

ORIGINAL

**AGENDA
REGULAR MEETING
BOARD OF DIRECTORS
iQ Academy California-Los Angeles
February 26, 2026
3:45 P.M.**

Primary Location:

Zoom Meeting: <https://zoom.us/j/6666524076>

Conference call: (669) 900-9128

Meeting ID: 666 652 4076

Alternate Locations:

23308 Elm Avenue, Torrance, CA 90505

871 Hartglen Ave., Westlake Village, CA 91361

Rowland Unified School District, 1830 South Nogales Street, Rowland Heights, CA 91748

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The iQ Academy California-Los Angeles Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the School Office (805-581-0202). You may also email carobinson@caliva.org.
2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the School Office (805-581-0202) or emailing carobinson@caliva.org seventy-two hours in advance of the meeting.
3. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. In the event a member of the public speaks to the Board in a language other than English, their allowed public comment time will be doubled to allow time for translation of their comments.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

iQ Academy California- Los Angeles does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures of practices.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require

appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact iQ Academy California- Los Angeles office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 3:45 P.M.

B. ROLL CALL

	Present	Absent
Ms. Esther Garcia	<u> X </u>	<u> </u>
Dr. Julie Mendoza (President)	<u> </u>	<u> X </u>
Mr. Ben Pace (Treasurer)	<u> X </u>	<u> </u>

C. FLAG SALUTE

- Led by Nicholas Stecken.

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

Laura Ramli (IQTA and CVEU): Laura Ramli reported concerns related to the implementation of the educator contract, noting that it establishes minimum instructional time expectations. She stated that there have been changes to class times and course names during the year, as well as a reduction in preparation time for middle school teachers, and that these issues have not yet been resolved.

She also raised concerns regarding the use of systems such as Canvas and PowerSchool, stating that they have contributed to increased teacher workload and inconsistencies in how compensation is applied.

Ms. Ramli requested that the Board consider the following:

1. Ensure consistent implementation of the collective bargaining agreement (CBA) and meaningful involvement in resolving related issues.
2. Protect instructional time to support student learning needs.
3. Review compensation practices for clarity and consistency.

- Dr. Kimberly Lamos (Middle School Teacher): Dr. Lamos, a veteran teacher with 11 years at iQ Academy and feels that teaching this year has been the most challenging. She noted that new administrative duties and issues with school platforms have increased teachers' workloads, while additional directives from administration continue without recognition for work well done.

Teachers are managing larger workloads due to new platforms while also responding to questions from parents and families about the new software in

addition to their teaching responsibilities. Recurring glitches in Canvas and PowerSchools persist, requiring ongoing annual corrections. Dr. Lamos suggested that the board ask administration to improve communication with teachers, who serve as the primary face of the school.

- Nicole Piper (CVEU President): Nicole Piper addressed the Board regarding concerns about avoidable school expenses and ongoing issues related to compliance with the collective bargaining agreement (CBA). She stated that these matters continue to require significant time in meetings, impacting the ability to focus on other priorities.

Nicole noted that if the concerns are not resolved, they may proceed to arbitration, which could result in additional time and expense for the school. She encouraged the Board to support efforts to ensure adherence to the existing agreement, emphasizing the importance of timely resolution for students, staff, and families.

B. For Information: Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

- Nicholas addressed the Board and reaffirmed the school's commitment to complying with applicable law and the collective bargaining agreement (CBA). He encouraged CVEU to bring forward concerns for resolution through established processes.

Nicholas introduced Jennifer Gorin to the Board.

Enrollment: Nicholas reported that, as discussed at the previous Board meeting, enrollment projections for 2025–2026 are below initial expectations. The school had projected approximately 15% enrollment growth; however, current estimates indicate growth of approximately 2–5%.

The school admin has already made some adjustments to this for both next year and for the remaining year;

- We are planning to adjust our approval windows to be 2 weeks prior to start date as the deadline, this will enable us to open up weekly cohorts for MS/HS in 26-27 which should smooth large influxes of students and provide families more options to start sooner.
- We are continuing to work with a marketing team to see better social media presence in 26-27 as well as revisions to our website and to make it more visible in AI supported search.
- We are opening up one additional cohort in HS that started this last week, HS enrollment has been higher than TK–5 (which has usually dominated our enrollment trends).

Prior Board Meeting:

Admin-Start Date	Accept	Not Accepted	Grand Total
High School	719	97	816
Elementary	846	88	934
Middle School	646	65	711
Grand Total	2211	250	2461

Current Enrollment:

Admin-Start Date	Accept	Not Accepted	Grand Total
Eileen Abe-Mesias	795	32	827
Jazmine Prinn	933	78	1011
Juliette Pinzon	800	70	870
Grand Total	2528	180	2708

- Katrina Mohamed: Update on Canvas and PowerSchool – all systems have remained stable, K12 teams meet with vendors to enhance and release new things in the system, majority of shipments and supplies are arriving within expected window.

- C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.
 - LCAP mid-year review
Nicholas Stecken: shared summary
- D. Approval of Previous Board Meeting Minutes
 - Minutes from 12/11/25 Regular Meeting
 - Minutes from 01/20/26 Special Meeting
 - Moved: Ben
 - 2nd: Esther

APPROVED

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

SCHEDULED FOR ACTION

A. BUSINESS

FY 2025-26 Second Interim Budget Update
- No questions asked.

Ratification of Disbursements
- No questions asked.

CALPERS Pre-Tax Deduction Plan
- No questions asked.

B. PERSONNEL

2025-26 Employment Agreements and Terminations
- No questions asked.

C. INSTRUCTION AND CURRICULUM

School Accountability Report Card
- No questions asked.

Immigration Compliance, Enforcement Response, and Student Protection Policy
- No questions asked.

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION
None

VI. ADJOURNMENT

The meeting was adjourned at 4:21 P.M.

APPROVED

BDRPT 02
APPROVED

BDRPT 03
APPROVED
BDRPT 08

APPROVED

BDRPT 04

APPROVED

BDRPT 05
APPROVED

BDRPT 06

APPROVED

**TO: IQ ACADEMY CALIFORNIA - LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #02

VIA: IQ ACADEMY STAFF

February 26, 2026

SUBJECT: Fiscal Year 2025-26 Second Interim Budget Update

PROPOSAL:

It is proposed that the Governing Board of IQ Academy California - Los Angeles approve the "Second Interim Budget Update."

BACKGROUND:

This report has been prepared using the Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator.

The adopted budget for the 2025-26 fiscal year was based on anticipated P2 ADA of 2,135 students. The current P2 ADA estimate for IQ Academy California - Los Angeles has decreased to 2,124 students, which is expected to generate \$36,563,682 in funding. The current budget anticipates a deficit of \$8,464,707, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that IQ Academy California - Los Angeles' revenues meet all expenses with no deficit. As a result, the audited financials for the year will show a balanced budget.

BUDGET IMPLICATIONS:

The forecasted revenue is \$36,563,682. The school will experience a balanced budget for the 2025-26 school year.

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Approve the Second Interim Budget Update for the 2025-26 school year on behalf of IQ Academy California - Los Angeles.
2. Authorize the Head of School to make budget adjustments periodically to include unanticipated revenue or unexpected costs that may arise.

RESPECTFULLY SUBMITTED

Nicholas Stecken
Head of School

PREPARED BY:

Nicholas Stecken
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

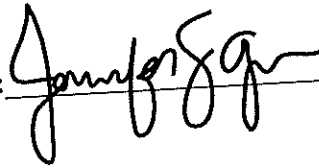
Nicholas Stecken
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed:  Date: 2/26/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza				X		X
Ben Pace	X				X	
Esther Garcia	X					

iQ Academy California Los Angeles

Board Presentation

Fiscal Year 2025-26

Second Interim Budget





iQ Academy California Los Angeles

Summary of Changes from Fiscal Year 2025-26 First Interim Budget

Category	Current	Incr (Decr)	Reason
ADA	2,124	(57)	-3% decrease compared to Fiscal Year 2025-26 First Interim Budget
LCFF Revenue	\$ 31,873,815	\$ (841,769)	Decrease primarily due to a decrease in estimated P2 ADA
Restricted Revenue	\$ 4,620,916	\$ (114,223)	Decrease primarily due to an a decrease in enrollment driven decrease in Lottery funding, partially offset by an effective SpEd & MH funding rate increase, and an increase in planned Title and one-time state restricted funded expenditures
Expenses	\$ 36,563,682	\$ (955,992)	Primarily due to an increase in estimated FY26 K12 invoice credits, an enrollment driven decrease in student materials and services, a reduction in number of classified FTEs approved to hire in the FY26 1st Interim Budget, all of which partially offset by an increase in estimated SpEd contracted services expenditures

Fiscal Year 2025-26 Second Interim Budget Highlights

SB740	58.70%	Certificated salaries and benefits, as a percent of revenue, is 18.7% higher than required
	94.72%	Instruction and instruction-related services, as a percent of revenue, is 14.7% higher than required
K12 Invoice Credits	\$ (8,464,707)	Amount of credits issued by K12 for Fiscal Year 2025-26, which guarantee the school does not end the year with a deficit



Academy California Los Angeles

Fiscal Year 2025-26

Second Interim Budget Comparison

Description	Object Code	2025-26 Adopted Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	vs. First Interim Budget Increase (Decrease)	
					\$ Difference	% Change
P2 ADA		2,135	2,181	2,124	(57)	-2.63% ^a
A. REVENUES						
1. LCFF/Revenue Limit Sources						
2. Federal Revenues	8010-8099	\$ 31,802,505	\$ 32,715,584	\$ 31,873,815	\$ (841,769)	-2.57% ^b
3. Other State Revenues	8100-8299	884,316	996,705	1,006,780	10,076	1.01% ^c
4. Other Local Revenues	8300-8599	3,578,049	3,738,434	3,614,135	(124,299)	-3.32% ^d
5. TOTAL REVENUES	8600-8799	68,951	68,951	68,951	-	0.00% ^e
		\$ 36,333,821	\$ 37,519,674	\$ 36,563,682	\$ (955,992)	-2.55%
B. EXPENDITURES						
1. Certificated Salaries	1000-1999	\$ 12,179,852	\$ 12,280,631	\$ 12,270,593	\$ (10,039)	-0.08% ^f
2. Non-certificated Salaries	2000-2999	2,832,417	2,616,943	2,386,060	(230,883)	-8.82% ^g
3. Employee Benefits	3000-3999	4,975,479	5,074,644	4,955,434	(119,211)	-2.35% ^h
4. Books and Supplies	4000-4999	5,971,351	6,388,911	5,062,023	(1,326,888)	-20.77% ⁱ
5. Services and Other Operating Expenditures	5000-5999	10,322,352	11,106,174	11,837,202	731,028	6.58% ^j
6. Capital Outlay	6000-6999	52,371	52,371	52,371	-	0.00% ^k
7. Other Outgo	7100-7499	-	-	-	-	-
8. TOTAL EXPENDITURES		\$ 36,333,821	\$ 37,519,674	\$ 36,563,682	\$ (955,992)	-2.55%
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES						
D. OTHER FINANCING SOURCES/USES						
E. NET INCREASE (DECREASE) IN FUND BALANCE						

EXPLANATION OF VARIANCES:

- ^a -3% decrease compared to Fiscal Year 2025-26 First Interim Budget
- ^b Decrease primarily due to a decrease in estimated P2 ADA
- ^c Primarily due to an increase in planned Title expenditures
- ^d Primarily due to an enrollment driven decrease in Lottery funding
- ^e No change compared to FY26 1st Interim Budget
- ^f Primarily due to a decrease in average salary per certificated employee compared to FY26 1st Interim Budget
- ^g Primarily due to a reduction in number of Classified FTEs approved to hire in FY26 1st Interim Budget
- ^h Primarily due to an estimated decrease in employer portion of health benefits compared to FY26 1st Interim Budget
- ⁱ Primarily due to an increase in estimated FY26 K12 invoice credits, and an enrollment driven decrease in student materials and services fees
- ^j Primarily due to an increase in estimated SpEd contracted services expenditures, partially offset by a revenue driven decrease in K12 Support Services and Technology
- ^k No change from Fiscal Year 2025-26 1st Interim Budget



iQ Academy California -
Los Angeles
Fiscal Year 2025-26
Second Interim Budget

Senate Bill 740 Instructional Cost		
	Object Code	Total
Certificated Salaries and Benefits		
Certificated Teacher Salaries	1100	\$ 10,647,030
Cert. Supervisors' and Admin. Salaries	1300	\$ 1,442,062
Additional Certificated Personnel Pay	1900	\$ 181,500
Certificated Employee Benefits	3000-3999	\$ 4,099,191
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	\$ 5,091,852
Certificated Staff Cost		
Non-Certificated Support Salaries	2200	\$ 2,386,060
Non-Certificated Employee Benefits	3000-3999	\$ 856,243
Approved Textbooks and Core Curricula Materials	4100	\$ 4,665,982
Materials and Supplies	4300	\$ 396,041
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	\$ 1,272,963
Travel and Conferences	5200	\$ 1,497,314
Inst. Computers/Printers/Leasing	5600	\$ 1,676,240
Contract - Student Instructional Technology (7%)	5800	\$ -
Other Instructional and Operating Expenditures	5800	\$ 52,009
ISP Services/Telephone	5900	\$ 368,413
Instruction & Instruction-Related Costs		
Total Instructional Cost		\$ 34,632,900

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	\$ 21,461,635	\$ 36,563,682	58.70%
B. Total Instructional Costs	\$ 34,632,900	\$ 36,563,682	94.72%
C. PTR (Pupil-Teacher Ratio)	18.70 : 1		

Note:
 In order to qualify for a 100% funding recommendation from ACCS, iQ Academy California Los Angeles needs to meet the following criteria:

- 1) Line A. must equal or exceed 40 percent,
- 2) Line B. must equal or exceed 80 percent, AND
- 3) Line C. PTR (Pupil-Teacher Ratio) cannot exceed of 25:1

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues Invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2025-26 will show a balanced budget.

	Original Invoice	Invoice Credits	Revised Invoice
K12 Charges	\$ 4,744,315	\$ (4,744,315)	\$ -
Support Services Fees (13%)	\$ 2,299,012	\$ (2,299,012)	\$ -
Technology Fees (7%)	\$ 4,661,723	\$ (1,421,381)	\$ 3,240,342
OLS - Curriculum & Development	\$ 1,170,908	\$ -	\$ 1,170,908
Instruction Materials	\$ 1,510,478	\$ -	\$ 1,510,478
Inst. Computers/Printers/Leasing	\$ 14,386,436	\$ (8,464,707)	\$ 5,921,729
Total Net K12, Inc.-Related Expenditures			

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 SECOND INTERIM**

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2025-26

To the entity that approved the charter school:
() 2025-26 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: February 26, 2026
Charter School Official
(Original signature required)
Print Name: Nicholas Stecken Title: Head of School

To the County Superintendent of Schools:
() 2025-26 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: _____ Title: _____

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Corrie Duran
Name
Director of Fiscal Services
Title
626.854.8321
Phone
corrieduran@rowlandschools.org
E-mail

For Charter School:

Francis "Paco" Burke
Name
Chief Business Official
Title
805.232.4142
Phone
fburke@caliva.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

County Representative

Date

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 SECOND INTERIM - SUMMARY**

Charter School Name: IQ Academy California-
 (continued) Los Angeles
 CDS #: 19-73452-0120600
 Charter Approving Entity: Rowland Unified School District
 County: Los Angeles
 Charter #: 1135
 Fiscal Year: 2025-26

Description	Object Code	2025-26 First Interim (X)	2025-26 Second Interim (Z)	First Interim vs. Second Interim Increase (Decrease)	
				\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	32,715,584	31,873,815	-841,769	-2.57%
2. Federal Revenues	8100-8299	996,705	1,006,780	10,075	1.01%
3. Other State Revenues	8300-8599	3,738,434	3,614,135	-124,299	-3.32%
4. Other Local Revenues	8600-8799	68,951	68,951	0	0.00%
5. TOTAL REVENUES		37,519,674	36,563,682	-955,992	-2.55%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	12,280,631	12,270,593	-10,039	-0.08%
2. Non-certificated Salaries	2000-2999	2,616,943	2,386,060	-230,883	-8.82%
3. Employee Benefits	3000-3999	5,074,644	4,955,434	-119,211	-2.35%
4. Books and Supplies	4000-4999	6,388,911	5,067,023	-1,321,888	-20.77%
5. Services and Other Operating Expenditures	5000-5999	11,106,174	11,837,202	731,028	6.58%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	52,371	52,371	0	0.00%
7. Other Outgo	7100-7499	0	0	0	0.00%
8. TOTAL EXPENDITURES		37,519,674	36,563,682	-955,992	-2.55%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0	0	0	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance	9791	0	0	0	0.00%
a. As of July 1	9793, 9795	0	0	0	
b. Adjustments to Beginning Balance		0	0	0	
c. Adjusted Beginning Balance		0	0	0	
2. Ending Fund Balance, June 30 (E + F.1.c.)					
Components of Ending Fund Balance :					
a. Nonspendable	9711	-	-	-	
Revolving Cash (equals object 9130)	9712	-	-	-	
Stores (equals object 9320)	9713	-	-	-	
Prepaid Expenditures (equals object 9330)	9719	-	-	-	
All Others	9740	-	-	-	
b. Restricted		-	-	-	
c. Committed	9750	-	-	-	
Stabilization Arrangements	9760	-	-	-	
Other Commitments		-	-	-	
d. Assigned	9780	-	-	-	
Other Assignments		-	-	-	
e. Unassigned/Unappropriated	9789	-	-	-	
Reserve for Economic Uncertainties		-	-	-	
Unassigned/Unappropriated Amount	9790	-	-	-	

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Second Interim Report - Detail**

