

iQ Academy California Los Angeles

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



ACADEMY CALIFORNIA

Los Angeles

POWERED BY K12

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	iQ Academy California Los Angeles
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805.581.0202
Principal	Nick Stecken
Email Address	admin@iqcala.com
School Website	http://losangeles.iqacademyca.com/
Grade Span	K-12
County-District-School (CDS) Code	19-73452-0120600

2024-25 District Contact Information

District Name	IQ Academy Los Angeles
Phone Number	805.581.0202
Superintendent	Nick Stecken
Email Address	admin@iqcala.com
District Website	http://losangeles.iqacademyca.com/

2024-25 School Description and Mission Statement

IQ Academy California believes that, given a comprehensive and mastery-based curriculum, high expectations, access to technology, strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents or other caring adults, a well-conceived virtual education program will boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

The School Theme is HATS Off to Learning! Habits, Attitude, Teamwork, Success. This theme encapsulates iQ Academy's

2024-25 School Description and Mission Statement

Schoolwide Learner Outcomes. iQ Academy strives to support student growth as life-long learners and responsible global citizens.

iQ's core values are:

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

Our Mission Statement

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	115
Grade 2	96
Grade 3	95
Grade 4	109
Grade 5	97
Grade 6	91
Grade 7	123
Grade 8	122
Grade 9	107
Grade 10	129
Grade 11	124
Grade 12	110
Total Enrollment	1,429

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.7
Male	46.3
American Indian or Alaska Native	0.8
Asian	2
Black or African American	17.6
Filipino	1.9
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.5
White	11.9
English Learners	8.9
Foster Youth	0.1
Homeless	2.4
Socioeconomically Disadvantaged	74.5
Students with Disabilities	14.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.90	87.23	510.30	87.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.30	1.09	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.40	12.75	21.00	3.58	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	48.60	8.30	18854.30	6.86
Total Teaching Positions	42.30	100.00	586.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.20	96.30	534.10	88.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.17	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.47	7.70	1.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.98	18.90	3.14	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.22	40.20	6.69	15831.90	5.67
Total Teaching Positions	44.80	100.00	602.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.30	95.01	534.90	88.16	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.40	0.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.53	22.30	3.69	11746.90	4.23
Unknown/Incomplete/NA	1.50	2.46	40.50	6.68	14303.80	5.15
Total Teaching Positions	62.40	100.00	606.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.60	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.60	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	5.40	0.80	1.5
Total Out-of-Field Teachers	5.40	0.80	1.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.5	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	1

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

iQ Academy California - Los Angeles is a public charter school. Students are provided new curriculum each year.

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Language Arts (TK), ELA K E1(K), Phonics K E1(K), ELA 1 E1(1st), Phonics 1 E1(1st), ELA 2 Summit (2nd), Summit ELA 3 (3rd), Summit ELA 4(4th), Summit ELA 5 CA(5th) Summit Language Arts 6(6th), Summit Language Arts 7, Summit Language Arts 8 Summit English 9, Summit English 10, Summit American Literature, Summit British/World Literature, Summit Creative Writing, English 9 Credit Recovery, English 10 Credit Recovery, American Literature Credit Recovery, British and World Literature Credit Recovery	Yes	0%
Mathematics	Embark Math (TK), Math K E1(K), Math 1 E1(1st), Math 2 Summit (2nd), Summit Math 3 (3rd), Summit Math 4(4th), Summit Math 5(5th) Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 (8th), Summit Algebra 1, Summit Geometry, Summit Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math, Math Foundations, Summit Algebra Credit Recovery, Geometry Credit Recovery,	Yes	0%
Science	Embark Science (TK), Science K E1(K), Science 1 E1(1st), Science 2 E1(2nd), Science 3 E1(3rd), Science 4 E1(4th), Science 5 E1(5th)	Yes	0%

