

## Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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	<p>All Students - Orange - 24.8 points below standard</p> <p>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</p>			<p>All Students - Orange - 35.7 points below standard</p> <p>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 points below standard</p>	<p>All Students - 14.8 points below standard</p> <p>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</p>
1.2	CAASPP Math: Grades 3 - 8 and 11	<p>All Students - Orange - 74.6 points below standard</p> <p>Subgroups:  African American - Yellow - 90.7 points below standard  Students with Disabilities - Red -</p>			<p>All Students - Orange - 79.6 points below standard</p> <p>Subgroups:  African American - Yellow - 80.5 points below standard  Students with Disabilities - Orange -</p>	<p>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</p>

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			136.3 points below standard English Learners - Red - 108.6 points below standard Hispanic - Orange - 88.1 points below standard Socioeconomically Disadvantaged - Orange - 86 points below standard White - Yellow - 67.8 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			NEW BASELINE: 17.9 points below standard  Subgroups: African American - No Color - 21.5 points below standard Students with Disabilities - No Color - 26.3 points below standard English Learners - No Color - 24.4 points below standard Hispanic - No Color - 17.9 points below standard Socioeconomically Disadvantaged - No Color - 19.5 points below standard White - No Color - 13.1 points below standard	28.85% Met or Exceeded
1.4	College/Career Indicator	All Students - Low - 16.3% Prepared			All Students - Yellow - 29.4% Prepared	All Students - 26.3% prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Subgroups: Hispanic - Low - 10.9% prepared Socioeconomically Disadvantaged - Low - 14.1% Prepared			Subgroups: Hispanic - Yellow - 22% prepared Socioeconomically Disadvantaged - Yellow - 28.3% 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 - 21.4% CTE Pathway Completion (all) - 2.4% CTE Pathway Completion (SED only) - 1.8% Both CTE & a-g Completion - 1.6% Early Assessment Program (EAP) - ELA: 52.84% Math 17.6%	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% Math 26.67%
1.6	English Learner Progress	Red - 37.8% making progress			Green - 48.6% 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)			23-24 10.5% (dataquest) 22-23 11.2% (dataquest, our prior measurement was internal as we didn't have the RFEP rate from data quest when filling out the LCAP for 23-24)	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: 65% 2nd - 5th: 56%  Middle School: 60% High school: 59%	Elementary: K-1: 60% 2nd - 5th: 42% Middle School: 56% High school: 74%

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.	K-5: 53% MS: 51% HS: 60%			Elementary: K-1: 63% 2nd - 5th: 41%  Middle School: 43% High school: 60%	K-5: 58% MS: 56% HS: 65%

#### 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	<b>Staff Professional Development</b> 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.	No Yes	Partially Implemented	Average score of 4/5 in professional development feedback survey rating satisfaction and effectiveness.	The school continues to focus on and implement professional development related to the alignment between assessment data, indicator data, and curriculum/instruction for students to promote at least 1 years academic growth for targeted subgroups and all students as applicable.  March professional development will focus on least restrictive environment, updated middle of year assessment data, and state testing preparation.	\$24,871.39	\$32242.97
1.2	<b>Universal Assessment</b> Universal screeners are used to generate local student data that enables the school to	Yes	Partially Implemented	For ELA State Dashboard	Informal observations are conducted monthly and observations on	\$19,838.00	\$656

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
	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>Indicator (23-24); English Learners - Red - 87.8 points below standard Socioeconomically Disadvantaged - Orange - 44.4 points below standard</p> <p>For Math State Dashboard Indicator (23-24); English Learners - Red - 108.6 points below standard Socioeconomically Disadvantaged - Orange - 86 points below standard</p> <p>English Learner Progress (23-24) Green - 48.6% making progress</p>	<p>core instructional competencies are used to drive instructional coaching focus. Average Teacher Rating from informal observations in 23-24;</p> <p>School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 88% of observed teachers met this requirement.</p> <p>School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or guided practice] 85% of observed teachers met this requirement.</p> <p>School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 78% of observed teachers met this requirement.</p> <p>ES Math and ELA Alignment Checks 23-24: Quarter 1: 90.1% Quarter 2: 95.5% Quarter 3: 100%</p>		