Charter School Name: IQ Academy California-
 (continued) Los Angeles
 CDS #: 19-73452-0120600
 Charter Approving Entity: Rosland Unified School District
 County: Los Angeles
 Charter #: 1335
 Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2025-26 First Interim Budget			2025-26 Actuals thru 1/31			2025-26 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF/Revenue Limit Sources										
State Aid - Current Year										
Education Protection Account State Aid - Current Year	8011	19,615,623	-	19,615,623	11,429,158	-	11,429,158	18,991,461	-	18,991,461
Charter Schools Gen. Purpose Entitlement - State Aid	8012	8,315,129	-	8,315,129	4,690,427	-	4,690,427	8,096,582	-	8,096,582
State Aid - Prior Years	8015	-	-	-	-	-	-	-	-	-
Tax Relief Subventions	8019	-	-	-	-	-	-	-	-	-
County and District Taxes	8020-8039	-	-	-	-	-	-	-	-	-
Miscellaneous Funds	8040-8079	-	-	-	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:	8080-8089	-	-	-	-	-	-	-	-	-
PERS Reduction Transfer	8092	-	-	-	-	-	-	-	-	-
Charter Schools Funding In Lieu of Property Taxes	8096	4,784,832	-	4,784,832	2,766,128	-	2,766,128	4,784,832	-	4,784,832
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		32,715,584	-	32,715,584	18,885,713	-	18,885,713	31,873,815	-	31,873,815
2. Federal Revenues										
No Child Left Behind										
Special Education - Federal	8290	-	506,179	506,179	-	-	-	-	-	-
Child Nutrition - Federal	8181, 8182	-	488,526	488,526	-	261,615	261,615	-	518,496	518,496
Other Federal Revenues	8220	-	-	-	-	-	-	488,284	-	488,284
Total, Federal Revenues	8110, 8260-8299	-	996,705	996,705	-	261,615	261,615	-	1,006,780	1,006,780
3. Other State Revenues										
Special Education - State	StateRevSE	-	2,140,813	2,140,813	-	2,577,462	2,577,462	-	2,153,975	2,153,975
All Other State Revenues	StateRevAO	485,775	1,111,847	1,597,622	694,433	134,626	829,059	378,418	1,081,742	1,460,160
Total, Other State Revenues		485,775	3,252,659	3,738,434	694,433	2,712,088	3,406,521	378,418	3,235,717	3,614,195
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	68,951	-	68,951	25,412	-	25,412	68,951	-	68,951
Total, Local Revenues		68,951	-	68,951	25,412	-	25,412	68,951	-	68,951
5. TOTAL REVENUES		33,270,310	4,249,364	37,519,674	19,605,558	2,973,704	22,579,261	32,311,184	4,242,498	36,553,682
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries										
Certificated Pupil Support Salaries	1100	9,487,981	1,320,433	10,808,414	5,998,669	688,395	6,687,064	9,316,432	1,330,589	10,647,020
Certificated Supervisors' and Administrators' Salaries	1200	-	69,867	69,867	750,416	110,787	861,203	1,369,959	72,103	1,442,062
Other Certificated Salaries	1300	1,397,149	-	1,397,149	-	-	-	160,440	21,060	181,500
Total, Certificated Salaries	1900	10,885,164	1,390,300	12,275,464	6,729,085	799,182	7,528,267	10,846,831	1,423,751	12,270,582
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries										
Non-certificated Support Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Supervisors' and Administrators' Sal.	2200	2,290,938	326,005	2,616,943	1,070,639	177,083	1,247,722	2,047,419	338,641	2,386,060
Clerical and Office Salaries	2300	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2400	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries	2900	2,290,938	326,005	2,616,943	1,070,639	177,083	1,247,722	2,047,419	338,641	2,386,060
3. Employee Benefits										
STRS										
PERS										
OASDI / Medicare / Alternative	3101-3102	2,079,945	265,656	2,345,601	1,285,255	152,644	1,437,899	2,071,745	271,938	2,343,683
Health and Welfare Benefits	3201-3202	614,201	87,402	701,602	287,038	47,476	334,514	548,913	90,790	639,703
Unemployment Insurance	3401-3402	417,146	46,495	463,641	245,773	30,888	276,661	422,436	52,875	475,311
Workers' Compensation Insurance	3501-3502	1,388,614	175,186	1,563,800	655,898	173,002	828,900	1,236,687	147,376	1,384,063
OPEB, Allocated	3601-3602	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3701-3702	-	-	-	58,809	7,011	65,820	100,672	12,002	112,673
PERS Reduction (for revenue limit funded schools)	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3801-3802	-	-	-	-	-	-	-	-	-
Total, Employee Benefits	3901-3902	4,499,906	574,739	5,074,644	2,533,773	361,020	2,894,794	4,380,453	574,981	4,955,434
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials										
Books and Other Reference Materials	4100	6,076,244	46,910	6,123,154	3,108,040	19,156	3,127,196	4,637,400	28,583	4,665,982
Materials and Supplies	4200	-	-	-	-	-	-	396,041	-	396,041
Noncapitalized Equipment	4300	265,757	-	265,757	6,705	-	6,705	-	-	6,705
Food	4400	-	-	-	-	-	-	-	-	-
Total, Books and Supplies	4700	6,342,001	46,910	6,388,911	3,114,745	19,156	3,133,901	5,033,440	28,583	5,062,023



iQ Academy California -
Los Angeles
Fiscal Year 2025-26
Second Interim Budget

Multi-Year Projection Assumptions			
Factor	FY 2025-26 (Y1)	FY 2026-27 (Y2)	FY 2027-28 (Y3)
Estimated Enrollment	2,099	2,120	2,141
Estimated # Unduplicated Pupils	1,622	1,641	1,663
Estimated P2 ADA	2,124	2,145	2,166
LCFF Entitlement per ADA	\$ 15,009	\$ 15,396	\$ 15,845
Average Daily Attendance Growth Rate ¹	12.7%	1.0%	1.0%
Net State SpEd Funding Rate per ADA	\$ 955	\$ 955	\$ 955
State Mental Health Funding Rate per ADA	\$ 83	\$ 84	\$ 84
Estimated Special Education Growth Rate	12.7%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.37%	3.08%	2.75%
Statutory Cost-of-Living Allowance (COLA)	2.30%	2.41%	3.06%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA ²	3.04%	2.57%	2.92%
Estimated Certificated FTEs	148.6	150.1	151.6
% Increase (Decrease) Certificated FTEs	-1.41%	1.00%	1.00%
% Increase Certificated Salaries per FTE	-0.08%	2.99%	2.90%
Salaries (Min Wage Schedule)	2.42%	2.96%	2.87%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	39.4	39.4	39.4
% Increase (Decrease) Classified FTEs	0.77%	0.00%	1.00%
% Increase Classified Salaries per FTE	-8.82%	3.08%	2.75%
CalPERS Employer Rate (statutory)	26.81%	26.40%	26.90%
Other State Revenues: Lottery	\$ 442,838	\$ 456,478	\$ 469,031
Other State Revenues: Mandated Block Grant	\$ 70,523	\$ 72,222	\$ 74,432
Other State Revenues: A-G Completion	\$ -	\$ -	\$ -
Other State Revenues: Prop 28: AMS	\$ 86,439	\$ 88,522	\$ 91,231
Other State Revenues: Arts Music Instr Materials Block Grant	\$ 93,989	\$ -	\$ -
Other State Revenues: Educator Effectiveness	\$ 73,459	\$ -	\$ -
Other State Revenues: Learning Recovery Emergency Block Grant	\$ 683,962	\$ 700,446	\$ 721,879
Other State Revenues: Literacy Screening PD	\$ 8,950	\$ 9,166	\$ 9,446
Other Federal Revenues:	\$ -	\$ -	\$ -

¹ FY 2025-26 growth rate based on FY 2024-25 P2 ADA

² Based on FCMAT Local Control Funding Formula calculator (Includes COLA & Grade Span Adjustments).

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 First Interim**

Charter School Name: IQ Academy California-
 (continued) Los Angeles
 CDS #: 19-73452-0120600
 Charter Approving Entity: Rowland Unified School District
 County: Los Angeles
 Charter #: 1135
 Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			2026-27	2027-28
		Unrestricted	Restricted	Total	Projections	Projections
A. REVENUES				18,992,401	19,861,650	20,822,609
1. LCFF/Revenue Limit Sources	8011	18,992,401	0	18,992,401	8,374,628	8,717,196
State Aid - Current Year	8012	8,096,582	0	8,096,582	0	0
Education Protection Account State Aid - Current Year	8015	0	0	0	0	0
Charter Schools Gen. Purpose Entitlement - State Aid	8019	0	0	0	0	0
State Aid - Prior Years	8020-8039	0	0	0	0	0
Tax Relief Subventions	8040-8079	0	0	0	0	0
County and District Taxes	8080-8089	0	0	0	0	0
Miscellaneous Funds						
LCFF/Revenue Limit Transfers:	8092	0	0	0	0	0
PERS Reduction Transfer	8096	4,784,832	0	4,784,832	4,784,832	4,784,832
Charter Schools Funding in lieu of Property Taxes	8091, 8097	0	0	0	0	0
Other LCFF/Revenue Limit Transfers						
Total, LCFF/Revenue Limit Sources		31,873,815	0	31,873,815	33,021,110	34,324,637
2. Federal Revenues	8290	0	518,496	518,496	534,466	549,164
No Child Left Behind	8181, 8182	0	488,284	488,284	493,167	498,099
Special Education - Federal	8220	0	0	0	0	0
Child Nutrition - Federal	8110, 8260-8299	0	0	0	0	0
Other Federal Revenues			1,006,780	1,006,780	1,027,633	1,047,262
Total, Federal Revenues						
3. Other State Revenues	StateRevSE	0	2,153,975	2,153,975	2,175,515	2,197,270
Special Education - State	StateRevAO	378,418	1,081,742	1,460,160	1,326,834	1,366,020
All Other State Revenues		378,418	3,235,717	3,614,135	3,502,348	3,563,290
Total, Other State Revenues						
4. Other Local Revenues	LocalRevAO	68,951	0	68,951	0	0
All Other Local Revenues		68,951	0	68,951	0	0
Total, Local Revenues		32,321,184	4,242,498	36,563,682	37,551,091	38,935,189
5. TOTAL REVENUES						
B. EXPENDITURES				10,647,030	11,084,748	11,534,437
1. Certificated Salaries	1100	9,316,432	1,330,599	10,647,030	11,084,748	11,534,437
Certificated Teachers' Salaries	1200	0	0	0	0	0
Certificated Pupil Support Salaries	1300	1,369,959	72,103	1,442,062	1,486,478	1,527,356
Certificated Supervisors' and Administrators' Salaries	1900	160,440	21,060	181,500	187,090	192,235
Other Certificated Salaries		10,846,831	1,423,761	12,270,593	12,758,316	13,254,028
Total, Certificated Salaries						
2. Non-certificated Salaries	2100	0	0	0	0	0
Non-certificated Instructional Aides' Salaries	2200	2,047,419	338,641	2,386,060	2,459,551	2,527,188
Non-certificated Support Salaries	2300	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2400	0	0	0	0	0
Clerical and Office Salaries	2900	0	0	0	0	0
Other Non-certificated Salaries		2,047,419	338,641	2,386,060	2,459,551	2,527,188
Total, Non-certificated Salaries						
3. Employee Benefits	3101-3102	2,071,745	271,938	2,343,683	2,436,838	2,531,519
STRS	3201-3202	548,913	90,790	639,703	649,321	679,814
PERS	3301-3302	422,436	52,875	475,311	476,971	501,583
OASDI / Medicare / Alternative	3401-3402	1,236,687	147,376	1,384,063	1,296,546	1,397,516
Health and Welfare Benefits	3501-3502	0	0	0	0	0
Unemployment Insurance	3601-3602	100,672	12,002	112,673	113,067	118,901
Workers' Compensation Insurance	3701-3702	0	0	0	0	0
OPEB, Allocated	3751-3752	0	0	0	0	0
OPEB, Active Employees	3801-3802	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3901-3902	0	0	0	0	0
Other Employee Benefits		4,380,453	574,981	4,955,434	4,972,744	5,229,332
Total, Employee Benefits						

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 First Interim**

Charter School Name: IQ Academy California-
 (continued) Los Angeles
 CDS #: 19-73452-0120600
 Charter Approving Entity: Rowland Unified School District
 County: Los Angeles
 Charter #: 1135
 Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	4,637,400				
Books and Other Reference Materials	4200	0	28,583	4,665,982	4,906,379	5,114,065
Materials and Supplies	4300	0	0	0	0	0
Noncapitalized Equipment	4400	396,041	0	396,041	408,239	419,465
Food	4700	0	0	0	0	0
Total, Books and Supplies		5,033,440	28,583	5,062,023	5,314,617	5,533,530
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	802	6,364,013	6,364,815	6,560,852	6,741,275
Travel and Conferences	5200	402,417	1,094,898	1,497,314	1,543,432	1,585,876
Dues and Memberships	5300	271,465	19,956	291,421	104,238	107,104
Insurance	5400	94,569	0	94,569	97,482	100,163
Operations and Housekeeping Services	5500	6,582	0	6,582	6,785	6,972
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,676,240	0	1,676,240	1,717,748	1,769,782
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	1,498,312	39,535	1,537,846	1,581,584	1,634,268
Communications	5900	364,725	3,688	368,413	379,760	390,203
Total, Services and Other Operating Expenditures		4,315,112	7,522,089	11,837,202	11,991,879	12,335,642
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	52,371	0	52,371	53,984	55,468
Total, Capital Outlay		52,371	0	52,371	53,984	55,468
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES						
		26,675,626	9,888,056	36,563,682	37,551,091	38,935,189
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)						
D. OTHER FINANCING SOURCES / USES						
1. Other Sources		5,645,558	(5,645,558)	0	0	0
2. Less: Other Uses	8930-8979	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	7630-7699	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES	8980-8999	(5,645,558)	5,645,558	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(5,645,558)	5,645,558	0	0	0
		0	0	0	0	0

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 First Interim**

Charter School Name: IQ Academy California-
 (continued) Los Angeles
 CDS #: 19-73452-0120600
 Charter Approving Entity: Rowland Unified School District
 County: Los Angeles
 Charter #: 1135
 Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance	9791	(0)	0	(0)	(0)	(0)
a. As of July 1		0	0	0		
b. Adjustments to Beginning Balance	9793, 9795	(0)	0	(0)	(0)	(0)
c. Adjusted Beginning Balance		(0)	0	(0)	(0)	0
2. Ending Fund Balance, June 30 (E + F.1.c.)						
Components of Ending Fund Balance:						
a. Nonspendable						
9711		0	0	0	0	0
Revolving Cash (equals object 9130)	9712	0	0	0	0	0
Stores (equals object 9320)	9713	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9719	0	0	0	0	0
All Others	9740	0	0	0	0	0
b. Restricted						
c. Committed						
9750		0	0	0	0	0
Stabilization Arrangements	9760	0	0	0	0	0
Other Commitments						
d. Assigned						
9780		0	0	0	0	0
Other Assignments						
e. Unassigned/Unappropriated						
9789		0	0	0	0	0
Reserve for Economic Uncertainties						
9790		(0)	0	(0)	(0)	0
Unassigned/Unappropriated Amount						



iQ Academy California Los Angeles
 Fiscal Year 2025-26
 Second Interim Budget
 FY 2026-27 (Y2) Cash Flow Worksheet

Object	Forecast Cash Flow												Total	
	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27		Accruals
A. BEGINNING CASH	4,018,155	4,220,865	3,589,931	3,052,325	4,258,140	3,627,207	3,089,600	4,295,416	3,664,482	3,126,876	4,332,691	3,701,758		
B. RECEIPTS														
Local Control Funding Formula														
Property Tax	0	430,635	430,635	430,635	430,635	430,635	430,635	430,635	430,635	430,635	430,635	478,483	0	4,784,832
Net State Aid	0	1,787,549	1,787,549	1,787,549	1,787,549	1,787,549	1,787,549	1,787,549	1,787,549	1,787,549	1,787,549	1,986,165	0	19,861,650
EPA	2,093,657	0	0	2,093,657	0	0	2,093,657	0	2,093,657	0	0	0	0	8,374,628
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8080-8099	0	256,908	0	0	256,908	0	256,908	0	0	0	256,908	0	0	1,027,653
8100-8299	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8300-8599	175,117	175,117	525,352	175,117	175,117	525,352	175,117	525,352	175,117	175,117	175,117	525,352	0	3,502,348
Other State Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Local Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8910-8929	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8931-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	2,268,774	2,650,209	2,743,536	4,486,958	2,650,209	2,743,536	4,486,958	2,650,209	2,743,536	4,486,958	2,650,209	2,990,000	0	37,551,091
C. DISBURSEMENTS														
Certificated Salaries	0	1,215,078	1,215,078	1,215,078	1,215,078	1,215,078	1,215,078	1,215,078	1,215,078	1,215,078	1,215,078	607,539	0	12,758,316
2000-2999	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	0	2,459,551
Classified Salaries	414,395	414,395	414,395	414,395	414,395	414,395	414,395	414,395	414,395	414,395	414,395	414,395	0	4,972,744
3000-3999	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	1,442,208	0	17,306,497
Employee Benefits	4,499	4,499	4,499	4,499	4,499	4,499	4,499	4,499	4,499	4,499	4,499	4,499	0	53,984
Supplies and Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital Outlays	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6000-6599	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7600-7629	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/non Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS	2,066,065	3,281,142	3,281,142	3,281,142	3,281,142	3,281,142	3,281,142	3,281,142	3,281,142	3,281,142	3,281,142	2,673,603	0	37,551,091
D. PRIOR YEAR TRANSACTIONS														
Accounts Receivable														
Accounts Payable														
TOTAL PRIOR YEAR TRANSACTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E. NET INCREASE/DECREASE (B - C + D)	202,710	(630,933)	(537,607)	1,205,815	(630,933)	(537,607)	1,205,815	(630,933)	(537,607)	1,205,815	(630,933)	316,897	0	0
F. ENDING CASH (A + E)	4,220,865	3,589,931	3,052,325	4,258,140	3,627,207	3,089,600	4,295,416	3,664,482	3,126,876	4,332,691	3,701,758	4,018,155	0	4,018,155
G. ENDING CASH, PLUS ACCRUALS														4,018,155