	Summit Earth Science (6th), Summit Life Science (7th), Summit Physical Science (8th) Summit Environmental Science, Biology: The Living Earth CA ; Chemistry in the Earth Systems CA; Physics in the Universe CA		
History-Social Science	Embark Social Studies (TK), Social Studies Grade K Summit ED CA(K), Social Studies Grade 1 Summit ED CA(1st), Social Studies Grade 2 Summit ED CA (2nd), Social Studies Grade 3 Summit ED CA (3rd), California Studies 4 Summit ED(4th), Early American History 5 Summit ED CA (5th) Summit World History (6th), Summit World History II (7th), Summit American History to Late 1800s CA (8th) Summit Modern U.S. History, Summit World History; Principles of American Democracy CA; Principles of American Economics CA, CS Ethnic Studies, CS Philosophy, Sociology I	Yes	0%
Foreign Language	Spanish Level 1 and 2 (K-5), French Level 1 (K-5) and 2 (3-5), Chinese Level 1 (K-5), German Level 1 (3-5) WLG MS Chinese IA and IIA, WLG MS Spanish IA or IIA, WLG MS French IA or IIA, WLG MS German IA or IIA, and WLG MS Latin IA or IIA(6th - 8th) Spanish 1, 2, 3; (HS)	Yes	0%
Health	Health 8 (8th) Summit Health (HS)	Yes	0%
Visual and Performing Arts	Embark Art (TK), Art K E1(K), Art 1 E1(1st), Art 2 E1(2nd), Art 3 E1(3rd), Art 4 E1 (4th), Early American Art E1(5th) Embark Music (TK), Spotlight on Music (K-5) Summit Intermediate World Art I (6th), Summit Intermediate World Art II(7th) , Summit Intermediate American Art II(8th), Spotlight on Music (6th - 8th) Summit Fine Art, Digital Arts I and II, Digital Photography 1 and 2	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	Non-site based program so no lab equipment.

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

iQ Academy California - Los Angeles is a non-site based independent study school.

Year and month of the most recent FIT report

N/A

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	38	47	46	46	47
Mathematics (grades 3-8 and 11)	21	23	33	34	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	866	815	94.11	5.89	37.93
Female	444	420	94.59	5.41	42.00
Male	422	395	93.60	6.40	33.59
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	154	149	96.75	3.25	37.16
Filipino	12	11	91.67	8.33	72.73
Hispanic or Latino	492	463	94.11	5.89	35.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	58	92.06	7.94	36.21

White	120	110	91.67	8.33	46.36
English Learners	73	70	95.89	4.11	11.59
Foster Youth	--	--	--	--	--
Homeless	49	45	91.84	8.16	37.78
Military	14	11	78.57	21.43	54.55
Socioeconomically Disadvantaged	656	620	94.51	5.49	35.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	119	85.61	14.39	26.27

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	866	818	94.46	5.54	22.79
Female	444	421	94.82	5.18	22.62
Male	422	397	94.08	5.92	22.98
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	154	149	96.75	3.25	16.78
Filipino	12	11	91.67	8.33	63.64
Hispanic or Latino	492	466	94.72	5.28	22.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	58	92.06	7.94	24.14
White	120	110	91.67	8.33	24.55
English Learners	73	70	95.89	4.11	14.29
Foster Youth	--	--	--	--	--
Homeless	49	45	91.84	8.16	17.78
Military	14	11	78.57	21.43	63.64

Socioeconomically Disadvantaged	656	623	94.97	5.03	21.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	121	87.05	12.95	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.17	21.06	29.09	28.63	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	518	489	94.40	5.60	21.06
Female	294	279	94.90	5.10	19.00
Male	224	210	93.75	6.25	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	104	100	96.15	3.85	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	292	277	94.86	5.14	19.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30	8.70	9.52
White	74	67	90.54	9.46	35.82
English Learners	39	38	97.44	2.56	10.53
Foster Youth	--	--	--	--	--
Homeless	24	21	87.50	12.50	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	384	365	95.05	4.95	19.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	75	88.24	11.76	17.33

2023-24 Career Technical Education Programs

1. Business and Finance Industry Sector
 Business Management Pathway
 Finance Pathway

2. Information and Communication Technologies Industry Sector
 Game and Simulation Pathway
 Information Support and Services Pathway
 Networking Pathway