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					Quarter 4: 100% ES Math and ELA Alignment Checks 24-25: Quarter 1: TK-2, 93.75% Quarter 2: 3-4, 100%		
1.3	<p><b>EL Support</b> 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 ensure success. Newcomers will be supported by an ELD Specialist and a bilingual engagement coach (if Spanish speaking). The</p>	Yes	Partially Implemented	Summative ELPAC Scores (CA Dashboard ELPI): 48.6% (increase of 10.8%)	The main thing that changed last year from the previous year was the testing environment. We decided to have ELD Specialists test their own students during their designated ELD time. This was strategic as it allowed the students to be guided through the testing process by the teacher who did all the practice tests and test prep in that subject. We were also intentional about only testing one domain at a time to minimize testing fatigue. This year we have added the implementation of the Interim ELPAC. We are training ELD specialists to use the scores to target specific domains that are weakest as well as support individual students who need specific test taking strategies and individual attention, specifically LTELs.	\$480,056.61	\$146197.08

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	<p>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 achievement, and culturally responsive instruction and curriculum.</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
	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	<b>College and Career</b> 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	No Yes	Partially Implemented	College/Career (dashboard)- All Students - Prepared 29.4% Socioeconomically Disadvantaged - 28.3% Prepared  A-G Completion - 21.4%  CTE Pathway Completion (all) - 2.4%  CTE Pathway Completion (SED only) - 1.8%  Both CTE & a-g Completion - 1.6%  Early Assessment Program (EAP) -	We continue to see improvements in our indicator performance for this metric. The school continues to revise our CTE pathway offerings, and offering dual credit opportunities to students utilizing our partnerships with local community colleges.	\$263,878.46	\$111274.67

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
	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.			ELA: 52.84% Math 17.6%			
<b>1.5</b>	<p><b>Academic Intervention</b></p> <p>IQ Academy provides a variety of programs that are meant to provide academic support to students. These programs utilize intervention tools/programs/software/etc to provide additional academic interventions based on results from daignotic and regular progress monitoring based assessments.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>* IQ Boost provides engagement, tutoring, and 1 on 1 support for students, identified by dignostic/progress monitoring assessments to provided additional academic interventions.</li> <li>*IQ certificated staff provides targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards.</li> <li>* Specific support is targeted to RFEP and EL students who have shown a need in Language Arts or Math. Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not</li> </ul>	No Yes	Partially Implemented	<p>For ELA State Dashboard Indicator (23-24); English Learners - Red - 87.8 points below standard Socioeconomic ally Disadvantaged - Orange - 44.4 points below standard</p> <p>For Math State Dashboard Indicator (23-24); English Learners - Red - 108.6 points below standard Socioeconomic ally Disadvantaged -</p>	<p>23/24 iQBoost Elementary- 78% of students made growth on Reading Star360, 62% of students made growth on Math Star360 Compare to 41% and 35% respectively of below basic students not served in iQBoost</p> <p>Middle School: 75% of students made growth on Reading Star360, 65% of students made growth on Math Star360 Compare to 21% and 28% respectively of below basic students not served in iQBoost</p> <p>High School:</p>	\$1,284,880.09	\$456252.91

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
	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.			Orange - 86 points below standard	65% of students supported passed more than 50% of assigned courses  Reading Remediation: 54 (39%) students graduated out of RI 96% showed growth on ESGI benchmark assessment.		
1.6	<b>Instructional Intervention (Improved)</b> 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.	No Yes	Partially Implemented	ELA:  All Students - Orange - 35.7 points below standard  Subgroups: English Learners - Red - 87.8 points below standard Students with Disabilities - Red - 89.9 Points below standard  Math: All Students - Orange - 79.6 points below standard  Subgroups: Students with Disabilities - Orange - 136.3			

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
				points below standard English Learners - Red - 108.6 points below standard  Family feedback rating from fall educational partners survey showed 94.4% 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.