IQ Academy California- Los Angeles (120600) - FY26 2nd Interim

General Assumptions	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	2.41%	3.05%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:						
Enrollment Count	1,289	1,429	1,721	2,099	2,120	2,141
Unduplicated Pupil Count (UPC)	974	1,091	1,350	1,622	1,641	1,663
Unduplicated Pupil Percentage (UPP)	73.82%	75.55%	76.93%	77.41%	77.66%	77.45%
Current Year LCFF Average Daily Attendance (ADA)	1,274.14	1,406.74	1,884.00	2,123.61	2,144.85	2,166.30
Funded LCFF ADA	1,274.14	1,406.74	1,884.00	2,123.61	2,144.85	2,166.30
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	\$12,596,592	\$15,053,371	\$20,304,307	\$23,598,903	\$24,408,837	\$25,406,809
Grade Span Adjustment	468,972	564,908	755,430	797,164	824,312	858,253
Adjusted Base Grant	\$13,065,564	\$15,618,279	\$21,059,737	\$24,396,067	\$25,233,149	\$26,265,062
Supplemental Grant	1,929,000	2,359,922	3,240,251	3,776,999	3,919,213	4,068,458
Concentration Grant	1,598,310	2,086,212	3,001,960	3,553,653	3,716,590	3,832,729
Total Base, Supplemental and Concentration Grant	\$16,592,874	\$20,064,413	\$27,301,948	\$31,726,719	\$32,868,952	\$34,166,249
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	47,258	81,488	140,496	147,096	152,158	158,388
Total Allowance and Add-On Amounts	\$47,258	\$81,488	\$140,496	\$147,096	\$152,158	\$158,388
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$16,640,132	\$20,145,901	\$27,442,444	\$31,873,815	\$33,021,110	\$34,324,637
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$16,640,132	\$20,145,901	\$27,442,444	\$31,873,815	\$33,021,110	\$34,324,637
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$13,060	\$14,321	\$14,566	\$15,009	\$15,396	\$15,845
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	16,640,132	20,145,901	27,442,444	31,873,815	33,021,110	34,324,637
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$2,997,899	\$3,442,954	\$4,784,832	\$4,784,832	\$4,784,832	\$4,784,832
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$1,122,638	\$2,300,822	\$7,021,536	\$8,096,582	\$8,374,628	\$8,717,196
Net State Aid (excludes Additional State Aid)	\$12,519,595	\$14,402,125	\$15,636,076	\$18,992,401	\$19,861,650	\$20,822,609
Additional State Aid	-	-	-	-	-	-
Total Funding Sources	\$16,640,132	\$20,145,901	\$27,442,444	\$31,873,815	\$33,021,110	\$34,324,637
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	\$12,519,595	\$14,402,125	\$15,636,076	\$18,992,401	\$19,861,650	\$20,822,609
EPA, Current Year (Resource 1400, Object Code 8012)	\$1,122,638	\$2,300,822	\$7,021,536	\$8,096,582	\$8,374,628	\$8,717,196
(P-2 plus Current Year Accrual)	-	-	-	-	-	-
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$67,577	\$12,264	\$14,965	\$-	\$-	\$-
(P-A less Prior Year Accrual)	-	-	-	-	-	-
Property Taxes (Object 8021 to 8089)	\$-	\$-	\$-	\$-	\$-	\$-
% Change	-	-	-	-	-	-
In-Lieu of Property Taxes (Object Code 8096)	2,997,899	3,442,954	4,784,832	4,784,832	4,784,832	4,784,832
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	\$-	\$-	\$-	\$-	\$-	\$-
Total LCFF Entitlement	\$16,640,132	\$20,145,901	\$27,442,444	\$31,873,815	\$33,021,110	\$34,324,637
Additional State Aid	\$-	\$-	\$-	\$-	\$-	\$-
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$-	\$-	\$-	\$-	\$-	\$-
Excess Taxes before Minimum State Aid	\$-	\$-	\$-	\$-	\$-	\$-
Total Funding Sources	\$16,640,132	\$20,145,901	\$27,442,444	\$31,873,815	\$33,021,110	\$34,324,637
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (Excludes add-ons for THG & Transportation)		\$21,200,233	\$24,543,163	\$25,385,307	\$26,423,450	
Supplemental and Concentration Grant funding in the LCAP year		\$6,242,211	\$7,330,652	\$7,635,803	\$7,901,187	
Projected Additional 15% Concentration Grant funding in the LCAP year		\$692,760	\$820,074	\$857,675	\$884,476	
Percentage to Increase or Improve Services		29.44%	29.87%	30.08%	29.90%	

APPROVED

**TO: IQ ACADEMY CALIFORNIA - LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #03

VIA: IQ ACADEMY STAFF
February 26, 2026

SUBJECT: The ratification of disbursements made by iQ Academy California - Los Angeles from November 2025 through December 2025.

PROPOSAL:

It is proposed that the Governing Board of iQ Academy California-Los Angeles ratify the disbursements made by the school from November 2025 through December 2025.

BACKGROUND:

On a monthly basis, iQ Academy California-Los Angeles has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from November 2025 through December 2025.

BUDGET IMPLICATIONS:

The total disbursements for the months of November 2025 and December 2025 were \$1,933,117, and \$2,200,751, respectively.

RECOMMENDATIONS:

It is recommended that the Governing Board ratify the disbursements made by iQ Academy California-Los Angeles from November 2025 through December 2025.

RESPECTFULLY SUBMITTED

Nicholas Stecken
Head of School

PREPARED BY:

Nicholas Stecken Head of School	Dustin Kepler Accounts Payable Specialist
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PRESENTED BY:

Nicholas Stecken Head of School	Francis "Paco" Burke Chief Business Official
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2026 FEB 26 PM 4:00

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed:  Date: 2/26/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza				X		
Ben Pace	X				X	
Esther Garcia	X					X

IQ Academy at Los Angeles
Board Disbursements A/P Payment History
November 01, 2025 - November 30, 2025

Vendor	Description	Total
		1,275,772.14
ADP, Inc.	Payroll Services	84,702.00
The Stepping Stones Group LLC	Special Education Contracted Services	69,000.00
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	55,163.00
California Virtual Academy@ Los Angeles	Intercompany Settlement	43,245.10
Beach Cities Learning, LLC	Special Education SAI Services	30,790.00
Behavior Education Consulting Center	Psychological Services for SPED Students	26,701.87
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	24,483.00
Rids Brother Company Inc	Transportation Services	21,402.03
Anchor Counseling & Education Solutions	Special Education Contracted Services	21,339.50
Law Offices of Young, Minney & Corr, LLP	Legal Services	20,111.66
El Paseo Children's Center, Inc.	Special Education Contracted Services	16,821.54
AACA, Inc	Special Education Contracted Services	16,377.00
Green Hasson Janks	Audit Fees & Professional Services	16,053.01
Wayfinder Family Services	NPS placement and services	15,468.53
E-Therapy Intermediate, INC	Special Education Contracted Services	14,853.40
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	13,757.05
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	13,621.84
Summit View School	Special Education Contracted Services	13,492.38
Portview Preparatory, Inc.	Special Education Contracted Services	10,920.00
California Teachers Association	Union Dues	10,816.00
Bridgeport School	Special Education Contracted Services	10,185.50
Effectual Educational Consulting Service	Special Education Services	8,315.10
Sunrise School	Special Education Contracted Services	7,806.84
EverDriven Technologies LLC	Fuel Surcharge	7,763.61
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	6,863.10
Specialized Education of California, Inc.	Special Education Contracted Services	6,349.39
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	6,240.75
Speech Guy, LLC	Special Education Contracted Services	6,102.68
Grace Speech Therapy Corp.	SLP IEP Attendance	6,100.55
ECE 4 Autism	Special Education Contracted Services	5,158.42
Dynamic Hope Schools	Special Education Contracted Services	4,747.25
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,826.25
CDW Government	Webcam for student	3,587.50
Braille Abilities, LLC	Special Education Orientation and Mobility Services	3,579.75
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	3,374.39
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	3,253.75
Specialized Therapy Services Inc	Special Education Contracted Services	3,060.00
EMHSports USA, Inc	Special Education Contracted Services	2,481.30
Backstage Health	Mileage Reimbursement	2,480.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	1,980.00
Augmentative Communications Solutions	Special Education Contracted Services	1,414.25
Oxford Consulting Services	Special Education Contracted Services	1,381.00
Jabbergym, LLC	Language and Speech Therapy	1,281.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,188.75
ACES Clinics INC	Language and Speech Therapy	1,147.98
Apple Inc.	Special Education Contracted Services	1,125.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,035.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	919.65
Foundations Therapy Service	Special Education Contracted Services	900.00
Link Teletherapy	Occupational Therapy	825.00
Sally Gonzalez	Special Education Professional Services	809.42
eLuma	Special Individual Counseling Services	650.00
Speech Therapy Link Inc.	Occupational Therapy	630.00
Kadiant, LLC	Special Education Contracted Services	416.00
Stepping Stones Therapy	Special Education Contracted Services	312.50
iTherapy	Special Education Contracted Services	235.00
AM Speech Therapy, Inc.	Language and Speech Therapy	192.00
AI Speech Therapy, Inc.	Special Education Contracted Services	187.50
Virtual Speech Solutions	Language and Speech Therapy	135.00
Milestones Therapy Group	Language and Speech Therapy	90.39
Amazon Capital Services	Staff Office Supplies	70.00
Attainment Company, Inc	Special Education Contracted Services	70.00

Deaf and Hard of Hearing Educational Solutions, Inc.

SPED Services

24.17

Grand Total

1,933,116.79

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
November 01, 2025 - November 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #7089 - Effectual Educational Consulting Service(IQ Academy)	Bill	11/20/2025	INV-11516		(676.50)
	Bill	11/20/2025	INV-11519		(92.25)
	Bill	11/20/2025	INV-11524		(594.00)
	Bill	11/20/2025	INV-11541		(615.00)
	Bill	11/20/2025	INV-11542		(1,045.50)
	Bill	11/20/2025	INV-11552		(70.00)
	Bill	11/20/2025	INV-11561		(615.75)
	Bill	11/20/2025	INV-11574		(3,250.00)
	Bill	11/20/2025	INV-11593		(123.00)
	Bill	11/20/2025	INV-11589		(390.00)
	Bill	11/20/2025	INV-11605		(31.25)
	Bill	11/20/2025	INV-11656		(1,560.00)
	Bill	11/20/2025	INV-11661		(780.00)
	Bill	11/20/2025	INV-11677		(92.25)
	Bill Payment	11/20/2025	7089		9,935.50
					(250.00)
Bill Payment #7046 - Effectual Educational Consulting Service(IQ Academy)	Bill	11/06/2025	INV-11495		250.00
	Bill Payment	11/06/2025	7046		0.00
					(4,747.25)
Bill Payment #7055 - PrentGraf Ltd dba TalkPath Live(IQ Academy)	Bill	11/06/2025	INV-01101		4,747.25
	Bill Payment	11/06/2025	7055		0.00
					(617.00)
Bill Payment #7072 - Anchor Counseling & Education Solutions(IQ Academy)	Bill	11/20/2025	INV-08126		617.00
	Bill Payment	11/20/2025	7072		(9,696.50)
Bill Payment #7032 - Anchor Counseling & Education Solutions(IQ Academy)	Bill	11/06/2025	INV-08075		(10,967.08)
	Bill	11/06/2025	INV-08076		(121.45)
	Bill	11/06/2025	INV-08082		20,785.03
	Bill Payment	11/06/2025	7032		(0.00)
Amount Unapplied - Bill Payment #7032 - Anchor Counseling & Education Solutions(IQ Academy)					(0.00)
					(21,339.50)
Bill Payment #7099 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)	Bill	11/20/2025	19229		21,339.50
	Bill Payment	11/20/2025	7099		0.00
					(744.00)
Bill Payment #7095 - Grace Speech Therapy Corp.(IQ Academy)	Bill	11/20/2025	INV-02486		(1,721.34)
	Bill	11/20/2025	INV-02496		(186.00)
	Bill	11/20/2025	INV-02506		2,651.34
	Bill Payment	11/20/2025	7095		(2,108.00)
Bill Payment #7049 - Grace Speech Therapy Corp.(IQ Academy)	Bill	11/06/2025	INV-02439		(330.67)
	Bill	11/06/2025	INV-02441		(186.00)
	Bill	11/06/2025	INV-02442		(826.67)
	Bill	11/06/2025	INV-02465		3,451.34
	Bill Payment	11/06/2025	7049		0.00
Amount Unapplied - Bill Payment #7095 - Grace Speech Therapy Corp.(IQ Academy)					0.00
					(1,206.50)
Bill Payment #7074 - Arc Speech Pathology Network DBA Arc Therapy Network(IQ Academy)	Bill	11/20/2025	INV-01424		(199.39)
	Bill	11/20/2025	INV-01433		1,405.89
	Bill Payment	11/20/2025	7074		(1,270.00)
Bill Payment #7034 - Arc Speech Pathology Network DBA Arc Therapy Network(IQ Academy)	Bill	11/06/2025	INV-01413		(698.50)
	Bill	11/06/2025	INV-01414		1,968.50
	Bill Payment	11/06/2025	7034		0.00
					(36.68)
Bill Payment #7071 - Amazon Capital Services(IQ Academy)	Bill	11/20/2025	1X6T-M4QP-CXNX		36.68
	Bill Payment	11/20/2025	7071		(27.34)
Bill Payment #7031 - Amazon Capital Services(IQ Academy)	Bill	11/06/2025	14MF-MXYH-YM64		(26.37)
	Bill	11/06/2025	1QN6-91LW-FQCM		53.71
	Bill Payment	11/06/2025	7031		0.00
					(4,729.70)
Bill Payment #7085 - Communicology, Inc., DBA, TeleSesh(IQ Academy)	Bill	11/20/2025	INV-01246		

**K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
November 01, 2025 - November 30, 2025**

Bill Payment #7085 - Communicology, Inc., DBA, Bill Payment #7043 - Communicology, Inc., DBA, TeleSesh(IQ Academy)	Bill Payment	11/20/2025	7085		4,729.70
	Bill	11/06/2025	INV-01205		(4,789.42)
	Bill	11/06/2025	INV-01210		(46.50)
	Bill	11/06/2025	INV-01231		(5,287.78)
	Bill Payment	11/06/2025	7043		10,123.70
					0.00
Bill Payment #7109 - Speech Guy, LLC(IQ Academy)	Bill	11/20/2025	INV-01596		(3,452.25)
	Bill Payment	11/20/2025	7109		3,452.25
Bill Payment #7058 - Speech Guy, LLC(IQ Academy)	Bill	11/06/2025	INV-01573		(636.25)
	Bill	11/06/2025	INV-01584		(2,152.25)
	Bill Payment	11/06/2025	7058		2,788.50
					0.00
Bill Payment #7063 - TheraStaffers(IQ Academy)	Bill	11/06/2025	INV-00948		(2,480.00)
	Bill Payment	11/06/2025	7063		2,480.00
					0.00
Bill Payment #7087 - E-Therapy Intermediate, INC(IQ Academy)	Bill	11/20/2025	INV-09814		(2,391.65)
	Bill	11/20/2025	INV-09817		(2,282.78)
	Bill	11/20/2025	INV-09885		(200.00)
	Bill	11/20/2025	INV-09851		(3,189.27)
	Bill	11/20/2025	INV-09863		(26.67)
	Bill Payment	11/20/2025	7087		8,090.37
Bill Payment #7045 - E-Therapy Intermediate, INC(IQ Academy)	Bill	11/06/2025	INV-09733		(3,037.38)
	Bill	11/06/2025	INV-09774		(3,158.06)
	Bill	11/06/2025	INV-09797		(26.67)
	Bill	11/06/2025	INV-09802		(869.38)
	Bill	11/06/2025	INV-09822		(26.67)
	Bill	11/06/2025	INV-09825		(260.00)
	Bill Payment	11/06/2025	7045		7,378.16
Amount Unapplied - Bill Payment #7087 - E-Therapy Intermediate, INC(IQ Academy)					(0.00)
					(22,051.93)
Bill Payment #ACH 11/19/25 - K12 MANAGEMENT INC	Bill	02/19/2025	INV-003-18513 _ IQ-Feb.25-COM	INV-003-18513 _ IQ-Feb.25-COM	(46,948.07)
	Bill	02/19/2025	INV-003-18557 _ IQ-Feb.25-MAT	INV-003-18557 _ IQ-Feb.25-MAT	
	Bill Payment	11/19/2025	ACH 11/19/25		69,000.00
					0.00
Bill Payment #7107 - Sally Gonzalez(IQ Academy)	Bill	11/20/2025	INV-00423		(250.00)
	Bill Payment	11/20/2025	7107		250.00
Bill Payment #7056 - Sally Gonzalez(IQ Academy)	Bill	11/06/2025	INV-00422		(250.00)
	Bill	11/06/2025	INV-00421		(325.00)
	Bill Payment	11/06/2025	7056		575.00
					0.00
Bill Payment #7080 - Bridgeport School(IQ Academy)	Bill	11/20/2025	IQA0925BP		(6,079.48)
	Bill Payment	11/20/2025	7080		6,079.48
Bill Payment #7041 - Bridgeport School(IQ Academy)	Bill	11/06/2025	IQA0925BPW		(4,736.52)
	Bill Payment	11/06/2025	7041		4,736.52
					0.00
Bill Payment #7093 - EverDriven Technologies LLC(IQ Academy)	Bill	11/20/2025	76036		(7,806.84)
	Bill Payment	11/20/2025	7093		7,806.84
					0.00
Bill Payment #7057 - Specialized Therapy Services Inc(IQ Academy)	Bill	11/06/2025	INV-01427		(3,253.75)
	Bill Payment	11/06/2025	7057		3,253.75
					0.00
Bill Payment #ACH 11/5/25 - ADP, Inc.(IQ Academy)	Bill	11/01/2025	ADP Payroll (1) (10/16/25-10/31/25) - Nov 202	04DPnov25IQ - ADP Payroll (1) (10/16/25-10/31/25) - Nov 2025	(563,727.03)
	Bill Payment	11/05/2025	ACH 11/5/25		563,727.03
Bill Payment #ACH 11/24/25 - ADP, Inc.(IQ Academy)	Bill	11/15/2025	ADP Payroll (2) (11/01/25-11/15/25) - Nov 202	04DPnov25IQ - ADP Payroll (2) (11/01/25-11/15/25) - Nov 2025	(533,275.24)
	Bill Payment	11/24/2025	ACH 11/24/25	04DPnov25IQ - ADP Payroll (2) (11/01/25-11/15/25) - Nov 2025	533,275.24
Bill Payment #ACH 11/10/25 - ADP, Inc.(IQ Academy)	Bill	11/01/2025	ADP Benefits - Nov 2025	05DPnov25IQ - ADP Benefits - Nov 2025	(178,769.87)
	Bill Payment	11/10/2025	ACH 11/10/25		178,769.87
					0.00
Bill Payment #7096 - Green Hasson Janks(IQ Academy)	Bill	11/20/2025	33735		(16,377.00)
	Bill Payment	11/20/2025	7096		16,377.00
					0.00
Bill Payment #7094 - Foundations Therapy Service(IQ Academy)	Bill	11/20/2025	INV-01083		(122.51)