3. Arts, Media, and Entertainment Industry Sector
 Animation Pathway
 Graphic Design Pathway
 Web Design Pathway

2023-24 Career Technical Education Programs

4. Potential Certifications:
 Microsoft Office Specialist
 Professional Communication
 IC3 Computing Fundamentals
 Intuit QuickBooks Certified User
 Adobe Animate, Illustrator, InDesign
 IT Specialist

All courses within each sector/pathway are offered by school staff credentialed in the course of study. Students complete a course of study that includes a career exploration course, pathway specific courses, and a capstone course to obtain CTE Approaching Prepared status. Students work towards obtaining additional criteria in order to gain CTE Prepared status. Certifications can be earned after completion of relevant courses within a pathway.

The districts CTE Advisory Board is in the process of being developed. The Advisory Board will meet twice per school year or as requested by Advisory Board members. Current Advisory Board members include Eugenie King (retired CA CTE teacher and business owner), Matthew Decker (Executive Director & Licensed Clinical Social Worker, E5 Therapy) & Tushan Rajapaksa (VP Business Development, Western Region, Allied Universal).

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	179
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.57
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	22.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	27.0	27.0	27.0	27.0	27.0
Grade 7	22.3	22.3	22.3	22.3	22.3
Grade 9	30.3	30.3	30.3	30.3	30.3

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are an extremely important part of iQ Academy California- Los Angeles. Due to the nature of our independent study environment, parents are inherently involved in every step of the process beginning with enrollment and continuing throughout the year.

Onboarding:

Parental involvement begins with attending Learning Coach orientations upon approved enrollment to introduce them to their role in the school and their child's education. Parents are taught how to be effective Learning Coaches, under the guidance of qualified and credentialed teachers. During their first year of enrollment, students benefit from 1:1 support provided by a dedicated coach, ensuring personalized guidance as they adapt to the new educational environment. Additionally, new Learning Coaches are supported through a tiered system of coaching, offering structured and progressively tailored assistance from experienced coaches to help them build confidence and competence in their role.

Collaboration:

Direct parental involvement is fundamental to the school's success. This occurs through regular communication between the teacher and parents to collaborate on student success, as well as scheduled parent conferences. We hold parent workshops periodically throughout the year to continue working with Learning Coaches in areas such as social-emotional learning and instructional strategies to support their students at home. In addition, we host social-emotional learning workshops and informal coffee chats to help parents feel connected to the school community. Parents also have access to a Learning Coach app, which allows them to connect with one another, fostering a sense of collaboration and shared learning. Regular school communication is sent through a ParentSquare platform, ensuring that updates are delivered in the parent's preferred language.

Feedback Opportunities/Leadership:

Parents help us evaluate the school's programs each year through meetings and surveys. Satisfaction surveys are sent seven times a year to allow parents to provide feedback on areas of strength and areas of growth in our school. We hold three

2024-25 Opportunities for Parental Involvement

educational partner feedback meetings annually to inform parents of school data trends and plans, as well as to collect feedback on school programs.

To further enhance parent leadership and input, we have an LCAP Parent Advisory Committee that provides guidance and feedback regarding school programs. Additionally, an English Language Advisory Committee allows parents to contribute feedback specific to the English Language Development department. We also have a Social-Emotional Learning Committee where parents can offer valuable insights and guidance to strengthen our social-emotional learning programs and support systems.

Social Networking:

Parents have a rich social networking experience with the school's Facebook and Instagram sites. We also maintain a YouTube site with informational and support videos parents can refer to when needed. Parents can communicate and collaborate with other parents through the Learning Coach app, sharing ideas/tips/tricks. We have monthly outings in which parents can attend with their student(s) and socialize with other parents. There are also leadership opportunities through our PAC, SEL Committee and ELAC in which parents have a direct impact on school programs and the school community.