### Engagement

## 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%
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 - 4.2% New Subgroup: Homeless - Orange - 23.3%	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% English Learners - 42.9%			Dataquest is missing some subgroups and all students, rates below by ethnicity have been updated.	All Students - 29.2% African American - 31.5% English Learners - 32.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic - 36% Socioeconomically Disadvantaged - 41.6% Students with Disabilities - 34.8% White - 43.5% Asian - 50%			We put internal calculations below: All Students - 24% African American - 20.9% English Learners - 29% Hispanic - 24.3% Socioeconomically Disadvantaged - 25.3% Students with Disabilities - 26.1% White - 27% Asian - 25%	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%  Subgroups: Hispanic - Green - 85% Socioeconomically Disadvantaged - Yellow - 79.8%			All Students - Green - 89.7%  Subgroups: Hispanic - Yellow - 85.2% Socioeconomically Disadvantaged - Green - 88.4%	All Students - 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).	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) 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			94.11% ELA 94.46% Math 94.40% Science	Maintain 95% Participation or Greater
2.7	Suspension Rate	0% suspended at least one day			0% suspended at least one day	Maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	Expulsion Rate	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%			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	<b>EL Services</b> 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% English Learners - 29% Hispanic -24.3%	Goals: By the end of MOY testing, Increase overall Reading and Early Literacy proficiency from BOY to MOY by 5%, as measured by changes in the % secure level (other level information will be provided for context, but for this goal, only % secure is measured).  Decrease Chronic Absenteeism by 5% YoY  Increase ELPI by 5% by June 2025  Actions: Use the star standards report to identify standards that EL students struggled in the most. Align with focus standards of GE.	\$14,180.68	\$9000.22

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
				Socioeconomic ally Disadvantaged - 25.3% Students with Disabilities - 26.1% White - 27% Asian - 25%	Follow up to attendance emails sent out by attendance advocate. Attend evaluation conferences to help with action plans.  Assess at least 75% of our current ELs with the interim ELPAC at BOY, MOY, and end of Q3		
2.2	<p><b>Engagement</b> 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 tool; addressing the home language need of our significant population of Spanish speaking families with staff who are bilingual.</p> <p>School Outing Days</p>	No Yes	Partially Implemented	<p>P1 Attendance Rates 96.22%</p> <p>P1 Chronic Absenteeism Dashboard: 6% All: 7.4%</p> <p>Ed Partner/Title I Feedback Participation Average of 1.6% (42) parents attending sessions 1% participation Ed Partner/Title I survey responses</p> <p>Outing Attendance Average of 3% in person attendees monthly Average of 7% virtual</p>	<p>Goals: By the end of the 24-25SY, decrease chronic absenteeism by 2% and compared to the 23-24SY end of year chronic absenteeism rate. By the end of the 24-25SY, increase attendance rate to 97% Increase attendance of special populations to parent meetings by 100% (double) from Q1 to Q3.</p> <p>Actions: iQConnect will target support to decrease chronic absenteeism with special populations that have disproportionately high CA rates compared to general population. Engagement coaches who work with MKV and newcomer caseloads will focus support this month on</p>	\$360,900.64	\$150241.84



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	<p>We will provide outings throughout our serviced area to allow the opportunity for students to engage with one another and be part of a school community. Outing days are once a month and include in person and virtual opportunities. They are run and attended by teachers as well as families.</p> <p>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</p>			<p>attendees monthly</p> <p>School Club Participation 11% of student population attending a club</p> <p>23/24 Attendance Rates All Students- 96.1% African American- 95.8% Asian- 96.8% Hispanic- 94.9% Socioeconomic ally Disadvantaged- 96% Students with Disabilities- 95.3% English Learners- 95.6%</p> <p>Chronic Absenteeism All Students- 16.1% African American- 16.3% Asian- 11.1% Hispanic- 16.9% Socioeconomic ally Disadvantaged- 17.3%</p>	<p>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> <p>Send targeted messaging. Have MKV liaison, ELD and ED Specialists message.</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>initiated and sponsored by a teacher advisor. They are held virtually and allow students to hold roles of leadership and become community organizers as well as to explore their passions and establish their niche in society.</p> <p><b>Mental Health</b> 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>			<p>Students with Disabilities - 18.9%</p> <p>English Learners- 16.6%</p> <p>Ed Partner Feedback Participation Average of 1% (22) parents attending sessions 11%</p> <p>participation Ed Partner survey responses</p> <p>Outing Attendance Average of 6% in person attendees monthly</p> <p>Average of 21% virtual attendees monthly</p> <p>School Club Participation 21% of student population attending a club</p>			
2.3	<p><b>Social Emotional Learning, Prevention, and Intervention</b></p> <p>IQLA is dedicated to building and fostering supportive relationships within our school community - with staff, families and students. Strong relationships with teachers and school staff can dramatically enhance students level of motivation and therefore promote learning. According to Harvard Center on the</p>	No	Partially Implemented	<p>P1 Attendance Rates All Students- 96.22%</p> <p>African American- 96%</p> <p>Asian- 96.1%</p> <p>Hispanic- 96.1%</p>	<p>Goal: By the end of the 24-25SY, improve school-wide social-emotional learning (SEL) outcomes by ensuring 80% of staff demonstrate effective integration of SEL</p>	\$6,641.00	\$2100