**K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
November 01, 2025 - November 30, 2025**

Bill Payment #7094 - Foundations Therapy Service(IQ Academy)	Bill Payment	11/20/2025	7094	122.51	
Bill Payment #7048 - Foundations Therapy Service(IQ Academy)	Bill	11/06/2025	INV-01059	(236.51)	
	Bill	11/06/2025	INV-01060	(148.75)	
	Bill	11/06/2025	INV-01071	(411.88)	
	Bill Payment	11/06/2025	7048	797.14	
				0.00	
Bill Payment #7115 - Beach Cities Learning, LLC(IQ Academy)	Bill	04/04/2025	L150025790	(3,202.51)	
	Bill Payment	11/21/2025	7115	3,202.51	
Bill Payment #7078 - Beach Cities Learning, LLC(IQ Academy)	Bill	11/20/2025	L150029724 Chen	(24,132.75)	
			L150029724 Williams & Ortiz		
	Bill	11/20/2025	7078	30,435.06	
	Bill Payment	11/20/2025	7078	3,202.51	
Bill Payment #7066 - Beach Cities Learning, LLC(IQ Academy)	Bill Payment	11/14/2025	7066	(3,202.51)	
	Journal	11/14/2025	JE-207-2616	3,202.51	Address needs to be updated In NS
Bill Payment #7028 - Beach Cities Learning, LLC(IQ Academy)	Bill Payment	11/03/2025	7028	(3,202.51)	
	Journal	11/14/2025	JE-207-2615	3,202.51	Vendor address is wrong (see Dustin's email)
Bill Payment #7027 - Beach Cities Learning, LLC(IQ Academy)	Bill Payment	11/03/2025	7027	(3,202.51)	
	Journal	11/03/2025	JE-207-2611	0.00	Vendor address needed updating - will reprocess
				0.00	
				(175.00)	
Bill Payment #7039 - Braille Abilities, LLC(IQ Academy)	Bill	11/06/2025	INV-00365	(1,050.00)	
	Bill	11/06/2025	INV-00366	(1,400.00)	
	Bill	11/06/2025	INV-00369	(962.50)	
	Bill	11/06/2025	INV-00371	3,587.50	
	Bill Payment	11/06/2025	7039	0.00	
				(147.51)	
Bill Payment #7082 - CDW Government(IQ Academy)	Bill	11/20/2025	AG6MK6Y	(732.20)	
	Bill	11/20/2025	AG76A3N	(825.85)	
	Bill	11/20/2025	AG7LF5P	(836.12)	
	Bill	11/20/2025	AG7LF5S	(124.93)	
	Bill	11/20/2025	AG7U37N	(147.35)	
	Bill	11/20/2025	AG7U37P	2,813.96	
	Bill Payment	11/20/2025	7082	(137.73)	
Bill Payment #7042 - CDW Government(IQ Academy)	Bill	11/06/2025	AG5LU9I	(800.50)	
	Bill	11/06/2025	AG5R82P	(74.06)	
	Bill	11/06/2025	AG5TG1E	1,012.29	
	Bill Payment	11/06/2025	7042	(0.00)	
Amount Unapplied - Bill Payment #7082 - CDW Government(IQ Academy)				(0.00)	
				(3,579.75)	
Bill Payment #7101 - MK Innovations Inc dba The Silly Room(IQ Academy)	Bill	11/20/2025	INV-00838	3,579.75	
	Bill Payment	11/20/2025	7101	0.00	
				(6,964.46)	
Bill Payment #7090 - El Paseo Children's Center, Inc.(IQ Academy)	Bill	11/20/2025	INV-01420	6,964.46	
	Bill Payment	11/20/2025	7090	(13,147.20)	
Bill Payment #7047 - El Paseo Children's Center, Inc.(IQ Academy)	Bill	11/06/2025	INV-01408	13,147.20	
	Bill Payment	11/06/2025	7047	0.00	
				(64.00)	
Bill Payment #7110 - Stepping Stones Therapy(IQ Academy)	Bill	11/20/2025	INV-00968	(64.00)	
	Bill	11/20/2025	INV-00975	128.00	
	Bill Payment	11/20/2025	7110	(96.00)	
Bill Payment #7060 - Stepping Stones Therapy(IQ Academy)	Bill	11/06/2025	INV-00958	(128.00)	
	Bill	11/06/2025	INV-00952	(64.00)	
	Bill	11/06/2025	INV-00963	288.00	
	Bill Payment	11/06/2025	7060	0.00	
				(55.00)	
Bill Payment #7070 - AM Speech Therapy, Inc.(IQ Academy)	Bill	11/20/2025	INV-00024	55.00	
	Bill Payment	11/20/2025	7070	(55.00)	
Bill Payment #7030 - AM Speech Therapy, Inc.(IQ Academy)	Bill	11/06/2025	INV-00020	(125.00)	
	Bill	11/06/2025	INV-00021	180.00	
	Bill Payment	11/06/2025	7030	0.00	

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Bill Payment #7075 - Augmentative Communications Solutions(IQ Academy)				0.00
Bill	11/20/2025	INV-00767		(480.00)
Bill	11/20/2025	INV-00760		(720.00)
Bill Payment	11/20/2025	7075		1,200.00
Bill Payment #7036 - Augmentative Communications Solutions(IQ Academy)				(500.00)
Bill	11/06/2025	INV-00749		(280.00)
Bill	11/06/2025	INV-00743		780.00
Bill Payment	11/06/2025	7036		0.00
Bill Payment #7084 - Christy Bock dba Cornerstone Educational Solutions(IQ Academy)				(26,701.87)
Bill	11/20/2025	INV-00647		26,701.87
Bill Payment	11/20/2025	7084		0.00
Bill Payment #7091 - eLuma(IQ Academy)				0.00
Bill	11/20/2025	VST-01291		(778.92)
Bill	11/20/2025	VST-01295		(30.50)
Bill Payment	11/20/2025	7091		809.42
Bill Payment #7100 - Link Teletherapy(IQ Academy)				0.00
Bill	11/20/2025	INV-00033		(150.00)
Bill	11/20/2025	INV-00032		(300.00)
Bill Payment	11/20/2025	7100		450.00
Bill Payment #7051 - Link Teletherapy(IQ Academy)				(450.00)
Bill	11/06/2025	INV-00024		450.00
Bill Payment	11/06/2025	7051		0.00
Bill Payment #7111 - Sunrise School(IQ Academy)				0.00
Bill	11/20/2025	ICA0925SR		(8,315.10)
Bill Payment	11/20/2025	7111		8,315.10
Bill Payment #7112 - The Stepping Stones Group LLC(IQ Academy)				0.00
Bill	11/20/2025	INV-01219		(636.50)
Bill Payment	11/20/2025	7112		636.50
Bill Payment #7062 - The Stepping Stones Group LLC(IQ Academy)				(118.50)
Bill	11/06/2025	INV-01194		(67.00)
Bill	11/06/2025	INV-01206		(83,880.00)
Bill	11/06/2025	M0259947		84,065.50
Bill Payment	11/06/2025	7062		0.00
Bill Payment #7079 - Behavior Education Consulting Center(IQ Academy)				(14,530.00)
Bill	11/20/2025	INV-00185		14,530.00
Bill Payment	11/20/2025	7079		(12,660.00)
Bill Payment #7038 - Behavior Education Consulting Center(IQ Academy)				(3,600.00)
Bill	11/06/2025	INV-00179		(3,600.00)
Bill	11/06/2025	INV-00183		16,260.00
Bill Payment	11/06/2025	7038		0.00
Bill Payment #7040 - Bridge The Gap Sped, LLC(IQ Academy)				(1,281.00)
Bill	11/06/2025	INV-00328		1,281.00
Bill Payment	11/06/2025	7040		0.00
Bill Payment #7081 - California Teachers Association(IQ Academy)				(10,920.00)
Bill	11/20/2025	Union Dues - 102025		10,920.00
Bill Payment	11/20/2025	7081		0.00
Bill Payment #7059 - Speech Therapy Link Inc.(IQ Academy)				(650.00)
Bill	11/06/2025	INV-00031		650.00
Bill Payment	11/06/2025	7059		0.00
Bill Payment #7068 - AACA, Inc(IQ Academy)				0.00
Bill	11/20/2025	26290		(12,989.11)
Bill	11/20/2025	26292		(3,832.43)
Bill Payment	11/20/2025	7068		16,821.54
Bill Payment #7069 - ACES Clinics INC(IQ Academy)				0.00
Bill	11/20/2025	INV-00014		(1,188.75)
Bill Payment	11/20/2025	7069		1,188.75
Bill Payment #7076 - Axis Teletherapy(IQ Academy)				0.00
Bill	11/20/2025	INV-02052		(46.00)
Bill	11/20/2025	INV-02096		(46.00)
Bill	11/20/2025	INV-02138		(713.70)
Bill	11/20/2025	INV-02139		(59.00)
Bill	11/20/2025	INV-02082		(46.00)
Bill	11/20/2025	INV-02091		(92.00)
Bill	11/20/2025	INV-02076		(45.50)
Bill	11/20/2025	INV-02140		(147.50)
Bill	11/20/2025	INV-02201		(792.16)
Bill	11/20/2025	INV-02202		(975.00)
Bill	11/20/2025	INV-02203		(1,316.00)
Bill	11/20/2025	INV-02204		(1,067.25)
Bill	11/20/2025	INV-02205		(1,930.00)

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Bill Payment #7076 - Axis Teletherapy(IQ Academy)	Bill	11/20/2025	INV-02206	(487.50)
	Bill Payment	11/20/2025	7076	7,763.61
				0.00
Bill Payment #7077 - Backstage Health(IQ Academy)	Bill	11/20/2025	INV-00096	(656.20)
	Bill Payment	11/20/2025	7077	656.20
Bill Payment #7037 - Backstage Health(IQ Academy)	Bill	11/06/2025	INV-00063	(628.20)
	Bill	11/06/2025	INV-00072	(619.80)
	Bill	11/06/2025	INV-00064	(577.10)
	Bill Payment	11/06/2025	7037	1,825.10
				0.00
Bill Payment #7083 - Chase Boyle dba Snow Counseling(IQ Academy)	Bill	11/20/2025	INV-00868	(1,125.00)
	Bill Payment	11/20/2025	7083	1,125.00
				0.00
Bill Payment #7088 - ECE 4 Autism(IQ Academy)	Bill	11/20/2025	02203901	(6,100.55)
	Bill Payment	11/20/2025	7088	6,100.55
				0.00
Bill Payment #7092 - EMHSports USA, Inc(IQ Academy)	Bill	11/20/2025	INV-04066	(1,080.00)
	Bill	11/20/2025	INV-04110	(900.00)
	Bill	11/20/2025	INV-04111	(900.00)
	Bill Payment	11/20/2025	7092	3,060.00
				0.00
Bill Payment #7097 - Jabbergym, LLC(IQ Academy)	Bill	11/20/2025	INV-00203	(1,381.00)
	Bill Payment	11/20/2025	7097	1,381.00
				0.00
Bill Payment #7098 - Kadiant, LLC(IQ Academy)	Bill	11/20/2025	INV-00319	(630.00)
	Bill Payment	11/20/2025	7098	630.00
				0.00
Bill Payment #7102 - National TeleTherapy Resources, a Speech Pathology Corp.(IQ Academy)	Bill	11/20/2025	INV-10335	(988.25)
	Bill	11/20/2025	INV-10336	(685.75)
	Bill	11/20/2025	INV-10337	(714.00)
	Bill	11/20/2025	INV-10338	(280.88)
	Bill	11/20/2025	INV-10339	(297.25)
	Bill	11/20/2025	INV-10340	(327.50)
	Bill	11/20/2025	INV-10341	(266.00)
	Bill	11/20/2025	INV-10342	(199.50)
	Bill	11/20/2025	INV-10343	(665.00)
	Bill	11/20/2025	INV-10344	(1,012.25)
	Bill	11/20/2025	INV-10345	(28.25)
	Bill Payment	11/20/2025	7102	5,464.63
				(821.94)
Bill Payment #7053 - National TeleTherapy Resources, a Speech Pathology Corp.(IQ Academy)	Bill	11/06/2025	INV-10126	(1,088.00)
	Bill	11/06/2025	INV-10165	(1,044.00)
	Bill	11/06/2025	INV-10166	(194.50)
	Bill	11/06/2025	INV-10167	(455.50)
	Bill	11/06/2025	INV-10168	(395.50)
	Bill	11/06/2025	INV-10170	(225.50)
	Bill	11/06/2025	INV-10171	(1,748.99)
	Bill	11/06/2025	INV-10172	(33.25)
	Bill	11/06/2025	INV-10222	(133.00)
	Bill	11/06/2025	INV-10223	(685.75)
	Bill	11/06/2025	INV-10224	(412.25)
	Bill	11/06/2025	INV-10225	(1,054.24)
	Bill Payment	11/06/2025	7053	8,292.42
				0.00
Bill Payment #7103 - Oxford Consulting Services(IQ Academy)	Bill	11/20/2025	INV-02125	(247.50)
	Bill	11/20/2025	INV-02129	(330.00)
	Bill	11/20/2025	INV-02134	(39.00)
	Bill	11/20/2025	INV-02126	(165.00)
	Bill	11/20/2025	INV-02127	(234.00)
	Bill	11/20/2025	INV-02128	(398.75)
	Bill Payment	11/20/2025	7103	1,414.25
				0.00
Bill Payment #7054 - Point Quest Pediatric Therapies, LLC(IQ Academy)	Bill	11/06/2025	INV-00298	(1,035.00)
	Bill Payment	11/06/2025	7054	1,035.00
				0.00
Bill Payment #7105 - PresenceLearning, Inc.(IQ Academy)	Bill	11/20/2025	INV-09552	(3,100.00)
	Bill	11/20/2025	INV-09581	(1,305.64)
	Bill	11/20/2025	INV-09551	(1,943.75)
	Bill Payment	11/20/2025	7105	6,349.39

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Bill Payment #7106 - Rids Brother Company Inc(IQ Academy)				0.00
	Bill	11/20/2025	1487	(24,483.00)
	Bill Payment	11/20/2025	7106	24,483.00
Bill Payment #7113 - Virtual Speech Solutions(IQ Academy)				0.00
	Bill	11/20/2025	INV-00018	(125.00)
	Bill Payment	11/20/2025	7113	125.00
Bill Payment #7064 - Virtual Speech Solutions(IQ Academy)				(62.50)
	Bill	11/06/2025	INV-00014	
	Bill Payment	11/06/2025	7064	62.50
Bill Payment #7029 - A1 Speech Therapy, Inc.(IQ Academy)				0.00
	Bill	11/06/2025	INV-00394	(192.00)
	Bill Payment	11/06/2025	7029	192.00
Bill Payment #7052 - Milestones Therapy Group(IQ Academy)				0.00
	Bill	11/06/2025	INV-00057	(135.00)
	Bill Payment	11/06/2025	7052	135.00
Bill Payment #7061 - Summit View School(IQ Academy)				0.00
	Bill	11/06/2025	IQA0925SVW	(13,621.84)
	Bill Payment	11/06/2025	7061	13,621.84
Bill Payment #7086 - Dynamic Hope Schools(IQ Academy)				0.00
	Bill	11/20/2025	1210 Gonzalez	(5,158.42)
	Bill Payment	11/20/2025	7086	5,158.42
Bill Payment #7050 - ITherapy(IQ Academy)				0.00
	Bill	11/06/2025	INV-00031	(312.50)
	Bill Payment	11/06/2025	7050	312.50
Bill Payment #7067 - California Virtual Academy@ Los Angeles(IQ Academy)				0.00
	Bill	11/19/2025	Interco pmt to CAVALA - Nov '25	(55,163.00)
	Bill Payment	11/19/2025	7067	55,163.00
			Interco pmt to CAVALA - Nov '25	55,163.00
Bill Payment #7073 - Apple Inc.(IQ Academy)				0.00
	Bill	11/20/2025	MC24921477	(549.98)
	Bill Payment	11/20/2025	7073	549.98
Bill Payment #7033 - Apple Inc.(IQ Academy)				(598.00)
	Bill	11/06/2025	MC16193697	598.00
	Bill Payment	11/06/2025	7033	598.00
Bill Payment #7035 - Attainment Company, Inc(IQ Academy)				0.00
	Bill	11/06/2025	396179A	(70.00)
	Bill Payment	11/06/2025	7035	70.00
Bill Payment #7044 - Deaf and Hard of Hearing Educational Solutions, Inc.(IQ Academy)				0.00
	Bill	11/06/2025	INV-00102	(24.17)
	Bill Payment	11/06/2025	7044	24.17
Bill Payment #7114 - Wayfinder Family Services(IQ Academy)				0.00
	Bill	11/20/2025	CN082025	(1,793.97)
	Bill	11/20/2025	DH082025	(2,959.31)
	Bill	11/20/2025	MIC082025	(2,573.60)
	Bill Payment	11/20/2025	7114	7,326.88
Bill Payment #7065 - Wayfinder Family Services(IQ Academy)				(4,515.87)
	Bill	11/06/2025	July 2025 - Herndon	(4,210.26)
	Bill	11/06/2025	July 2025 - Johnson-Crayon	
	Bill Payment	11/06/2025	7065	8,726.13
Bill Payment #7104 - Portview Preparatory, Inc.(IQ Academy)				0.00
	Bill	11/20/2025	27893	(13,492.38)
	Bill Payment	11/20/2025	7104	13,492.38
Bill Payment #7108 - Specialized Education of California, Inc.(IQ Academy)				0.00
	Bill	11/20/2025	INV223407	(6,863.10)
	Bill Payment	11/20/2025	7108	6,863.10
				0.00
				0.00

