

## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
IQ Academy Los Angeles	\$150,000.00

### Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

IQLA will plan to offer A-G courses during the summer school term. This summer offering will provide eligible students with access to A-G classes with the intent of providing credit recovery opportunities and accelerated progress toward graduation requirements in specific A-G classes. Offerings will target foster youth, low income, and English learner students first for placement.

IQLA began offering a CTE pathways in business and finance in 2021-2022. The CTE program is an important component of the high school course offerings and all CTE courses are A-G approved. IQLA will plan to use funds to expand the CTE program and provide more course offerings that allow students a greater variety of course enrollment options. The school will also plan to expand access to exploratory CTE courses in the middle school program with the intent of improving high school enrollment into A-G aligned courses.

IQLA began a partnership with Norco community college in the 2021-2022 summer term. This program was meant to provide students with access to A-G approved college courses that allow the students to earn college and high school credit. IQLA will plan to use funds to support and expand this program.

IQLA sees a need for improved instructional, engagement, and social-emotional practices to support students. During the summer term IQLA will plan to use funds to provide training and professional development to staff with the intent of improving the staffs ability to service the A-G needs for students.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

IQLA provides access to a course selection that allows a student to reach A-G requirements after earning a IQLA high school diploma. Despite this the A-G accessibility, A-G completion remains an area of need for the school.

2020-2021 Data:

\* 14 students completed A-G requirements, 13.5% of the graduation cohort.

\* 9 of those 14 were Socioeconomic disadvantaged. 10.8% of the graduation cohort.

Foster Youth and English learner data was not available due to those student populations being smaller.

One of the main reasons students are not meeting A-G requirements is due to current high school elective offerings that are not A-G certified. The school intends to resolve this need by offering CTE pathways that replaced non A-G elective courses with CTE based A-G elective courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 52

IQLA provides all students with a graduation plan when they enter the school at 9th grade. This graduation plan is updated every semester and adjusted to keep students on track to graduate. The IQLA guidance team does a needs assessment every spring to provide administration with a rank ordered list of classes, by priority, that will provide students who have need with additional access to courses during the summer term. This needs assessment focuses on maintaining student on-track status for their 4 year graduation cohort. The administration will prioritize course offerings based on this needs assessment and also targets A-G courses as an additional factor when determining priority.

Student Data:

Spring 2019-2020 - 327 students taking 1943 classes, Of those students passed 1695 classes, 87.2% of students passed assigned classes. 52 students were targeted in spring 2020 for summer course enrollment.

Fall 2021-2022 - 303 students taking 1828 classes. Of those students passed 1402 classes, 76.6% of students passed assigned classes.

Spring 2020-2021 - 276 students taking 1621 classes. Of those the students passed 1291 classes, 79.6% of students passed assigned classes.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

The IQLA 2022-2023 LCAP includes the following goals/actions that relate to A-G courses:

\* 1.1 Training (PD)

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 necessary tools and techniques to integrate SEL to support students.

#### \*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.

#### \*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.

#### \*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.

#### \*1.9 PantherPath2College

PantherPath2College is a new program the school is developing that provides dual enrollment opportunities for high school students in partnership with Norco Community College. The school will plan to develop a position that provides students support in application, course selection and academic success.

#### \*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 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"

**Plan Expenditures**

<b>Programs and services to increase or improve A-G completion</b>	<b>Planned Expenditures</b>
Summer School and Credit Recovery	150,000