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>Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities and families strengthen these factors, they optimize resilience across multiple contexts. The School will support student resilience by:</p> <ul style="list-style-type: none"> <li>* fostering supportive adult-child relationships</li> <li>* scaffolding learning so students builds a sense of self-efficacy and control</li> <li>* strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction""</li> </ul> <p>Students have access to coaches and workshops that support social, emotional competencies. Teachers receive professional development and instructional coaching in social emotional learning and trauma informed practices.</p> <p>The school will utilize restorative justice practices when supporting families with meeting enrollment requirements and supporting students with positive classroom behavior.</p>			<p>Socioeconomic ally Disadvantaged- 96% Students with Disabilities- 94.9% English Learners- 95.9%</p> <p>Chronic Absenteeism Dashboard: 6% All: 7.4% African American- 6.2% Asian- 8.8% Hispanic- 7.8% Socioeconomic ally Disadvantaged- 7.9% Students with Disabilities - 12.7% English Learners- 4.9%</p> <p>Administrative Withdrawals 39 AWD's- 1.5% of entire student population</p> <p>Outing Attendance Average of 3% in person attendees monthly Average of 7% virtual</p>	<p>goals during informal observations and improving student self-reported SEL competency scores by 5% compared to the baseline established at the start of the 24-25SY.</p> <p>Action: Launch monthly SEL assemblies focusing on the 7 Mindsets framework and provide targeted sessions for students requiring additional support. Provide staff with weekly lessons focused on a mindset, as well as monthly SEL toolkits and workshops, with a focus on integrating SEL into classroom practices.</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>attendees monthly</p> <p>School Club Participation 11% of student population attending a club</p> <p>23/24 Attendance Rates All Students- 96.1% African American- 95.8% Asian- 96.5% Hispanic- 94.9% Socioeconomically Disadvantaged- 96% Students with Disabilities- 95.3% English Learners- 95.6%</p> <p>Chronic Absenteeism All Students- 16.1% African American- 16.3% Asian- 11.1% Hispanic- 16.9% Socioeconomically Disadvantaged- 17.3%</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>Students with Disabilities - 18.9%</p> <p>English Learners- 16.6%</p> <p>Administrative Withdrawals 113 AWD's- 7% of entire student population</p> <p>Outing Attendance Average of 6% in person attendees monthly</p> <p>Average of 21% virtual attendees monthly</p> <p>School Club Participation 21% of student population attending a club</p>			
2.4	<b>Credit Recovery</b> 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.	No Yes	Partially Implemented			\$209,246.43	\$62715.96

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 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 data)	100%
3.2	Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	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
3.4	Dashboard Indicator: Access to a Broad Course of Study	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

### 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	<b>Student ISP</b> Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Partially Implemented	50.5% of iQ students/families completing the BTSP in 23-24.	We have increased parent outreach this year through parent workshops, informal coffee chats, access to	\$225,758.00	\$131605.64

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
				45.8% of IQ students/families completing the BTSP so far as of QTR 2 in 24-2550.5	a Learning Coach app, regular school communication through ParentSquare, as well as ensuring that updates are delivered in the parent's preferred language.  Increased parent outreach is also through feedback and leadership opportunities such as educational partner feedback meetings, LCAP Parent Advisory Committee, English Language Advisory Committee, and our Social-Emotional Learning Committee.		
3.2	<b>Teachers</b> 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	Teachers Credentials and Assignments: 95% (Dataquest 2022-2023 data)  Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support: Met  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.	\$645,127.15	