Total 1,933,116.79

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Smile From The Inside, Inc.	1,541.58
Barrington Staffing Services	1,497.11
AppleOne Employment Services	1,152.56
Cornerstone Educational Solutions	852.00
Certified Languages International	620.25
FusionPlus Inc	563.99
DataBasics, Inc.	487.97
Select Staffing	394.52
Express Employment Professionals	301.52
The Back Room Inc	276.73
Amazon	263.48
Supreme Facility Services, Inc.	261.32
Quill Corporation	239.26
UPS	228.91
De Lage Landen Financial Services Inc.	209.68
Southern California Edison	161.37
Comm-Core	146.36
City of Simi Valley	116.71
Bill.com	114.84
AT&T Mobility	99.82
Verizon Wireless	60.44
Integration Inc.	29.02
Waste Management	27.70
Wayfair	23.87
Doctors Wellness Company LLC dba WellnessMart MD	23.31
Domino's	17.55
Paper Recycling & Shredding	16.99
LACOE	15.04
Nothing Bundt Cakes	13.23
Smart & Final	7.20
Target	0.90
Grand Total	9,765.22

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
AT&T Mobility Total						1,327.44	59.82
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-4035	October	3,680.00	276.73
	Outside Service-General Total					3,680.00	276.73
The Back Room Inc Total						3,680.00	276.73
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7184434 LLC 01-7188150 LLC 01-7191690 LLC 01-7196483	October (10-18) October (10-25) November (11-1) November (11-8)	3,817.83 4,430.69 5,033.54 15,326.88	287.10 333.20 378.52 1,152.56
	Outside Service Total					15,326.88	1,152.56
AppleOne Employment Services Total						1,439.00	114.84
BIB.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25113536986	November	1,439.00	114.84
	Dues and Memberships Total					1,439.00	114.84
BIB.com Total						2,145.90	161.37
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 T11025	October	2,145.90	161.37
	Utilities Total					2,145.90	161.37
Southern California Edison Total						2,788.36	209.68
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 592996348	November	2,788.36	209.68
	Equipment Rental Expense Total					2,788.36	209.68
De Lage Landen Financial Services Inc. Total						15,000.00	1,127.98
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2230 LLC 2231	October (10-30) October (10-30)	5,500.00 20,500.00	413.59 1,541.58
	Outside Service-General Total					20,500.00	1,541.58
Smile From The Inside, Inc. Total						1,432.00	107.68
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 33082106 LLC 33113571 LLC 33147408	October (10-26) November (11-2) November (11-9)	1,432.00 1,145.60 4,009.60	107.68 86.15 301.52
	Outside Service Total					4,009.60	301.52
Express Employment Professionals Total						4,359.00	620.25
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586103125	October	4,359.00	620.25
	Outside Service-General Total					4,359.00	620.25
Certified Languages International Total						1,946.37	146.36
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1109054	November	1,946.37	146.36
	Communications Total					1,946.37	146.36
Comm-Core Total						7,100.00	852.00
Cornerstone Educational Solutions	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INV-1597	October	7,100.00	852.00
	Subagreements for Services Total					7,100.00	852.00
Cornerstone Educational Solutions Total						1,106.37	83.20
Select Staffing	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 8411229566 LLC 8411240539 LLC 8411265038 LLC 8411285252	October (10-19) October (10-26) November (11-2) November (11-9)	1,380.00 1,380.00 1,380.00 5,246.37	103.77 103.77 103.77 394.52
	Outside Service Total					5,246.37	394.52
Select Staffing Total						6,489.05	487.97
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0815737	October	6,489.05	487.97
	Outside Service-General Total					6,489.05	487.97
DataBasics, Inc. Total						310.00	23.31
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0014162	October	310.00	23.31
	Outside Service-General Total					310.00	23.31
Doctors Wellness Company LLC dba WellnessMart MD Total						200.00	15.04
LACOE	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 26*0667	October (10-15)	200.00	15.04
	Dues and Memberships Total					200.00	15.04
LACOE Total						803.68	60.44
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6125111205	September	803.68	60.44
	Telephone - Administration Total					803.68	60.44
Verizon Wireless Total						1,551.98	116.71
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 71001648	October (10-29)	1,551.98	116.71
	Utilities Total					1,551.98	116.71
City of Simi Valley Total						254.00	19.10
Integration Inc.	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	* (80Line 30) 101 General	LLC 251109 LLC 251110	November (11-10) November (11-12)	43.00 297.00	3.23 22.33
	Printing Expense Total					84.24	6.33
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	* (80Line 30) 101 General	LLC 251109 LLC 251110	November (11-10) November (11-12)	4.68 88.92	0.35 6.69
	Postage Total					385.92	29.02
Integration Inc. Total						317.42	23.87
Wayfair	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	4356904306	October	317.42	23.87
	Office Expense Total					317.42	23.87
Wayfair Total						95.78	7.20
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10292025	October	95.78	7.20
	Office Expense Total					95.78	7.20
Smart & Final Total						175.69	13.23
Nothing Bundt Cakes	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	049666202	October	175.69	13.23

Transaction Details
 IQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	IQ
Nothing Bundt Cakes	Office Expense Total					175.89	13.23
Nothing Bundt Cakes Total						175.89	13.23
Target	Office Expense	52802 Office Supplies Expense :	101 General	10312025	October	11.95	0.90
	Office Expense Total	Office Supplies - COS					
Target Total						11.95	0.90
Domino's	Office Expense	52802 Office Supplies Expense :	101 General	35	October	233.33	17.55
	Office Expense Total	Office Supplies - COS					
Domino's Total						233.33	17.55
Grand Total:						120,618.26	9,765.22

**IQ Academy at Los Angeles
Board Disbursements A/P Payment History
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Vendor	Description	Total
ADP, Inc.	Payroll Services	1,268,518.41
LACOE Division of School Financial Svcs	STRS Retirement	615,497.51
Anchor Counseling & Education Solutions	Special Education Contracted Services	38,035.27
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	31,995.27
Behavior Education Consulting Center	Psychological Services for SPED Students	27,090.00
Law Offices of Young, Minney & Corr, LLP	Legal Services	16,439.07
Foundations Cognitive Schools, Inc.	Tuition payment for 25-26 School Year	15,875.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	15,212.01
ParentSquare Inc	Engage Premium Subscription	15,152.80
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	12,034.80
Green Hasson Janks	Audit Fees & Professional Services	11,850.00
E-Therapy Intermediate, INC	Special Education Contracted Services	11,528.38
California Teachers Association	Union Dues	11,375.00
Effectual Educational Consulting Service	Special Education Services	10,923.25
Dynamic Hope Schools	Special Education Contracted Services	10,900.11
Grace Speech Therapy Corp.	SLP IEP Attendance	9,380.21
Portview Preparatory, Inc.	Special Education Contracted Services	7,842.65
Specialized Education of California, Inc.	Special Education Contracted Services	6,675.40
AACA, Inc	Special Education Contracted Services	5,601.73
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	5,529.68
Specialized Therapy Services Inc	Special Education Contracted Services	4,097.50
ECE 4 Autism	Special Education Contracted Services	4,050.51
Speech Guy, LLC	Special Education Contracted Services	3,935.25
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	3,753.43
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,752.97
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	3,487.50
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	3,180.00
The Center for Learning Unlimited	Special Education Contracted Services	3,026.56
Braille Abilities, LLC	Special Education Orientation and Mobility Services	2,669.56
CDW Government	Webcam for student	1,930.15
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	1,810.21
Beach Cities Learning, LLC	Special Education SAI Services	1,755.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,593.75
EMHSports USA, Inc	Special Education Contracted Services	1,440.00
Oxford Consulting Services	Special Education Contracted Services	1,350.00
Sharon Baraza	Parent reimbursement for enrollment fee	1,325.00
Adapted Child's Play	Special Education Contracted Services	1,202.13
Speech Therapy Link Inc.	Occupational Therapy	1,153.75
ACES Clinics INC	Language and Speech Therapy	930.00
Virtual Speech Solutions	Language and Speech Therapy	812.50
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	793.75
Sally Gonzalez	Special Education Professional Services	700.00
Justine Sherman & Associates, Inc.	Special Education Contracted Services	650.00
Amazon Capital Services	Staff Office Supplies	579.68
iTherapy	Special Education Contracted Services	531.25
Kadant, LLC	Special Education Contracted Services	521.25
The Stepping Stones Group LLC	Special Education Contracted Services	499.00
eLuma	Special Individual Counseling Services	335.50
Apple Inc.	Special Education Contracted Services	299.99
Stepping Stones Therapy	Special Education Contracted Services	256.00
Foundations Therapy Service	Special Education Contracted Services	240.88
Judith A. Kroeger, Inc.	Special Education Contracted Services	214.50
AM Speech Therapy, Inc.	Language and Speech Therapy	165.00
Link Teletherapy	Occupational Therapy	120.00
SPEAK! Speech and Language	Language and Speech Therapy	60.00
Alyssa Guerrero	AT Report Reviews	47.92
Deaf and Hard of Hearing Educational Solutions, Inc.	SPED Services	24.17
Grand Total		2,200,751.21

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
December 01, 2025 - December 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #7162 - Effectual Educational Consulting Service(IQ Academy)					
	Bill	12/13/2025	INV-11759		(307.50)
	Bill	12/13/2025	INV-11762		(370.00)
	Bill	12/13/2025	INV-11766		(61.50)
	Bill	12/13/2025	INV-11769		(246.00)
	Bill	12/13/2025	INV-11775		(123.00)
	Bill	12/13/2025	INV-11779		(70.00)
	Bill	12/13/2025	INV-11801		(522.00)
	Bill	12/13/2025	INV-11805		(582.00)
	Bill	12/13/2025	INV-11825		(31.25)
	Bill	12/13/2025	INV-11839		(140.00)
	Bill	12/13/2025	INV-11848		(445.00)
	Bill	12/13/2025	INV-11856		(1,170.00)
	Bill	12/13/2025	INV-11860		(1,170.00)
	Bill	12/13/2025	INV-11877		(45.00)
	Bill Payment	12/15/2025	7162		5,283.25
Bill Payment #7130 - Effectual Educational Consulting Service(IQ Academy)					
	Bill	12/04/2025	INV-11639		(1,750.00)
	Bill	12/04/2025	INV-11682		(143.00)
	Bill	12/04/2025	INV-11686		(312.50)
	Bill	12/04/2025	INV-11696		(3,064.50)
	Bill	12/04/2025	INV-11702		(370.00)
	Bill Payment	12/04/2025	7130		5,640.00
Bill Payment #7177 - PrentGraf Ltd dba TalkPath Live(IQ Academy)					
	Bill	12/13/2025	INV-01115		(3,752.97)
	Bill Payment	12/15/2025	7177		3,752.97
Bill Payment #7120 - Anchor Counseling & Education Solutions(IQ Academy)					
	Bill	12/04/2025	INV-08098		(1,104.74)
	Bill	12/04/2025	INV-08118		(3,618.88)
	Bill	12/04/2025	INV-08119		(15,175.41)
	Bill	12/04/2025	INV-08144		(17,901.00)
	Bill	12/04/2025	INV-08151		(235.24)
	Bill Payment	12/04/2025	7120		38,035.27
Amount Unapplied - Bill Payment #7120 - Anchor Counseling & Education Solutions(IQ Academy)					
					0.00
Bill Payment #7173 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)					
	Bill	12/13/2025	19712		(16,439.07)
	Bill Payment	12/15/2025	7173		16,439.07
Bill Payment #7168 - Grace Speech Therapy Corp.(IQ Academy)					
	Bill	12/13/2025	INV-02580		(992.00)
	Bill	12/13/2025	INV-02583		(93.00)
	Bill	12/13/2025	INV-02594		(93.00)
	Bill	12/13/2025	INV-02603		(341.00)
	Bill	12/13/2025	INV-02622		(1,353.67)
	Bill	12/13/2025	INV-02628		(254.20)
	Bill	12/13/2025	INV-02640		(62.00)
	Bill	12/13/2025	INV-02641		(217.00)
	Bill Payment	12/15/2025	7168		3,405.87
Bill Payment #7133 - Grace Speech Therapy Corp.(IQ Academy)					
	Bill	12/04/2025	INV-02513		(2,269.00)
	Bill	12/04/2025	INV-02516		(155.00)
	Bill	12/04/2025	INV-02525		(454.67)
	Bill	12/04/2025	INV-02544		(888.67)
	Bill	12/04/2025	INV-02549		(496.00)
	Bill	12/04/2025	INV-02550		(279.00)
	Bill	12/04/2025	INV-02551		(62.00)
	Bill	12/04/2025	INV-02572		(496.00)
	Bill	12/04/2025	INV-02577		(62.00)
	Bill	12/04/2025	INV-02578		(812.00)
	Bill Payment	12/04/2025	7133		5,974.34
Bill Payment #7121 - Arc Speech Pathology Network DBA Arc Therapy Network(IQ Academy)					
	Bill	12/04/2025	INV-01446		(793.75)
	Bill Payment	12/04/2025	7121		793.75
Bill Payment #7150 - Amazon Capital Services(IQ Academy)					
	Bill	12/13/2025	19TG-RCDC-9RTG		(25.73)
	Bill	12/13/2025	1C9C-LTL-FDWM		(124.35)

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
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Bill Payment #7150 - Amazon Capital Services(IQ Academy)	Bill Payment	12/15/2025	7150	150.08 (219.48)
Bill Payment #7119 - Amazon Capital Services(IQ Academy)	Bill	12/04/2025	13DC-1QYN-3LHG	(210.12)
	Bill	12/04/2025	13TN-GYJW-KHXW	429.60
	Bill Payment	12/04/2025	7119	0.00
				(709.31)
Bill Payment #7157 - Communicology, Inc., DBA, TeleSesh(IQ Academy)	Bill	12/13/2025	INV-01317	(2,927.44)
	Bill	12/13/2025	INV-01333	(4,504.50)
	Bill	12/13/2025	INV-01306	8,141.25
	Bill Payment	12/15/2025	7157	(3,449.39)
Bill Payment #7127 - Communicology, Inc., DBA, TeleSesh(IQ Academy)	Bill	12/04/2025	INV-01262	(189.17)
	Bill	12/04/2025	INV-01275	(254.99)
	Bill	12/04/2025	INV-01288	3,893.55
	Bill Payment	12/04/2025	7127	0.00
Amount Unapplied - Bill Payment #7127 - Communicology, Inc., DBA, TeleSesh(IQ Academy)				0.00
				(1,804.75)
Bill Payment #7183 - Speech Guy, LLC(IQ Academy)	Bill	12/13/2025	INV-01629	1,804.75
	Bill Payment	12/15/2025	7183	(881.75)
Bill Payment #7141 - Speech Guy, LLC(IQ Academy)	Bill	12/04/2025	INV-01607	(1,248.75)
	Bill	12/04/2025	INV-01619	2,130.50
	Bill Payment	12/04/2025	7141	0.00
				(3,394.50)
Bill Payment #7145 - TheraStaffers(IQ Academy)	Bill	12/04/2025	INV-00971	(93.00)
	Bill	12/04/2025	INV-00994	3,487.50
	Bill Payment	12/04/2025	7145	0.00
				(62.50)
Bill Payment #7160 - E-Therapy Intermediate, INC(IQ Academy)	Bill	12/13/2025	INV-09937	(722.25)
	Bill	12/13/2025	INV-09957	(26.67)
	Bill	12/13/2025	INV-09962	(1,112.51)
	Bill	12/13/2025	INV-09964	(494.00)
	Bill	12/13/2025	INV-09966	(4,489.09)
	Bill	12/13/2025	INV-09909	(982.75)
	Bill	12/13/2025	INV-09974	(83.75)
	Bill	12/13/2025	INV-10008	(26.67)
	Bill	12/13/2025	INV-09997	(26.67)
	Bill	12/13/2025	INV-10006	8,026.86
	Bill Payment	12/15/2025	7160	(125.00)
Bill Payment #7129 - E-Therapy Intermediate, INC(IQ Academy)	Bill	12/04/2025	INV-09939	(312.50)
	Bill	12/04/2025	INV-09916	(3,064.02)
	Bill	12/04/2025	INV-09878	3,501.52
	Bill Payment	12/04/2025	7129	(0.00)
Amount Unapplied - Bill Payment #7160 - E-Therapy Intermediate, INC(IQ Academy)				(0.00)
				(300.00)
Bill Payment #7179 - Sally Gonzalez(IQ Academy)	Bill	12/13/2025	INV-00426	300.00
	Bill Payment	12/15/2025	7179	(200.00)
Bill Payment #7139 - Sally Gonzalez(IQ Academy)	Bill	12/04/2025	INV-00424	(200.00)
	Bill	12/04/2025	INV-00425	400.00
	Bill Payment	12/04/2025	7139	0.00
				(4,097.50)
Bill Payment #7182 - Specialized Therapy Services Inc(IQ Academy)	Bill	12/13/2025	INV-01441	4,097.50
	Bill Payment	12/15/2025	7182	0.00
				(553,857.24)
Bill Payment #ACH 12/23/25 - ADP, Inc.(IQ Academy)	Bill	12/15/2025	ADP Payroll (2) (12/01/25-12/15/25) - Dec 202	553,857.24
	Bill Payment	12/23/2025	ACH 12/23/25	(175,541.88)
Bill Payment #ACH 12/10/25 Benefits - ADP, Inc.(IQ Academy)	Bill	12/01/2025	ADP Benefits - Dec 2025	175,541.88
	Bill Payment	12/10/2025	ACH 12/10/25 Benefits	(539,119.29)
Bill Payment #ACH 12/10/25 - ADP, Inc.(IQ Academy)	Bill	12/01/2025	ADP Payroll (1) (11/16/25-11/30/25) - Dec 202	539,119.29
	Bill Payment	12/16/2025	ACH 12/10/25	0.00
				(11,850.00)
Bill Payment #7169 - Green Hasson Janks(IQ Academy)	Bill	12/13/2025	35032 Partial	11,850.00
	Bill Payment	12/15/2025	7169	0.00
				(240.88)
Bill Payment #7167 - Foundations Therapy Service(IQ Academy)	Bill	12/13/2025	INV-01091	240.88
	Bill Payment	12/15/2025	7167	

