional Coaches used student based data to assist teachers in identifying areas of focus, setting specific data driven and student centered goals, and implementing teaching strategies designed to increase student engagement and achievement.</p>			<p>14% of first year staff mastered 80%+ of regularly occurring audit items</p> <p>Coaching Observations (24-25): TSA Rate: 75-76% whole school SEL observations (teachers with yes): MS/HS: 90%, Elem: 94%</p>			
<p>3.5</p>	<p>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.</p>	<p>No</p>	<p>Fully Implemented</p>	<p>Students Supported with MKV/Foster Supports:</p> <ul style="list-style-type: none"> • 24-25: 199 students • 25-26: 245 students <p>Access to a broad course of Study AMO: Met</p>	<p>We support MKV/Foster youth through a MKV/Foster Liaison that monitors academic success, school engagement and attendance of each MKV or Foster student. She provides outreach to struggling students and supports teachers through additional contact with and support of the family. We provide hotspots to families that are in need of internet as well.</p>	<p>\$67,780.00</p>	<p>\$24,855.03</p>
<p>3.6</p>	<p>Teacher Training</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	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%	All Students – Yellow – 12.2 % Subgroups: African American – Yellow – 14.5 % English Learners – Green – 9.8 % Hispanic – Yellow – 13.1 % Socioeconomically Disadvantaged – Yellow – 13.6 % Students with Disabilities – Yellow – 14.6 % White – Green – 5.6 % Asian - No Performance Color New Subgroup: Homeless – Orange – 23.3 %	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - 13% African American - 15% English Learners - 10% Hispanic - 14% Socioeconomically Disadvantaged - 15% Students with Disabilities - 17% White - 10% Asian - 7.8%
4.2	Chronic Absenteeism All Students	22-23 All Students: 24.9% Subgroups: English Learners 23.9% Foster Youth 38.9% Homeless Youth 34.8% Students With Disabilities 26.3%	23-24 All Students - 16.1% Subgroups: English Learners 16.6% Foster Youth * 22.7% Students With Disabilities 18.9%	24-25 All Students: 14.8% By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1% English Learners - 11.5% Homeless - 17.3%	24-25 All Students: 14.8% (372 Chronically Absent / 2,515 Eligible Enrollment) By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1%	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically Disadvantaged 26.6% African American 25.3% American Indian or Alaska Native 18.5% Asian 21.6% Filipino 23.3% Hispanic or Latino 25.2% Pacific Islander * White 25.1% Two or More Races 23.8%	Socioeconomically Disadvantaged 17.3% African American 16.3% American Indian or Alaska Native 15.0% Asian 11.1% Filipino 7.1% Hispanic or Latino 16.9% Pacific Islander * White 13.7% Two or More Races 14.8%	Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2% Asian - 10.5% Two or More Races - 10.1%	English Learners - 11.5% Homeless - 17.3% Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2% Asian - 10.5% Two or More Races - 10.1%	Asian - 40%
4.3	Attendance	93.20% (P2 Attendance Measurement for 22-23)	96.12% (P2 Attendance Measurement for 23-24)	95.25% (SY24-25 Annual) By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%	93.86% (SY25-26 P1, 2,523 students) By Subgroup: African American - 93.15% White - 94.06% Filipino - 95.27% Socioeconomically Disadvantaged - 94.42% Students with Disabilities - 93.09% English Learners - 93.32% Homeless - 92.68% Foster Youth - 95.95%	95%
4.4	Drop Out Rate (4 year cohort)	9.2% (22-23 Dataquest)	9.2% (23-24 Dataquest)	Dropout Rate: 12.7% (Dataquest 2024-25) Dropout Rate by Subgroup: African American - 16.0% Hispanic - 10.1% White - 12.1%	Dropout Rate: 12.7% (19 Dropouts / 150 Cohort Students) (DataQuest ACGR 2024-25) Dropout Rate by Subgroup: African American - 16.0%	8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				English Learners - 9.1% Homeless - 8.3% Socioeconomically Disadvantaged - 14.3% Students with Disabilities - 13.2%	Hispanic - 10.1% White - 12.1% English Learners - 9.1% Homeless - 8.3% Socioeconomically Disadvantaged - 14.3% Students with Disabilities - 13.2% Graduation Rate: 80.0% (120/150) Graduation by Subgroup: African American - 84.0% (21/25) Hispanic - 82.3% (65/79) White - 78.8% (26/33) English Learners - 72.7% (16/22) Homeless - 58.3% (7/12) Socioeconomically Disadvantaged - 77.0% (97/126) Students with Disabilities - 78.9% (30/38)	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Partially Implemented	Attendance Rate: 93.86% (SY25-26 P1, 2,523 students) By Subgroup:	iQConnect continues to target support to decrease chronic absenteeism with special populations that have	\$1,014,252.00	\$385,808.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>engagement in online learning among African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner populations. We will employ a multifaceted approach targeting various factors contributing to absenteeism and disengagement, with a focus on culturally responsive and inclusive practices.