

iQ Academy California Los Angeles

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 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

2025-26 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/

2025-26 School Description and Mission Statement

IQ Academy California is a virtual non-site based independent study public charter school. The school has a program that creates the foundational components for a exemplary virtual educational program;

- * A comprehensive and mastery-based curriculum
- * High expectations for students and staff
- * Access to excellent educational technology and technological support.
- * A significant amount of off-line work that allows students to work independently
- * Guidance from experienced teachers who have strong instructional support

2025-26 School Description and Mission Statement

* A strong commitment from parents or other caring adults

iQ Academy believes that 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 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	113
Grade 2	132
Grade 3	116
Grade 4	128
Grade 5	119
Grade 6	126
Grade 7	141
Grade 8	150
Grade 9	126
Grade 10	120
Grade 11	166
Grade 12	127
Total Enrollment	1,721

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
American Indian or Alaska Native	1.2
Asian	2.6
Black or African American	18.2
Filipino	1.6
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.6
White	13.8
English Learners	7.8
Foster Youth	0.5
Homeless	5.8
Migrant	0
Socioeconomically Disadvantaged	76.9
Students with Disabilities	16.4

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.

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)	43.2	96.3	534.1	88.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.17	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	1.47	7.7	1.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.98	18.9	3.14	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.22	40.2	6.69	15831.9	5.67
Total Teaching Positions	44.8	100	602.1	100	279044.8	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.

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)	59.3	95.01	534.9	88.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.58	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.4	0.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	2.53	22.3	3.69	11746.9	4.23
Unknown/Incomplete/NA	1.5	2.46	40.5	6.68	14303.8	5.15
Total Teaching Positions	62.4	100	606.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	65.2	95.96	515.6	87.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.4	1.27	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	0.97	5.9	1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	3.06	18.6	3.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	43.3	7.34	13705.8	4.91
Total Teaching Positions	68	100	591	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.60	0	0.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	0	0.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	1.5	2
Total Out-of-Field Teachers	0.80	1.5	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.5	0.9	0.6
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	1	0

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

2025-26 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 January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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), Phonics 2 E1(2nd), 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	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,	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) Summit Earth Science (6th), Summit Life Science (7th), Summit Physical Science (8th)	0%

	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	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)	0%
Health	Health 8 (8th) Summit Health (HS)	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	0%
Science Laboratory Equipment (grades 9-12)	iQ Academy California - Los Angeles is an independent study program that is not site based. Science is provided by Stride.	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	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				

School Facility Conditions and Planned Improvements

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	38	46	46	47	48
Mathematics (grades 3-8 and 11)	23	29	34	34	35	37

2024-25 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	1275	1207	94.67	5.33	37.77
Female	695	667	95.97	4.03	40.21
Male	580	540	93.10	6.90	34.76
American Indian or Alaska Native	13	11	84.62	15.38	36.36
Asian	28	27	96.43	3.57	66.67
Black or African American	267	251	94.01	5.99	27.09
Filipino	21	20	95.24	4.76	50.00
Hispanic or Latino	738	704	95.39	4.61	38.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	36	94.74	5.26	42.86

White	162	152	93.83	6.17	44.08
English Learners	115	113	98.26	1.74	17.12
Foster Youth	--	--	--	--	--
Homeless	86	81	94.19	5.81	35.80
Military	14	11	78.57	21.43	63.64
Socioeconomically Disadvantaged	979	928	94.79	5.21	34.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	232	206	88.79	11.21	17.16

2024-25 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	1275	1204	94.43	5.57	29.49
Female	695	663	95.40	4.60	29.33
Male	580	541	93.28	6.72	29.68
American Indian or Alaska Native	13	12	92.31	7.69	18.18
Asian	28	27	96.43	3.57	40.74
Black or African American	267	250	93.63	6.37	22.58
Filipino	21	20	95.24	4.76	50.00
Hispanic or Latino	738	700	94.85	5.15	28.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	36	94.74	5.26	37.14
White	162	153	94.44	5.56	38.56
English Learners	115	111	96.52	3.48	23.64
Foster Youth	--	--	--	--	--
Homeless	86	82	95.35	4.65	24.69
Military	14	11	78.57	21.43	63.64

Socioeconomically Disadvantaged	979	926	94.59	5.41	27.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	232	206	88.79	11.21	18.14

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	21.06	33.28	28.63	31.84	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	724	685	94.61	5.39	32.16
Female	408	388	95.10	4.90	30.91
Male	316	297	93.99	6.01	33.78
American Indian or Alaska Native	--	--	--	--	--
Asian	19	17	89.47	10.53	41.18
Black or African American	130	121	93.08	6.92	23.97
Filipino	13	12	92.31	7.69	75.00
Hispanic or Latino	424	406	95.75	4.25	32.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	27.78
White	113	105	92.92	7.08	36.19
English Learners	64	62	96.88	3.12	18.03
Foster Youth	--	--	--	--	--
Homeless	44	42	95.45	4.55	21.43
Military	13	11	84.62	15.38	81.82
Socioeconomically Disadvantaged	543	516	95.03	4.97	29.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	108	87.10	12.90	20.56

2024-25 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

4. Potential Certifications:

2024-25 Career Technical Education Programs

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).