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				0.00
Bill Payment #7122 - Beach Cities Learning, LLC(IQ Academy)	Bill	12/04/2025	US0028823 Difference	(1,755.00)
	Bill Payment	12/04/2025	7122	1,755.00
				0.00
Bill Payment #7124 - Braille Abilities, LLC(IQ Academy)	Bill	12/04/2025	INV-00380	(2,669.56)
	Bill Payment	12/04/2025	7124	2,669.56
				0.00
Bill Payment #7155 - CDW Government(IQ Academy)	Bill	12/13/2025	AG94M4H	(126.36)
	Bill Payment	12/15/2025	7155	126.36
Bill Payment #7125 - CDW Government(IQ Academy)	Bill	12/04/2025	AG88P7A	(732.27)
	Bill	12/04/2025	AG8F66Y	(135.51)
	Bill	12/04/2025	AG8H18F	(796.86)
	Bill	12/04/2025	AG9P87N	(139.15)
	Bill Payment	12/04/2025	7125	1,803.79
				0.00
Bill Payment #7174 - MK Innovations Inc dba The Silly Room(IQ Academy)	Bill	12/13/2025	INV-00850	(3,180.00)
	Bill Payment	12/15/2025	7174	3,180.00
				0.00
Bill Payment #7163 - El Paseo Children's Center, Inc.(IQ Academy)	Bill	12/13/2025	INV-01441	(3,687.23)
	Bill Payment	12/15/2025	7163	3,687.23
Bill Payment #7131 - El Paseo Children's Center, Inc.(IQ Academy)	Bill	12/04/2025	INV-01431	(11,524.78)
	Bill Payment	12/04/2025	7131	11,524.78
				0.00
Bill Payment #7185 - Stepping Stones Therapy(IQ Academy)	Bill	12/13/2025	INV-00994	(128.00)
	Bill Payment	12/15/2025	7185	128.00
Bill Payment #7142 - Stepping Stones Therapy(IQ Academy)	Bill	12/04/2025	INV-00986	(128.00)
	Bill Payment	12/04/2025	7142	128.00
				0.00
Bill Payment #7149 - AM Speech Therapy, Inc.(IQ Academy)	Bill	12/13/2025	INV-00033	(55.00)
	Bill Payment	12/15/2025	7149	55.00
Bill Payment #7118 - AM Speech Therapy, Inc.(IQ Academy)	Bill	12/04/2025	INV-00029	(110.00)
	Bill Payment	12/04/2025	7118	110.00
				0.00
Bill Payment #7156 - Christy Bock dba Cornerstone Educational Solutions(IQ Academy)	Bill	12/13/2025	INV-00659	(29,195.27)
	Bill	12/13/2025	INV-00663	(2,800.00)
	Bill Payment	12/15/2025	7156	31,995.27
				0.00
Bill Payment #7164 - eLuma(IQ Academy)	Bill	12/13/2025	VST-01312	(213.50)
	Bill Payment	12/15/2025	7164	213.50
Bill Payment #7132 - eLuma(IQ Academy)	Bill	12/04/2025	VST-01300	(122.00)
	Bill Payment	12/04/2025	7132	122.00
				0.00
Bill Payment #7136 - Link Teletherapy(IQ Academy)	Bill	12/04/2025	INV-00039	(120.00)
	Bill Payment	12/04/2025	7136	120.00
				0.00
Bill Payment #7186 - The Stepping Stones Group LLC(IQ Academy)	Bill	12/13/2025	INV-01276	(130.50)
	Bill	12/13/2025	INV-01270	(51.50)
	Bill Payment	12/15/2025	7186	182.00
Bill Payment #7144 - The Stepping Stones Group LLC(IQ Academy)	Bill	12/04/2025	INV-01234	(234.50)
	Bill	12/04/2025	INV-01252	(82.50)
	Bill Payment	12/04/2025	7144	317.00
				0.00
Bill Payment #7153 - Behavior Education Consulting Center(IQ Academy)	Bill	12/13/2025	INV-00209	(7,740.00)
	Bill Payment	12/15/2025	7153	7,740.00
Bill Payment #7123 - Behavior Education Consulting Center(IQ Academy)	Bill	12/04/2025	INV-00195	(12,960.00)
	Bill	12/04/2025	INV-00203	(6,390.00)
	Bill Payment	12/04/2025	7123	19,350.00
				0.00
Bill Payment #7154 - California Teachers Association(IQ Academy)	Bill	12/13/2025	Union Dues - 112025	(11,375.00)
	Bill Payment	12/15/2025	7154	11,375.00
				0.00

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Bill Payment #7184 - Speech Therapy Link Inc.(IQ Academy)	Bill	12/13/2025	INV-00041	(1,153.75)
	Bill Payment	12/15/2025	7184	1,153.75
				0.00
Bill Payment #7116 - AACAP, Inc.(IQ Academy)	Bill	12/04/2025	26344	(5,601.73)
	Bill Payment	12/04/2025	7116	5,601.73
				0.00
Bill Payment #7147 - ACES Clinics INC(IQ Academy)	Bill	12/13/2025	INV-00024	(930.00)
	Bill Payment	12/15/2025	7147	930.00
				0.00
Bill Payment #7152 - Axis Teletherapy(IQ Academy)	Bill	12/13/2025	INV-02228	(177.00)
	Bill	12/13/2025	INV-02292	(733.78)
	Bill	12/13/2025	INV-02293	(1,109.75)
	Bill	12/13/2025	INV-02294	(953.75)
	Bill	12/13/2025	INV-02229	(172.90)
	Bill	12/13/2025	INV-02295	(312.50)
	Bill	12/13/2025	INV-02227	(293.75)
	Bill Payment	12/15/2025	7152	3,753.43
				0.00
				(1,593.75)
Bill Payment #7126 - Chase Boyle dba Snow Counseling(IQ Academy)	Bill	12/04/2025	INV-00880	1,593.75
	Bill Payment	12/04/2025	7126	0.00
				(4,050.51)
Bill Payment #7161 - ECE 4 Autism(IQ Academy)	Bill	12/13/2025	02203922	4,050.51
	Bill Payment	12/15/2025	7161	0.00
				(720.00)
Bill Payment #7165 - EMHSports USA, Inc(IQ Academy)	Bill	12/13/2025	INV-04134	(720.00)
	Bill	12/13/2025	INV-04135	1,440.00
	Bill Payment	12/15/2025	7165	0.00
				(521.25)
Bill Payment #7172 - Kadiant, LLC(IQ Academy)	Bill	12/13/2025	INV-00334	521.25
	Bill Payment	12/15/2025	7172	0.00
				(796.25)
Bill Payment #7175 - National TeleTherapy Resources, a Speech Pathology Corp.(IQ Academy)	Bill	12/13/2025	INV-10428	(557.75)
	Bill	12/13/2025	INV-10429	(931.00)
	Bill	12/13/2025	INV-10430	(128.00)
	Bill	12/13/2025	INV-10431	(280.88)
	Bill	12/13/2025	INV-10432	(99.75)
	Bill	12/13/2025	INV-10433	(246.00)
	Bill	12/13/2025	INV-10434	(254.25)
	Bill	12/13/2025	INV-10435	(729.75)
	Bill	12/13/2025	INV-10436	4,023.63
	Bill Payment	12/15/2025	7175	(112.50)
Bill Payment #7137 - National TeleTherapy Resources, a Speech Pathology Corp.(IQ Academy)	Bill	12/04/2025	INV-10358	(555.25)
	Bill	12/04/2025	INV-10407	(189.50)
	Bill	12/04/2025	INV-10408	(184.50)
	Bill	12/04/2025	INV-10409	(226.00)
	Bill	12/04/2025	INV-10410	(133.00)
	Bill	12/04/2025	INV-10411	(105.30)
	Bill	12/04/2025	INV-10412	1,506.05
	Bill Payment	12/04/2025	7137	0.00
				(1,350.00)
Bill Payment #7138 - Oxford Consulting Services(IQ Academy)	Bill	12/04/2025	INV-02142	1,350.00
	Bill Payment	12/04/2025	7138	0.00
				(1,490.00)
Bill Payment #7178 - PresenceLearning, Inc.(IQ Academy)	Bill	12/13/2025	INV-09609	(320.21)
	Bill	12/13/2025	INV-09622	1,810.21
	Bill Payment	12/15/2025	7178	0.00
				(812.50)
Bill Payment #7146 - Virtual Speech Solutions(IQ Academy)	Bill	12/04/2025	INV-00019	812.50
	Bill Payment	12/04/2025	7146	0.00
				(5,303.09)
Bill Payment #7159 - Dynamic Hope Schools(IQ Academy)	Bill	12/13/2025	1263	5,303.09
	Bill Payment	12/15/2025	7159	(5,597.02)
Bill Payment #7128 - Dynamic Hope Schools(IQ Academy)	Bill	12/04/2025	1236 Gonzalez	5,597.02
	Bill Payment	12/04/2025	7128	0.00
				(250.00)
Bill Payment #7170 - iTherapy(IQ Academy)	Bill	12/13/2025	INV-00049	

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Document Tracking Services	4,662.80
Effectual Educational Consulting Service	4,246.12
Tech to School	2,344.68
Smile From The Inside, Inc.	1,541.58
Pitney Bowes Bank Inc Purchase Power	1,264.56
Sovos Compliance LLC	1,210.64
AppleOne Employment Services	631.05
Barrington Staffing Services	600.53
Expedited Reports	522.89
DataBasics, Inc.	369.06
Dempsey Electric	278.84
The Back Room Inc	276.73
Supreme Facility Services, Inc.	247.40
AT&T Mobility	232.25
UPS	214.62
De Lage Landen Financial Services Inc.	199.70
Amazon Capital Services	172.62
Comm-Core	143.36
Amazon	131.00
Pitney Bowes Global Financial Services	123.87
Wood Ranch	121.33
Bill.com	114.84
Express Employment Professionals	86.15
VistaPrint	71.67
WPS	68.59
Certified Languages International	65.25
Verizon Wireless	59.45
Costco	56.44
ULINE	56.09
Jose's Gardening Services	45.12
BlueTriton Brands, Inc	41.18
Everon, LLC	35.86
Panda Express	30.12
Waste Management	27.70
Doctors Wellness Company LLC dba WellnessMart MD	13.99
Orkin	11.66
Nothing Bundt Cakes	9.57
Amazon Blink	9.02
Paper Recycling & Shredding	8.50
Zoom Video Communications, Inc.	1.43
Grand Total	20,348.24

Transaction Details
IQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	IQ
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - CO5	101 General	ILC 616335	November (11-20)	113.00	8.50
	Office Expense Total					113.00	8.50
Paper Recycling & Shredding Total						113.00	8.50
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E465	November (11-15)	966.29	72.66
				LLC 000073Y68E475	November (11-22)	238.47	17.93
				LLC 000073Y68E485	November (11-29)	406.13	30.54
				LLC 000073Y68E495	December (12-6)	324.02	24.37
			280 SPED	LLC 0000V9159W465	November (11-15)	434.51	35.63
				LLC 0000V9159W485	November (11-29)	58.83	4.82
				LLC 0000V9159W475	November (11-22)	226.56	18.58
				LLC 0000V9159W495	December (12-6)	123.01	10.09
	Shipping Total					2,777.82	214.62
UPS Total						2,777.82	214.62
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7285981-0283-4	December	171.31	12.88
				LLC 7285996-0283-2	December	197.01	14.81
	Operations and Housekeeping Services Total					368.32	27.70
Waste Management Total						368.32	27.70
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 45145	November (11-16)	1,403.35	105.53
			280 SPED	LLC 45145	November (11-16)	2,197.51	180.20
				LLC 45161	November (11-23)	549.12	45.03
				LLC 45167	November (11-23)	1,365.94	112.01
				LLC 45190	November (11-30)	549.12	45.03
				LLC 45210	December (12-7)	1,374.86	112.74
	Outside Service Total					7,439.90	600.53
Barrington Staffing Services Total						7,439.90	600.53
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4663	December	3,290.00	247.40
	Operations and Housekeeping Services Total					3,290.00	247.40
Supreme Facility Services, Inc. Total						3,290.00	247.40
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - CO5	101 General	111-0895480-8012265	November	8.57	0.64
				111-9234052-5613846	November	26.80	2.02
				111-5802243-0882627	November	18.01	1.35
				111-2476702-1781813	November	9.53	0.72
				111-8709678-9019420	November	7.28	0.55
				111-3473487-2193810	November	36.59	2.75
				114-3115770-0912227	November	13.92	1.05
				113-3646736-5700204	December	58.11	4.37
				113-3982542-4155405	December	51.46	3.87
				113-0287895-9940222	December	125.86	9.46
				113-8443459-0564242	December	135.24	10.17
				111-3516443-2834666	December	32.61	2.45
				111-0110558-1145050	December	27.40	2.06
				111-2005695-9585065	December	20.37	1.53
				111-2860839-4496231	December	61.82	4.65
				113-1151118-0068225	December	535.36	40.26
				111-4162695-2107443	December	6.42	0.48
				113-1885461-9550639	December	346.70	26.07
				113-7751323-3238652	December	122.25	9.19
				111-5556883-6519433	December	39.93	3.00
				111-7975579-1516242	December	8.99	0.68
				112-2246701-7859448	December	48.87	3.67
	Office Expense Total					1,742.09	131.00
Amazon Total						1,742.09	131.00
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1982078016	November	1,761.93	132.50
				LLC 80557846671578	December	1,326.59	99.76
	Communications Total					3,088.52	232.25
AT&T Mobility Total						3,088.52	232.25
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-4116	November	3,680.00	276.73
	Outside Service-General Total					3,680.00	276.73
The Back Room Inc Total						3,680.00	276.73
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7200804	November (11-15)	3,561.04	269.29
				LLC 01-7204016	November (11-22)	1,800.23	135.38
				LLC 01-7208303	November (11-29)	8,391.82	631.05
	Outside Service Total					8,391.82	631.05
AppleOne Employment Services Total						8,391.82	631.05
Bill.com	Dues and Memberships	55601 Dues, Memberships & Research Svcs : Memberships	101 General	25123881921	December	1,439.00	114.84
	Dues and Memberships Total					1,439.00	114.84
Bill.com Total						1,439.00	114.84