Marketing:

Parents are involved in our marketing and outreach as well. They share stories about student successes in our schools along with reasons why they chose our school. They appreciate the opportunity to be involved in our school's outreach efforts and to be a visible school community member.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	13.6	9.2	9.2	4.7	8.5	6.8	7.8	8.2	8.9
Graduation Rate	79.5	81.6	89.1	92.1	88.5	91.1	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	119	106	89.1
Female	80	73	91.3
Male	39	33	84.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	21	19	90.5
Filipino	--	--	--
Hispanic or Latino	59	50	84.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	24	23	95.8
English Learners	15	13	86.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	106	93	87.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	19	76.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1982	1861	300	16.1
Female	1027	968	152	15.7
Male	955	893	148	16.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	24	20	3	15.0
Asian	43	36	4	11.1
Black or African American	358	326	53	16.3
Filipino	29	28	2	7.1
Hispanic or Latino	1133	1075	182	16.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	136	135	20	14.8
White	250	233	32	13.7
English Learners	194	175	29	16.6
Foster Youth	--	--	--	--
Homeless	115	110	25	22.7
Socioeconomically Disadvantaged	1523	1437	249	17.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	334	307	58	18.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.84	1.69	2.03	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.01	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

iQ takes staff and student health and safety very seriously. Because iQ Academy is a virtual school, there is no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and

2024-25 School Safety Plan

fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District. The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

The school safety plan is developed and reviewed yearly with staff and families as part of on-boarding and initial teacher training. While many elements of a traditional school safety plan are not applicable given our virtual setting we still have created guidelines for state assessment delivery, child abuse reporting, emergency disaster/preparedness, school suspension/expulsion policies, discrimination, harassment, intimidation, bullying, and school discipline.

Our school safety plan was reviewed with parents and staff in our Educational Partner meeting on 10/02/2024 and all were given the opportunity to provide feedback. It was approved by the board on 12/10/2024. The key elements in our safety plan include policies regarding Child Abuse Reporting, Sexual Harassment, Bullying Prevention, Disaster Preparedness and the Student Code of Conduct. These processes are detailed in the safety plan and any supporting forms and/or documents are included. As we are a virtual school, safety issues such as active shooter processes or earthquake preparedness are not applicable. However, we do detail the processes to follow in the event of situation such as an internet and/or electrical outage caused by natural disasters or rolling blackouts as part of our disaster preparedness plan. Additionally, being a virtual school means that bullying would likely consist of cyber bullying. With that in mind, our bullying prevention policies focus primarily on the recognizing and reporting cyber bullying to meet the unique needs of our school. Finally, our Student Code of Conduct is also unique given our virtual environment. As our students interact with teachers and other students primarily through the computer, our requirements for student conduct are specific to that environment.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6	3	
1	22	4	2	4
2	22	4	1	5
3	34	1		6
4	18	5	1	4
5	17	8	2	4
6	18	12	2	5
Other	26	3	1	2

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6	2	
1	14	3	3	
2	16	2	4	
3	17	3	2	
4	11	6	2	
5	18	1	4	
6	12	7	6	
Other	26		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4	3	
1	16	3	4	
2	6	14	2	
3	18	1	3	
4	18	2	4	
5	12	4	4	
6	12	16	9	
Other	23		1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	2	7
Mathematics	35	4		6
Science	35	3		5
Social Science	32	4		6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	2	8
Mathematics	27	7	1	6
Science	27	5	1	4
Social Science	31	5		7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	35	4	3	9
Mathematics	32	4	1	7
Science	34	4		6
Social Science	38	2	1	8

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	714.5

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,349	\$4,841	\$10,507	\$62,041
District	N/A	N/A	\$8,282	\$99,348
Percent Difference - School Site and District	N/A	N/A	23.7	-46.2
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-2.5	-44.7

Fiscal Year 2023-24 Types of Services Funded

iQ Academy California - Los Angeles adheres to state and Federal regulations for all services funded. iQ Academy receives funding for Special Education services.

iQ Academy receives specialized funding sources geared towards supporting specific populations of students with unique needs such as English Language Development, Special Education, support for students experiencing homelessness, student in foster care and students needing academic and engagement supports. These resources enable us to provide comprehensive academic, social-emotional, and professional support programs.

Title I Funds are used to provide academic, engagement, and social-emotional support for students identified as needing additional help to achieve grade-level standards.