</p> <p>Attendance Monitoring and Early Intervention: Implement a system for real-time monitoring of attendance data across demographic groups to identify patterns and trends. Establish protocols for early intervention, including personalized outreach to students and families at risk of chronic absenteeism.</p> <p>Targeted Support Services: Provide targeted support services tailored to the needs of specific student populations, such as mentorship programs and academic assistance.</p> <p>Technology Access and Support: Ensure equitable access to technology devices and reliable internet connectivity for all students, addressing barriers to online participation. Offer technical support and training for students and families to navigate online platforms and utilize digital learning resources effectively.</p> <p>Use data-driven insights to make adjustments and refinements to the program over time, ensuring ongoing responsiveness to student needs. Attendance advocacy is intended to be a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. Students must be actively engaged in their education by completing assigned schoolwork or educational activities every day. Teachers monitor student assignment submissions and completed</p>			<p>African American - 93.15% White - 94.06% Filipino - 95.27% Socioeconomic ally Disadvantaged - 94.42% Students with Disabilities - 93.09% English Learners - 93.32% Homeless - 92.68% Foster Youth - 95.95%</p> <p>Chronic Absenteeism K-8 (Dashboard 24-25): All Students - Orange - 12.9%</p> <p>By Subgroup: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomic ally Disadvantaged - Orange - 14.2%</p>	<p>disproportionately high CA rates compared to general population. Engagement coaches who work with MKV and newcomer caseloads will focus support this month on students who are chronically absent and resolving barriers to attendance.</p> <p>iQConnect will increase support with high school students who are chronically absent. HS Engagement Intervention coaches will focus their support on attendance, and Onboarding coaches will begin support group sessions with chronically absent students on their caseload.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>assignments, daily. If no assignments were submitted or completed, then teachers must follow the school's student support process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, involving support teams such as SST's and Engagment Coaches and creating Success Plans (back on track plans).</p> <p>Teachers monitor student attendance daily in live sessions, as well as daily school attendance through the completion of work assignments. The student attendance data is tracked on the weekly progress monitoring reports shared with teachers. Administrators follow up on students missing school attendance through reaching out to the family to resolve issues preventing them from attending as well as managing academic probation plans https://www.cde.ca.gov/nr/el/le/documents/yr22ltr1214att.pdf .</p> <p>LREBG Action: The school utilizes funds in LREBG to provide support and direct 1:1 tutoring related to attendance and engagement interventions to students who have identified need. Guidance from the California Department of Education (2022) recommends data-driven, daily mentoring and tutoring as a Tier 2 strategy for reversing chronic absenteeism and explicitly allows districts to use Learning Recovery Emergency Block Grant dollars for that purpose. Independent research confirms its impact: New York City's Success Mentor Corps cut absences for previously chronically absent students by nearly two instructional weeks per year https://www.attendanceworks.org/wp-content/uploads/2018/04/Hamilton_project_reducing_chronic_absenteeism_under_the_every_student_succeeds_act.pdf) and the national Attendance Works "Data Matters"</p>			<p>White - Red - 13.5% Homeless - Yellow - 13.5%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>brief reports the same two-week gain alongside better academic outcomes for mentored students evidence that justifies funding one-to-one attendance tutoring for our highest-need learners. https://www.attendanceworks.org/wp-content/uploads/2019/01/Attendance-Works-Data-Matters_010919.pdf</p> <p>The metrics used to monitor the effectiveness of this metric will be our chronic absenteeism indicator for students and related subgroups.</p> <p>LREBG Funds used: \$ 134,248</p>						
4.2	<p>Teacher Attendance Interventions For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.</p>	Yes	Partially Implemented	Attendance Rate: 93.86% (SY25-26 P1, 2,523 students) By Subgroup: African American - 93.15% White - 94.06% Filipino - 95.27% Socioeconomically Disadvantaged - 94.42% Students with Disabilities - 93.09% English Learners - 93.32% Homeless - 92.68% Foster Youth - 95.95%	n/a		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Chronic Absenteeism K-8 (Dashboard 24-25): All Students - Orange - 12.9% By Subgroup: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	21,119,942	N/A
LCFF Supplemental/Concentration Grants	4,693,954	1400367