Transaction Details
IQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	IQ
		55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 593523620	December	2,655.58	199.70
De Lage Landan Financial Services Inc.	Equipment Rental Expense					2,655.58	199.70
	Equipment Rental Expense Total					2,655.58	199.70
De Lage Landan Financial Services Inc. Total						15,000.00	1,127.98
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2292 LLC 2293	December December	5,500.00 20,500.00	413.59 1,541.58
	Outside Service-General Total					20,500.00	1,541.58
Smile From The Inside, Inc. Total						1,145.60	86.15
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 33171580	November (11-16)	1,145.60	86.15
	Outside Service Total					1,145.60	86.15
Express Employment Professionals Total						1,142.25	65.25
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586113025	November	1,142.25	65.25
	Outside Service-General Total					1,142.25	65.25
Certified Languages International Total						16,304.27	4,662.80
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC T-930650091	November	16,304.27	4,662.80
	Outside Service-General Total					16,304.27	4,662.80
Document Tracking Services Total						1,906.47	143.36
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1110344	December	1,906.47	143.36
	Communications Total					1,906.47	143.36
Comm-Core Total						3,349.53	2,344.68
Tech to School	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC MTS79360	December (12-1)	3,349.53	2,344.68
	Non K12 Curriculum Total					3,349.53	2,344.68
Tech to School Total						4,907.75	369.06
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0815857	November	4,907.75	369.06
	Outside Service-General Total					4,907.75	369.06
DataBasics, Inc. Total						186.00	13.99
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0014809	November	186.00	13.99
	Outside Service-General Total					186.00	13.99
Doctors Wellness Company LLC dba WellnessMart MD Total						790.53	59.45
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6130105627	November	790.53	59.45
	Telephone - Administration Total					790.53	59.45
Verizon Wireless Total						127.30	9.57
Nothing Bundt Cakes	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	50770262	November	127.30	9.57
	Office Expense Total					127.30	9.57
Nothing Bundt Cakes Total						246.60	172.62
Amazon Capital Services	Non K12 Curriculum	56430 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 1XQJ-391G-70PK	November (11-16)	246.60	172.62
	Non K12 Curriculum Total					246.60	172.62
Amazon Capital Services Total						547.57	41.18
BlueTriton Brands, Inc	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 05K8710033059	November	547.57	41.18
	Office Expense Total					547.57	41.18
BlueTriton Brands, Inc Total						3,708.00	278.84
Dempsey Electric	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 1879	November (11-23)	3,708.00	278.84
	Operations and Housekeeping Services Total					3,708.00	278.84
Dempsey Electric Total						2,100.00	690.00
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 13504	September	2,100.00	690.00
	Subagreements for Services Total					8,800.00	721.61
	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC 13418 LLC 13500 LLC 13506	September October October	8,600.00 5,300.00 715.00	721.61 1,250.00 53.77
	Materials and Supplies Total					9,867.50	809.14
						33,482.50	3,356.12
Effectual Educational Consulting Service Total						35,582.50	4,246.12
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 160001809	November (11-9)	476.84	35.86
	Operations and Housekeeping Services Total					476.84	35.86
Everon, LLC Total						6,376.65	522.89
Expedited Reports	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INVOICE001223	August	6,376.65	522.89
	Subagreements for Services Total					6,376.65	522.89
Expedited Reports Total						600.00	45.12
Jose's Gardening Services	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3020	October	600.00	45.12
	Operations and Housekeeping Services Total					600.00	45.12
Jose's Gardening Services Total						155.00	11.66
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 285839829	November (11-20)	155.00	11.66
	Operations and Housekeeping Services Total					155.00	11.66
Orkin Total						16,816.23	1,264.56
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 111625	November (11-16)	16,816.23	1,264.56
	Postage Total					16,816.23	1,264.56
Pitney Bowes Bank Inc Purchase Power Total						601.53	45.23
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3107518061	November (11-29)	601.53	45.23

Transaction Details
IQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	IQ
Fitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office	101 General	LLC 3107520649	December (12-5)	1,045.74	78.64
Fitney Bowes Global Financial Services Total						1,045.74	78.64
UUNE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 201205689	December (12-1)	745.84	56.09
UUNE Total						745.84	56.09
WPS	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC WPS-562348	November (11-25)	745.84	56.09
WPS Total						836.44	68.59
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP- Student Training	LLC INV330313442	November (11-18)	19.00	1.43
Zoom Video Communications, Inc. Total						19.00	1.43
Sovos Compliance LLC	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-SCL-184541	February (2-13)	16,099.20	1,210.64
Sovos Compliance LLC Total						16,099.20	1,210.64
Amazon Blink	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	D01-0905235-1206607	November	119.99	9.02
Amazon Blink Total						119.99	9.02
Panda Express	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	39630813102276600 11232025	November November	417.17	31.37
Panda Express Total						(16.69)	(1.26)
VistaPrint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_5CNM12NH VP_MHF3QHTM	November December November	953.08	71.67
VistaPrint Total						976.49	73.43
Costco	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	1244777036	December	953.08	71.67
Costco Total						750.54	56.44
Wood Ranch	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	54936263	December	750.54	56.44
Wood Ranch Total						1,613.43	121.33
Grand Total						173,046.41	20,348.24

APPROVED

**TO: iQ Academy California-Los Angeles
GOVERNING BOARD**

BOARD REPORT #08

VIA: IQ ACADEMY STAFF
February 26, 2026

SUBJECT: CalPERS Pre-Tax Payroll Deduction Plan

PROPOSAL: It is proposed that the Governing Board of iQ Academy California-Los Angeles approve the attached resolution to allow additional payroll deductions from salary to be pre-tax in accordance with CalPERS retirement plan requirements.

BACKGROUND: Historically, classified employees supporting and reporting to iQ Academy California – Los Angeles were hired out of California Virtual Academy at Los Angeles, and contributed to CalPERS under California Virtual Academy at Los Angeles. Payroll, benefits, and retirement costs associated with those employees were then allocated to and recorded in iQ Academy's financial statements. The attached resolution is needed for iQ Academy to apply for and establish a CalPERS account

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the attached resolution to allow additional payroll deductions from salary to be pre-tax in accordance with CalPERS retirement plan requirements.

RESPECTFULLY SUBMITTED

Nicholas Stecken

Head of School

PREPARED BY:

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

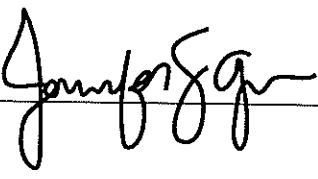
Francis "Paco" Burke
Chief Business Official

CONFIDENTIAL

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed:  Date: 2/26/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza				X		
Ben Pace	X					X
Esther Garcia	X				X	

Employer Code: 0245

EMPLOYER PICK-UP RESOLUTION
PRE-TAX PAYROLL DEDUCTION PLAN
FOR SERVICE CREDIT PURCHASES
(CONTRIBUTION CODE 14)

California Public Employees' Retirement System (CalPERS)

WHEREAS, the Board of Administration of the California Public Employees' Retirement System (CalPERS) at the April 1996 meeting approved a pre-tax payroll deduction plan for service credit purchases under Internal Revenue Code (IRC) section 414 (h) (2); and

WHEREAS, the iQ Academy California - Los Angeles {Employer}
[LA County _____ Superintendent of Schools] has the authority to implement the provisions of the IRC section 414 (h) (2) and has determined that even though implementation is not required by law, the tax benefit offered by this section should be provided to those employees who are members of CalPERS; and

WHEREAS, the iQ Academy California - Los Angeles {Employer}
[LA County _____ Superintendent of Schools] elects to participate in the pre-tax payroll deduction plan for all employees in the following CalPERS coverage group(s):

Membership Coverage Group (s)

Agency: 0245
Coverage Groups: 60001, 60004

NOW, THEREFORE, BE IT RESOLVED:

- I. That the iQ Academy California - Los Angeles {Employer}
[LA County _____ Superintendent of Schools] will implement the provisions of IRC section 414 (h) (2) by making employee contributions for service credit purchases pursuant to the California State Government Code on behalf of its employees who are members of CalPERS and who have made a binding irrevocable election to participate in the pre-tax payroll deduction plan. "Employee contributions" shall mean those contributions reported to CalPERS which are deducted from the salary of employees and are credited to individual employee accounts for service credit purchases, thereby resulting in tax deferral of employee contributions.
- II. That the contributions made by the iQ Academy California - Los Angeles {Employer}
[LA County _____ Superintendent of Schools] to CalPERS, although designated as employee contributions, are being paid by the iQ Academy California - Los Angeles {Employer}
[LA County _____ Superintendent of Schools] in lieu of contributions by the employees who are members of CalPERS.

**Employer Pick-Up Resolution Pre-Tax Payroll Deduction Plan
For Service Credit Purchases (Contribution Code 14)**

- III. That the employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the iQ Academy California - Los Angeles {Employer} [LA County] Superintendent of Schools to CalPERS.
- IV. That the iQ Academy California - Los Angeles {Employer} [LA County] Superintendent of Schools shall pay to CalPERS the contributions designated as employee contributions from the same source of funds as used in paying salary, thereby resulting in tax deferral of employee contributions.
- V. That the effective date for commencement of the pre-tax payroll deduction plan cannot be any earlier than July 1, 1996, or the date the completed resolution is received and approved in CalPERS, whichever is later.
- VI. That the governing body of the iQ Academy California - Los Angeles {Employer} [LA County] Superintendent of Schools shall participate in and adhere to requirements and restrictions of the pre-tax payroll deduction plan by reporting pre-tax payroll deductions when authorized by CalPERS for those employees of the above state Coverage Group(s) who have elected to participate in this plan.

PASSED AND ADOPTED by the governing body of the iQ Academy California - Los Angeles {Employer} this 26th day of February, 2026. {year}

By _____
(Signature of Secretary/President of Board)

President
Title of Official

RETURN ADDRESS:

iQ Academy California - Los Angeles
50 Moreland Road
Simi Valley, CA 93065

FOR CALPERS USE ONLY	
Pre-tax Payroll Deduction Plan Effective Date:	
Approved by:	Title:
MEMBER SERVICES DIVISION, Service Credit Section – Unit 830	

**TO: IQ ACADEMY CALIFORNIA- LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #04

APPROVED

VIA: IQ ACADEMY STAFF

February 26, 2026

SUBJECT: 2025-26 Employment Agreements and Terminations

PROPOSAL:

It is proposed that the Governing Board of the iQ Academy California- Los Angeles ratify the following 2025-26 Employment Agreements and Terminations.

BACKGROUND:

iQ Academy California- Los Angeles offered contracts to teachers to meet the enrollment demands of the 2025-26 school year.

New Hires:

Last Name	First Name	Title	FTE
Sandoval	Monica	Roving Substitute	0.0
Lankford	Timothy	Teacher, Elementary	1.0
Baker	Daniel	Teacher, High School CTE	1.0

New Positions:

Last Name	First Name	Previous Title	New Title	FTE
Alatorre	Christian	Roving Sub	English Language Development Specialist	1.0

Terminations/Resignations:

Last Name	First Name	Title	FTE
Pinzon	Stephanie	English Language Development Specialist	1.0
Leavitt	Cambria	Teacher, Elementary	1.0

BUDGET IMPLICATIONS:

Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Ratify the offered 2025-26 Employment Agreements and Terminations.
2. Authorize Designee of Board of Directors to sign the 2025-26 Employment Agreements on behalf of iQ Academy California- Los Angeles.

RESPECTFULLY SUBMITTED:

Nicholas Stecken
Head of School

PREPARED BY:

Casey Robinson
Director of Human Resources

PRESENTED BY:

Audrey Beecher
Human Resource Specialist

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed:  Date: 2/26/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza				X		
Ben Pace	X					X
Esther Garcia	X				X	

**TO: IQ ACADEMY CALIFORNIA- LOS ANGELES
GOVERNING BOARD**

APPROVED

BOARD REPORT #05

VIA: IQ ACADEMY STAFF

February 26, 2026

SUBJECT: School Accountability Report Card

PROPOSAL: It is proposed that the Governing Board of iQ Academy California- Los Angeles approve the School Accountability Report Card.

BACKGROUND: Public schools in California are required to provide information to the community in the form of an annual School Accountability Report Card (SARC). The report includes information regarding achievement, resources, and demographics, allowing the public to compare schools.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the School Accountability Report Card.

RESPECTFULLY SUBMITTED

Nick Stecken

Head of School

PREPARED BY:

Krista Mount

Director of Categorical Programs

PRESENTED BY:

Nick Stecken

Head of School

Ayes: 2

No: 0

Abstain: 0

Approved: Yes

Witnessed:



Date: 2/26/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza				X		
Ben Pace	X				X	
Esther Garcia	X					X

iQ Academy California Los Angeles

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



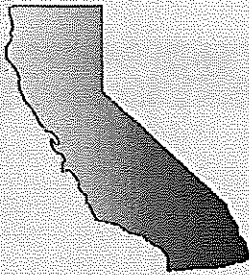
ACADEMY CALIFORNIA

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
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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	0

Where there are student course enrollments of at least one student.

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

**TO: IQ ACADEMY CALIFORNIA- LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #06

APPROVED

VIA: IQ ACADEMY STAFF

February 26, 2026

SUBJECT: Immigration Enforcement Policy

PROPOSAL: It is proposed iQ Academy California- Los Angeles approve the updated Immigration Compliance, Enforcement Response, and Student Protection Policy.

BACKGROUND: The Policy aligns and updates immigration-related protections to ensure compliance with current state and federal law, including Assembly Bills 699, 49, and 1127, and Senate Bill 98. The Policy affirms students' right to equal access to education regardless of immigration status, strengthens safeguards for student records and personal information, and establishes clear protocols for responding to immigration enforcement requests at school-sponsored events. It also establishes staff training, parent notification, board reporting requirements, emergency family support, and public posting and language accessibility obligations.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended the Governing Board approve the updated Immigration Enforcement Policy.

RESPECTFULLY SUBMITTED:

Nick Stecken
Head of School

PREPARED BY:

Cathy Wilson
Director of Student Engagement

PRESENTED BY:

Cathy Wilson
Director of Student Engagement

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed:  Date: 2/26/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza				X		
Ben Pace	X					X
Esther Garcia	X				X	



Response To Immigration Enforcement Policy

The Governing Board is committed to the success of all students and believes that iQ Academy Los Angeles should be a safe and welcoming place for all students and their families, irrespective of their citizenship or immigration status. The school protects the rights of students in accordance with state and federal law.

School staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members, nor provide assistance with immigration enforcement, except when required by state or federal law. (Education Code section 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the school's programs and activities on the basis of actual or perceived immigration status. (Education Code sections 200, 220, 234.1)

The Head of School or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs, and their rights related to immigration enforcement. (Education Code section 234.7)

Applicability to Virtual Programs and In-Person Events

For purposes of this policy, "school site" includes any physical location where a school-sponsored activity, outing, assessment, meeting, instructional activity, or event is taking place. All provisions of this policy apply equally to virtual programming, school-sponsored in-person events, and any location where school staff are acting in their official capacity.

Limitation on Immigration Enforcement Access

(AB 49 / SB 98)

Pursuant to Education Code section 234.7, Assembly Bill 49 (2025), and Senate Bill 98, iQ Academy Los Angeles expressly prohibits allowing any officer or employee of an agency conducting immigration enforcement to enter any nonpublic area of a school site or school-sponsored event for any purpose absent a valid judicial warrant, judicial subpoena, or court order.

For purposes of this policy, nonpublic areas include, but are not limited to, classrooms, offices, counseling spaces, student work areas, and any space under the supervision or control of school staff during a school-sponsored activity, whether on or off campus.

Administrative warrants, immigration detainers, or other non-judicial documents do not authorize access to nonpublic areas, students, or school personnel.

Identification Requirement

Any school official or employee who encounters an officer or employee of an agency conducting immigration enforcement shall, to the extent practicable, request and examine valid identification, including the officer's



name, badge number, agency affiliation, and supervisor contact information. This requirement applies to all staff, including those supervising or participating in off-campus or in-person school-sponsored events.

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act ("FERPA") pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. Absent a valid judicial warrant, judicial subpoena, or court order, school staff shall not disclose the education records of or any information whatsoever about a student or the student's family or household to any officer or employee of an agency conducting immigration enforcement.

Prohibited disclosures include, but are not limited to:

- Student education records
- Personally identifiable information
- Contact information
- Home addresses and home schedules
- Travel schedules or travel patterns
- Emergency contact information
- Attendance data
- Any information derived from school records or staff knowledge

Disclosure shall not occur without the written consent of the student's parent or guardian, unless required by a valid judicial warrant, subpoena, or court order directing the school or its personnel to do so.

The Head of School or designee shall annually notify parents/guardians that the school will not release any student information including home and travel schedules for immigration enforcement purposes except as required by law.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, the school staff shall:

- Notify the Head of School or designee immediately
- Document the request
- Provide students and families with appropriate notice and a description of the request
- Provide copies of any documents presented by immigration enforcement, unless prohibited by law

Resources and data collected by the school shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code section 8310.3)

Responding to Requests for Access to Students or School Sponsored Events

School staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws during a school-sponsored activity, unless the officer presents a valid judicial warrant or court order.



If an immigration enforcement officer is present at a school-sponsored event, staff shall:

- Advise the officer that staff must first receive direction from the Head of School or designee, except in exigent circumstances
- Request and document the officer's credentials
- Request and review documentation authorizing access
- Make copies of all documents presented
- Immediately notify the Head of School or designee

If the officer presents:

- An ICE administrative warrant: staff shall inform the officer that the school cannot consent to the request absent a judicial warrant and shall contact legal counsel or a designated administrator.
- A federal judicial warrant or court order: staff shall comply as required and consult legal counsel or administration when feasible.
- A subpoena: staff shall forward it to legal counsel or a designated administrator and await instructions.

Staff shall not physically impede an officer. If an officer exceeds the scope of authorization, staff shall document the incident.

After any encounter, staff shall promptly document:

- Officer credentials and contact information
- School personnel involved
- Details of the request
- Documentation presented
- Actions taken by staff and the officer

This protocol shall be reviewed with all certificated staff annually as part of mandatory training.

Reporting and Notification

The Head of School or designee shall report to the Governing Board in a timely manner any requests for information or access related to immigration enforcement, in a manner that preserves confidentiality. (Education Code section 234.7)

The Head of School or designee shall also notify the Bureau of Children's Justice at the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by immigration enforcement to access a school site, event, or student.

Responding to the Detention or Deportation of Student's Family Member

The Head of School or designee shall encourage families to maintain updated emergency contact information and designate trusted adults. Emergency information shall be used solely for emergency purposes.

If a parent/guardian is detained or deported, the school shall release the student to individuals listed on emergency contact information or to a person presenting a valid caregiver's authorization affidavit. Child protective services shall be contacted only if no safe alternative can be arranged.



The Head of School or designee shall notify affected students of their continued eligibility for enrollment pursuant to Education Code section 48204.4 and may refer families to appropriate resources.

The head of school or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin. The school annually posts contact information for nonprofit legal support organizations serving immigrant communities. The school annually posts contact information for nonprofit legal support organizations serving immigrant communities.

Attorney General Model Policy Alignment

This policy is adopted pursuant to Education Code section 234.7 and is intended to align with the California Attorney General's model policies limiting assistance with immigration enforcement.

iQ Academy Academy Los Angeles shall update this policy as necessary to remain consistent with any revisions issued by the Attorney General, including the updated model policy required to be published no later than December 1, 2025, and to ensure compliance by March 1, 2026.