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	360
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.44
Graduates Who Completed All Courses Required for UC/CSU Admission	13.67

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.

2024-25 California Physical Fitness Test Participation Rates

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	11.6%	11.6%	11.6%	11.6%	11.6%
Grade 7	24.9%	24.9%	24.9%	24.9%	24.9%
Grade 9	18.2%	18.2%	18.2%	18.2%	18.2%

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.

2025-26 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

2025-26 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.2	9.2	12.7	8.5	6.8	6.1	8.2	8.9	8
Graduation Rate	81.6	89.1	80	88.5	91.1	90.7	86.2	86.4	87.5

2024-25 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	150	120	80.0
Female	79	68	86.1
Male	71	52	73.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	25	21	84.0
Filipino	--	--	--
Hispanic or Latino	79	65	82.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	33	26	78.8
English Learners	22	16	72.7
Foster Youth	--	--	--
Homeless	12	7	58.3
Socioeconomically Disadvantaged	126	97	77.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	38	30	78.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2715	2515	372	14.8
Female	1456	1363	195	14.3
Male	1259	1152	177	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	24	23	3	13.0
Asian	60	57	6	10.5
Black or African American	556	512	93	18.2
Filipino	39	38	1	2.6
Hispanic or Latino	1566	1466	205	14.0
Native Hawaiian or Pacific Islander	18	17	6	35.3
Two or More Races	74	69	7	10.1
White	375	330	50	15.2
English Learners	260	243	28	11.5
Foster Youth	16	14	2	14.3
Homeless	199	185	32	17.3
Socioeconomically Disadvantaged	2168	2014	321	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	507	450	86	19.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.69	2.03	1.78	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.01	0.07	0.08	0.07	0.06

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 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.

2025-26 School Safety Plan

iQ Academy California–Los Angeles has adopted a Comprehensive School Safety Plan (CSSP) in compliance with California Education Code Sections 32280–32289. The plan was reviewed and updated on November 3, 2025, and formally adopted by the Governing Board on December 11, 2025. The CSSP was developed in consultation with education partners as part of the annual safety planning process. The plan is reviewed and updated annually to ensure alignment with current laws, best practices, and the unique needs of the school’s virtual instructional model.

As a primarily virtual, non-classroom-based charter school serving grades TK–12, iQ Academy California–Los Angeles has designed its safety plan to address both online learning environments and occasional in-person school-sponsored events. Key elements of the CSSP include procedures for child abuse reporting, bullying and cyberbullying prevention, hate-motivated behavior response, sexual harassment prevention, and mandated reporting. The plan also outlines protocols for responding to threats of violence, active shooter situations, medical emergencies such as sudden cardiac arrest, opioid overdose awareness and response, and crisis intervention for students at risk of harm to themselves or others.

The CSSP further includes disaster preparedness and instructional continuity procedures to ensure uninterrupted learning during emergencies, as well as discipline policies aligned with state law to maintain a safe and orderly learning environment. Safety training for staff is conducted annually, and families are informed of safety expectations, reporting procedures, and available supports. A copy of the Comprehensive School Safety Plan is available for review upon request, and a summary of the plan’s status and key components is reported annually in the School Accountability Report Card.

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.

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	0
1	14	3	3	0
2	16	2	4	0
3	17	3	2	0
4	11	6	2	0
5	18	1	4	0
6	12	7	6	0
Other	26	0	2	0

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	0
1	16	3	4	0
2	6	14	2	0
3	18	1	3	0
4	18	2	4	0
5	12	4	4	0
6	12	16	9	0
Other	23	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9	9	3	
1	14	4	4	
2	7	15	4	
3	19	2	4	
4	11	8	4	
5	17	3	4	
6	10	47	14	3

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	0	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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	32	7	2	11
Mathematics	35	5	1	10
Science	35	4		6
Social Science	33	8	1	9

2024-25 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

2024-25 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	1.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$16,581	\$5,605	\$10,976	\$71,262
District	N/A	N/A	\$8,282	\$108,655
Percent Difference - School Site and District	N/A	N/A	28.0	-41.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-1.5	-37.1

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$49,010	\$62,783
Mid-Range Teacher Salary	\$97,098	\$97,783
Highest Teacher Salary	\$130,707	\$128,020
Average Principal Salary (Elementary)	\$177,185	\$160,224
Average Principal Salary (Middle)	\$185,151	\$166,992
Average Principal Salary (High)	\$205,683	\$180,971
Superintendent Salary	\$400,415	\$313,465
Percent of Budget for Teacher Salaries	30.97%	30.05%
Percent of Budget for Administrative Salaries	4.5%	5%

2024-25 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.

Professional Development

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.

2025-2026: 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) and Collaborative for Academic, Social, and Emotional Learning (CASEL), 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17