Title II Funds focus on professional development for staff to ensure high-quality instruction and support.

iQConnect

iQConnect is a program designed to provide engagement support for students who are disengaged from school and/or require specific social-emotional supports. This program also plays a vital role in onboarding new students and Learning Coaches, helping them acclimate to the school's unique systems and expectations. Through targeted interventions, mentoring, and ongoing communication, iQConnect re-engages struggling students and ensure success of new students.

iQBoost

iQBoost is a program that supports students struggling academically by offering one-on-one and small group remediation tailored to their specific areas of need. Whether in ELA, Math, or reading intervention for TK-5 students, iQBoost uses tools such as Freckle, STAR 360, and ESGI to identify learning gaps and provide targeted instruction. This program is focused on helping students master priority standards and build confidence in their academic abilities through personalized and collaborative approaches.

Special Education Funds support services offered within our full-inclusion, general education, independent study model for students who qualify for special education services.

English Language Learners are provided with an English Language Development (ELD) program that includes online instruction, Educeri (Launch to Literacy and Link to Literacy), and Rosetta Stone to support language acquisition and academic progress.

For foster youth and those eligible under the McKinney-Vento Act (MKV), we prioritize services such as essential resources, and individualized academic and emotional support.

These funding streams work together to ensure that all students have equitable access to learning opportunities and the support they need to succeed.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,170	\$59,551
Mid-Range Teacher Salary	\$89,492	\$93,855
Highest Teacher Salary	\$120,467	\$120,219
Average Principal Salary (Elementary)	\$163,304	\$151,525
Average Principal Salary (Middle)	\$174,704	\$158,215
Average Principal Salary (High)	\$185,276	\$171,087
Superintendent Salary	\$369,042	\$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

iQ Academy California - Los Angeles provides research-based professional development in the virtual and in-person setting for all staff members that is research-based. A needs assessment survey is administered in the spring of each year to determine themes and topics that are to be developed into learning opportunities. All staff are encouraged to volunteer to lead PD as resident experts.

As a community of learners, it is vital to tap into the interest and expertise of the team so that the entire staff can acquire new ideas and materials, and develop teaching, organization, and management skills. PD has been provided on best practices for instruction, communication, and engagement among other topics.

Annually and before working with students, staff members participate in training and PD focused on privacy policies, the curriculum, instruction, engagement, communication, special population support, and special programs. Specific training needs are in August and workshops and asynchronous training is provided throughout the year. There are additional training opportunities available weekly to staff who request support or have an identified need through the school's teacher trainers staff. Teachers are also encouraged to research and attend workshops they feel will be beneficial to the enhancement of their practice. The school has made available educator effectiveness funds to those teachers who need to work on induction, credentialing work, or approved professional development.

Instructional Coaching is an important part of iQ Academy's professional development plan. English and Math teachers receive 1:1 instructional coaching from a content expert. All other staff members participate in instructional coaching Professional Learning Communities where strategies, best practices, and common "problems of practice" are discussed in a collaborative consultancy format.

The school staff participates in 3 formal professional development days each school year and conducts synchronous and asynchronous training and PD during the other 17 non-instructional days. An overview of the topics covered by school year is listed below:

2023-2024: Instructional Coaching, Teacher Knowledge of Students and Engagement; Data-Driven and Standards-based Instructional Practice, Effective Lesson Planning, Targeted Instruction Strategies, Questioning (Math), Effective Instruction Techniques, Trauma-Informed Practice, IQ Boost (Intervention), Planned Learning Communities (PLC), Social-Emotional Learning (7 mindsets), Crisis Prevention Institute, Teacher Selected Professional Development (ED Effectiveness), and Generative AI Tools.

2024-2025: Instructional Coaching, Teacher Knowledge of Students and Engagement; Data-Driven and Standards-based Instructional Practice, Effective Lesson Planning, Targeted Instruction Strategies, Questioning (Math), Effective Instruction Techniques, Trauma-Informed Practice, IQ Boost (Intervention), Planned Learning Communities (PLC), Social-Emotional Learning (7 mindsets), Crisis Prevention Institute, Teacher Selected Professional Development (ED Effectiveness), and Generative AI Tools.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17