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
3.3	<b>Administration and Accountability</b> The school utilizes hardware, software, systems and staff to monitor both state and local data that impacts the local indicator data at IQ Academy. Administrative staff conduct support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators.	Yes	Partially Implemented	24/25 Local Indicators: *I am not sure what this is. I don't see it on the Dashboard. 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 Not reported for 24/25 yet  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  Goal 1 Annual Measurable Outcomes: CAASPP ELA: Grades 3 - 8 and 11:	In 24/25, we are 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 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.	\$1,038,549.22	\$387069.13

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 - Socioeconomically Disadvantaged -  CAASPP Math: Grades 3 - 8 and 11 English Learners - Socioeconomically Disadvantaged -  English Learner Progress English Learners -  College/Career Indicator Socioeconomically Disadvantaged -  Goal 2 And Goal 4 Annual Measurable Outcomes:  Chronic Absenteeism K-8 English Learners - 3.9% Socioeconomically Disadvantaged - 6.6%  Chronic Absenteeism HS			

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>English Learners - 7.5% Socioeconomically Disadvantaged - 10.9%</p> <p>Attendance Rates 24/25 P1 English Learners - 95.9% Socioeconomically Disadvantaged - 96% Foster Youth- 97%</p> <p>23.24 Local Indicators: Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support</p> <p>Dashboard Indicator: Access to a Broad Course of Study Standard Met</p> <p>Access to Instructional Materials: All students will receive access</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>to all K12 materials and courses (Online/Offline), which align with CCSS Standard Met</p> <p>Goal 1 Annual Measurable Outcomes: CAASPP ELA: Grades 3 - 8 and 11: English Learners - Red - 87.8 points below standard Socioeconomically Disadvantaged - Orange - 44.4 points below standard</p> <p>CAASPP Math: Grades 3 - 8 and 11 English Learners - Red - 108.6 points below standard Socioeconomically Disadvantaged - Orange - 86 points below standard</p> <p>English Learner Progress English Learners - Red -</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>48.6% making progress</p> <p>College/Career Indicator Socioeconomically Disadvantaged - 13.1% Prepared</p> <p>Goal 2 And Goal 4 Annual Measurable Outcomes:</p> <p>Chronic Absenteeism K-8 English Learners -9.8% Socioeconomically Disadvantaged - 13.6%</p> <p>Chronic Absenteeism HS English Learners - 29% Socioeconomically Disadvantaged - 25.3%</p> <p>Attendance Rates 22-23 English Learners - 93.17% Socioeconomically Disadvantaged - 93.9%</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
				Foster Youth 92.6%			
3.4	<p><b>Staff Training</b> 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> <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>	No Yes	Partially Implemented	<p>ES Math and ELA Alignment Checks 23-24: Quarter 1: 90.1% Quarter 2: 95.5% Quarter 3: 100% Quarter 4: 100%</p> <p>ES Math and ELA Alignment Checks 24-25: Quarter 1: TK-2, 93.75% Quarter 2: 3-4, 100%</p> <p>UPDATE for 23-24 Training completion- 61% of first year staff have mastered 80% or higher of regularly occurring audit items</p> <p>Quarter 1/2 of 24-25 Training completion - 24% of first year staff have mastered 80% or higher of regularly</p>	<p>Instructional Coaching Goal: By the end of the cycle, 80% of teachers participating in iQ Academy's Instructional support Program will achieve their individual SMART goals, as measured by informal observation metrics, student proficiency data, and student engagement metrics, resulting in improved higher-order skills aligned with state standards.</p> <p>Actions: Identify students' performance relative to benchmarks and analyze data to determine instructional strategies. Develop student-centered goals and implement appropriate individual, group-based, or whole-class interventions. Monitor progress and adjust practices as needed, with regular scaffolding provided to teachers to select and apply research-based strategies effectively.</p> <p>Teacher Training Goal: Greater than 70% of new/first year teachers will achieve</p>	\$240,094.54	\$102018.29

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>occurring audit items</p> <p>Coaching-TSA Rate: 68%, 69% for whole school SEL % teachers with a yes on observations: MS/HS: 88% ; Elem: 91%</p> <p>22/23 Training completion 22-23 - 63% of first year staff have mastered 80% or higher of regularly occurring audit items, with 15% within two percentage points (1 audit item) of 80%.</p>	<p>greater than 70% mastery by the end of year one as measured by new teacher audits. Actions: Increase early support for teachers through frequent audits and asynchronous evidence of mastery. Collaborate with curriculum specialists for consistent messaging, establish clear training timelines with observed skills, and streamline processes with a new training site and template to reduce duplication and outdated materials.</p>		
3.5	<p><b>MKV/FY</b></p> <p>McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.</p>	No	Fully Implemented	<p># of students supported with MKV.Foster supports 226</p> <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</p>	\$15,000.00	\$18735.14

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
					that are in need of internet as well.		



## Goal 4

### Goal Description

**Decrease Chronic Absenteeism Rate (Focus Goal): By June 2024 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 - 4.2% New Subgroup: Homeless - Orange - 23.3%	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 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 - 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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.3	Attendance	93.20% (P2 Attendance Measurement for 22-23)			96.12% (P2 Attendance Measurement for 23-24)	95%
4.4	Drop Out Rate (4 year cohort)	9.2% (22-23 Dataquest)			9.2% (23-24 Dataquest)	8.2%

#### 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	<p><b>Attendance Interventions</b> Attendance support is delivered through both a proactive approach and a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. We aim to reduce chronic absenteeism and enhance engagement in online learning among African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner populations. We will employ a multifaceted approach targeting various factors contributing to absenteeism and disengagement, with a focus on culturally responsive and inclusive practices.</p> <p>Attendance Monitoring and Early Intervention: Implement a system for real-time monitoring of attendance data across demographic groups to identify patterns and trends. Establish protocols for early intervention, including personalized outreach to students and families at risk of chronic absenteeism.</p> <p>Targeted Support Services: Provide targeted support services tailored to the needs of specific student populations, such as mentorship programs and academic assistance.</p> <p>Technology Access and Support: Ensure equitable access to technology devices and reliable internet connectivity for all</p>	Yes	Partially Implemented	<p>Update for 23-24 and P1/Qtr 1/2 of 24-25 24/25 Chronic Absenteeism Dashboard: 6% All: 7.4% African American- 6.2% Asian- 8.8% Hispanic- 7.8% Socioeconomic ally Disadvantaged- 7.9% Students with Disabilities - 12.7% English Learners- 4.9%</p> <p>23/24 Chronic Absenteeism All Students- 16.1% African American- 16.3% Asian- 11.1% Hispanic- 16.9%</p>	<p>Goals: By the end of the 24-25SY, decrease chronic absenteeism by 2% and compared to the 23-24SY end of year chronic absenteeism rate.</p> <p>By the end of the 24-25SY, increase attendance rate to 97%</p> <p>Actions: iQConnect will target support to decrease chronic absenteeism with special populations that have 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>	\$473,003.73	\$225778.37

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, 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.</p> <p>Attendance advocacy is intended to be a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. Students must be actively engaged in their education by completing assigned schoolwork or educational activities every day. Teachers monitor student assignment submissions and completed assignments, daily. If no assignments were submitted or completed, then teachers must follow the school's student support process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, involving support teams such as SST's and Engagment Coaches and creating Success Plans (back on track plans).</p> <p>Teachers monitor student attendance daily in live sessions, as well as daily school attendance through the completion of work assignments. The student attendance data is tracked on the weekly progress monitoring reports shared with teachers. Administrators follow up on students missing school attendance through reaching out to the family to resolve issues preventing them from attending as well as managing academic probation plans.</p>			<p>Socioeconomic ally Disadvantaged- 17.3% Students with Disabilities - 18.9% English Learners- 16.6%</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
4.2	<b>Teacher Attendance Interventions</b> For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.	Yes	Partially Implemented	All Students - Yellow - 12.2%  Subgroups: English Learners - Green - 9.8% Socioeconomically Disadvantaged - Yellow - 13.6%			

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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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
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# 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