ACADEMY CALIFORNIA
Los Angeles
POWERED BY K12

Response to Immigration Enforcement

Board Approved: June 2025

Reviewed annually as part of the Parent Student Handbook.

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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
IQ Academy Los Angeles	Nick Stecken Head of School	nicstecken@iqcala.com 805-581-0202

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA: Grades 3 - 8 and 11	<p>All Students - Orange - 24.8 points below standard</p> <p>Subgroups: African American - Yellow - 35.1 points below standard English Learners - Orange - 53.3 points below standard Students with Disabilities - Orange - 76.4 points below standard Hispanic - Orange - 32 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard White - Green - 3.5 points below standard</p>	<p>All Students - Orange - 35.7 points below standard</p> <p>Subgroups: African American - Orange - 41.8 points below standard English Learners - Red - 87.8 points below standard Students with Disabilities - Red - 89.9 points below standard Hispanic - Orange - 43.2 points below standard Socioeconomically Disadvantaged - Orange - 44.4 points below standard White - Orange - 18.0 points below standard</p>	<p>All Students - Yellow - 24.4 points below standard</p> <p>Subgroups: African American - Orange - 56.3 points below standard English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard Hispanic - Yellow - 22.1 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard White - Yellow - 13.5 points below standard</p>	<p>All Students - Yellow - 24.4 points below standard</p> <p>Subgroups: African American - Orange - 56.3 points below standard English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard Hispanic - Yellow - 22.1 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard White - Yellow - 13.5 points below standard</p>	<p>All Students - 14.8 points below standard</p> <p>Subgroups: African American - 25.1 points below standard English Learners - 43.3 points below standard Students with Disabilities - 66.4 points below standard Hispanic - 22 points below standard Socioeconomically Disadvantaged - 20 points below standard White - 6.5 points above standard</p>
1.2	CAASPP Math: Grades 3 - 8 and 11	<p>All Students - Orange - 74.6 points below standard</p> <p>Subgroups: African American - Yellow - 90.7 points below standard Students with Disabilities - Red - 139.3 points below standard</p>	<p>All Students - Orange - 79.6 points below standard</p> <p>Subgroups: African American - Yellow - 80.5 points below standard Students with Disabilities - Orange - 136.3 points below standard</p>	<p>All Students - Yellow - 55.5 points below standard</p> <p>Subgroups: African American - Orange - 79.5 points below standard Students with Disabilities - Orange - 125.8 points below standard</p>	<p>All Students - Yellow - 55.5 points below standard</p> <p>Subgroups: African American - Orange - 79.5 points below standard Students with Disabilities - Orange - 125.8 points below standard</p>	<p>All Students - 64.6 points below standard</p> <p>African American - 80.7 points below standard</p> <p>Students with Disabilities - 129.3 points below standard</p> <p>English Learners - 89.9 points below standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.3	California Science Test Met or Exceeded Standard	English Learners - Red - 99.9 points below standard Hispanic - Orange - 80.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard White - Yellow - 49.8 points below standard	English Learners - Red - 108.6 points below standard Hispanic - Orange - 88.1 points below standard Socioeconomically Disadvantaged - Orange - 86.0 points below standard White - Orange - 67.8 points below standard	English Learners - Yellow - 54.3 points below standard Hispanic - Yellow - 59.5 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard White - Green - 22.5 points below standard	English Learners - Yellow - 54.3 points below standard Hispanic - Yellow - 59.5 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard White - Green - 22.5 points below standard	Hispanic - 70.9 points below standard Socioeconomically Disadvantaged - 73.1 points below standard White - 39.8 points below standard
		18.85% Met or Exceeded	21.82% Met or Exceeded	All Students - Green - 54.3 points above standard Subgroups: African American - Green - 48.1 points above standard Students with Disabilities - Orange - 40.3 points above standard English Learners - Green - 50.4 points above standard Hispanic - Green - 54.9 points above standard Socioeconomically Disadvantaged - Green - 52.4 points above standard White - Yellow - 54.0 points above standard	All Students - Green - 54.3 points above standard Subgroups: African American - Green - 48.1 points above standard Students with Disabilities - Orange - 40.3 points above standard English Learners - Green - 50.4 points above standard Hispanic - Green - 54.9 points above standard Socioeconomically Disadvantaged - Green - 52.4 points above standard White - Yellow - 54.0 points above standard	28.85% Met or Exceeded
1.4	College/Career Indicator	All Students - Low - 16.3% Prepared Subgroups:	All Students - Yellow - 29.4 % prepared	All Students - Red - 15.2% Prepared Subgroups:	All Students - Red - 15.2% Prepared Subgroups:	All Students - 26.3% prepared Subgroups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	CCI Details	Hispanic - Low - 10.9% prepared Socioeconomically Disadvantaged - Low - 14.1% Prepared	Subgroups: Hispanic -- Yellow -- 22.0% prepared Socioeconomically Disadvantaged -- Yellow -- 28.3% prepared	African American - 28.0% Prepared Hispanic - Orange - 13.8% Prepared Socioeconomically Disadvantaged - Orange - 13.4% Prepared Students with Disabilities - 7.9% Prepared English Learners - 4.5% Prepared White - 12.1% Prepared	African American - 28.0% Prepared Hispanic - Orange - 13.8% Prepared Socioeconomically Disadvantaged - Orange - 13.4% Prepared Students with Disabilities - 7.9% Prepared English Learners - 4.5% Prepared White - 12.1% Prepared	Hispanic - 20.9% prepared Socioeconomically Disadvantaged - 24.1% Prepared
		Source: Met UC/CSU Requirements and CTE Pathway Completion Report 20.2% - Met UC/CSU Requirements -- Number and Percentage of All Students in the Combined Graduation Rate	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 21.4% - Met UC/CSU Requirements -- Number and Percentage of All Students in the Combined Graduation Rate	12.6% - Met UC/CSU Requirements -- 19 of 151 Students in the Combined Graduation Rate 0.7% - Completed at Least One Career Technical Education (CTE) Pathway -- 1 of 151 Students	12.6% - Met UC/CSU Requirements -- 19 of 151 Students in the Combined Graduation Rate 0.7% - Completed at Least One Career Technical Education (CTE) Pathway -- 1 of 151 Students	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 30% - Met UC/CSU Requirements -- Number and Percentage of All Students in the Combined Graduation Rate
		0% - Completed at Least One Career Technical Education (CTE) Pathway -- Number and Percentage of All Students in the	2.4% - Completed at Least One Career Technical Education (CTE) Pathway -- Number and Percentage of All Students in the	0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway -- 0 of 151 Students	0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway -- 0 of 151 Students	10% - Completed at Least One Career Technical Education (CTE) Pathway -- Number and Percentage of All Students in the
		0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway -- Number and Percentage of All Students in the Combined Graduation Rate	1.6% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway -- Number and Percentage of All Students in the Combined Graduation Rate	Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 151 15.2% Prepared 21.2% Approaching Prepared 63.6% Not Prepared	Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 151 15.2% Prepared 21.2% Approaching Prepared 63.6% Not Prepared	10% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway -- Number and Percentage of All Students in the Combined Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 98 16.3% Prepared 28.6% Approaching prepared 55.1% Not Prepared 6.3% Students Earning College Credit	Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 119 29.4% Prepared 15.1% Approaching Prepared 55.5% Not Prepared 25.7% Students Earning College Credit	5.3% Students Earning College Credit	5.3% Students Earning College Credit	Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: N/A 28.85% Prepared 28.6% NA - Summative Measurement is Prepared 55.1% NA - Summative Measurement is Prepared 30% Students Earning College Credit
1.6	English Learner Progress	Red - 37.8% making progress	Green - 48.6% making progress	Orange - 42.1% making progress (152 students)	Orange - 42.1% making progress (152 students)	47.8% Making Progress
1.7	EL reclassification rate	11.3%	10.6%	10.7% (RFEP rate from DataQuest 2024-25)	10.7% (RFEP rate from DataQuest 2024-25)	16.3%
1.8	Reading Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured by greater than 35 SGP on the end of year STAR assessment.	Elementary: K-2nd: 65.60% 3rd - 5th: 55.22% Middle School: 50.67% High school: 66.72%	Elementary: K-2nd: 62.87% 3rd - 5th: 52.44% Middle School: 65.06% High School: 67.14%	Elementary: K-2nd: 65% 3rd - 5th: 56% Middle School: 60% High School: 59%	Elementary: K-2nd: 65% 3rd - 5th: 56% Middle School: 60% High School: 59%	Elementary: K-1: 60% 2nd - 5th: 42% Middle School: 56% High school: 71%
1.9	Math Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured	Elementary 1st-2nd grade: 62.41% 3rd - 5th grade: 48.34%	Elementary 1st-2nd grade: 55.94% 3rd - 5th grade: 47.19%	Elementary: 1st-2nd grade: 63% 3rd - 5th grade: 41%	Elementary: 1st-2nd grade: 63% 3rd - 5th grade: 41%	Elementary 1st-2nd grade: 67% 3rd - 5th grade: 53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	by greater than 35 SGP on the end of year STAR assessment.	MS: 49.50% HS: 63.89%	Middle School: 56.55% High School: 64.01%	Middle School: 43% High School: 60%	Middle School: 43% High School: 60%	Middle School: 55% High School: 67%

Actions & Measuring and Reporting Results

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<ul style="list-style-type: none"> Assessment data analysis and curriculum mapping aligned to priority standards PLC collaboration on curriculum maps for Cycle 1 Homeroom protocols including attendance monitoring and the NC (non-compliant) process <p>A portion of PD addressed Artificial Intelligence integration in education. Staff explored both opportunities (the "Two Sigma Problem" - AI's potential to deliver personalized tutoring at scale) and challenges (maintaining assessment validity when students have access to AI tools). Reflection questions guided staff to consider how to shift assessment focus from final products to student process, and how to maintain</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Universal Assessment Universal screeners are used to generate local student data that enables the school to conduct in-year progress monitoring toward state academic indicators. Assessment based progress monitoring is used as a tool by administrators and teachers to align the schools staff and academic program to better address needs identified state academic indicators.</p>	Yes	Partially Implemented	For ELA State Dashboard Indicator (24-25): English Learners - Yellow - 53.0 points below standard Socioeconomic ally Disadvantaged - Yellow - 36.8 points below standard For Math State Dashboard Indicator (24-25): English Learners - Yellow - 54.3 points below standard Socioeconomic ally Disadvantaged - Yellow - 66.7 points below standard	accountability in asynchronous learning with AI support. AI will be a core component of PLC and PD throughout 25-26. BTSP Participation (24-25): 46% BTSP Participation (25-26): 31% Training Completion (24-25): 50% of first year staff mastered 80%+ of regularly occurring audit items Training Completion (Q1/2 25-26): 14% of first year staff mastered 80%+ of regularly occurring audit items Coaching Observations (24-25): Session Attendance Rate: 75-76% whole school SEL observations (teachers with yes): MS/HS: 90%, Elem: 94% Math/ELA Alignment Checks (24-25): Q1: TK-2: 100%, 3-5: 100%, 6-8: 100%, 9-12: 100% (School Avg: 100%) Q2: TK-2: 100%, 3-5: 100%, 6-8: 87%, 9-12: 100% (School Avg: 97%) Q3: TK-2: 100%, 3-5: 94%, 6-8: 100%, 9-12:	\$22,658.00	\$2,072.00

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>live sessions as well as monitor their usage of Rosetta Stone as an independent resource for English language learning. All ELD instruction is aligned to both the ELD standards, and the essential standards identified by the general education teachers. Academic support sessions are held using scaffolding to help make the rigorous academic content comprehensible for struggling English Learners. Family engagement is a priority in that we provide live Spanish language interpreting during IEP, 504, and Non-Compliance meetings. We also hold quarterly English Language Advisory Committee (ELAC) meetings to elicit participation from EL parents in the decision making of the school with budgeting and instructional programs.</p> <p>Input from educational partners gathered through needs assessment surveys and during our English Language Advisory Committee (ELAC) meetings is used to drive professional development within the ELD Department and general education staff. Professional Learning Committee meetings are held which include general education teachers and ELD specialists where data specific to English Learners is shared and analyzed. Through the PLC process, common formative assessments are developed that are appropriate for all learners. School level trainings addressing EL issues, analysis of EL achievement data, the implementation of ELD Standards within classroom instruction, addressing the language and academic needs of the different profiles of ELs, newcomers, and long-term English learners. PD activities address many elements of cultural proficiency/competency training, including cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>College and Career The College and Career program at IQLA is committed to providing students with comprehensive preparation for their future endeavors, encompassing workforce entry, military service, or higher education pursuits. Our program and goal are directly aligned with the College Career Indicator (CCI). With the introduction of CTE 2 years ago and PantherPath2College (PP2C) Dual enrollment program last year we are now offering students diverse pathways to reach the state level of prepared when they graduate high school. These options include A-G courses, Career Technical Education (CTE), Dual Enrollment programs, and early graduation. The PantherPath2College initiative facilitates dual enrollment opportunities, supported by staff assistance in application and course selection. This holistic approach aims to empower students for success in their chosen paths beyond high school. Through dedicated counseling support, we ensure personalized guidance for career needs. IQLA counseling staff focuses on data-driven approaches and the ASCA national model to enhance student success. With the implementation of comprehensive tracking of the College Career Indicator (CCI) criteria across student graduating cohorts, we are now equipped to</p>	Yes	Partially Implemented	College/Career (dashboard) - All Students - Prepared 15.2% Socioeconomic Disadvantaged - 13.4% Prepared A-G Completion - 12.6% CTE Pathway Completion (all) - 0.7% CTE Pathway Completion (SED only) - 0.8% Both CTE & A-G Completion - 0.0% Early Assessment Program (EAP) - ELA: 37.77%	Indicator performance showed the decrease in CCI and graduation rate was because of late fall and spring enrollments of very credit deficient students. The School is reviewing its graduation requirements with the school attorney to see what viable path we could create for students who may need that option. In addition the school is exploring setting up our own internal induction program for CTE staff, we are also investigating on CTE preliminary credentials as an option for improved hiring availability.	\$377,072.00	\$139,919.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>accurately predict and demonstrate growth aligned with state standards within the next two years. This data-driven approach enables us to assess our progress and make informed decisions to ensure that our College and Career program effectively meets the needs of our students and prepares them for post-secondary success. Through ongoing analysis and strategic adjustments, we are committed to advancing our program and achieving even greater alignment with state expectations, ultimately enhancing outcomes for all students.</p> <p>LREBG Action: As part of our CTE program expansion and maintenance the school has utilized LREBG to purchase Certipoint which it uses to provide students access to necessary resources related to college and career exploration and job preparation. Empirical evidence cited in California's 2023 CTE State Plan shows that CTE pathways paired with industry credentials raise high-school graduation and post-school earnings. https://www.cde.ca.gov/ci/ct/gi/documents/ado_p12cdctep1an2023.pdf. The school will utilize the CCI indicator to monitor progress for students and applicable subgroups.</p> <p>LREBG Funds used: \$ 4,150</p>			Math: 29.49%			
1.5	<p>Academic Intervention IQ Academy provides a variety of programs that are meant to provide academic support to students. These programs utilize intervention tools/programs/software/etc to provide additional academic interventions based on results from diagnostic and regular progress monitoring based assessments. This includes:</p>	Yes	Partially Implemented	For ELA State Dashboard Indicator (24-25): English Learners - Yellow - 53.0 points below standard	24/25 IQBoost STAR Growth Reading (% met one year's growth BOY to EOY): All Students - 61% All Below Basic Students - 48.5% Declined Boost Students - 46.9%	\$2,196,375.00	\$712,301.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>* IQ Boost provides engagement, tutoring, and 1 on 1 support for students, identified by diagnostic/progress monitoring assessments to provided additional academic interventions.</p> <p>*IQ certified staff provides targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards.</p> <p>* Specific support is targeted to RFEP and EL students who have shown a need in Language Arts or Math. Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills.</p> <p>LREBG Action: IQ Academy maintains paraprofessionals that are meant to target specific student needs in identified subpopulations. The school also uses LREBG funds to purchase supplemental curriculum meant to provide paraprofessionals and teachers with additional methods of intervention to serve student needs. California's Policy Analysis for California Education brief on the state's multi-tiered support system (https://files.eric.ed.gov/fulltext/ED605086.pdf) recommends adding paraprofessional instructional aides for Tier 2 intervention and the California Department of Education's own guidance (https://www.cde.ca.gov/ci/cr/ri/) likewise positions paraprofessionals as essential for supplemental instruction and progress monitoring California Department of Education.</p> <p>The school will utilize the Math and ELA academic indicators to monitor progress for</p>			<p>Socioeconomic ally Disadvantaged - Yellow - 36.8 points below standard</p> <p>For Math State Dashboard Indicator (24-25): English Learners - Yellow - 54.3 points below standard</p> <p>Socioeconomic ally Disadvantaged - Yellow - 66.7 points below standard</p>	<p>Boost Students - 54.5%</p> <p>STAR Growth Math (% met one year's growth BOY to EOY): All Students - 56.6% All Below Basic Students - 42.4% Declined Boost Students - 43.4% Boost Students - 47.4%</p> <p>Reading Remediation: 38% students graduated out of RI</p> <p>96% showed growth on ESGI benchmark assessment.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students and applicable subgroups.</p> <p>LREBG Funds used: \$ 622,637</p>						
1.6	<p>Instructional Intervention (Improved) All teachers participate in twice monthly data meetings and PLC groups that focus on academic progress and its related metrics for students they supervise. These meetings are meant to share/compare data and allow time for educators to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. Priority standards and learning objectives, once identified are focused on for the applicable instructional cycle, where those focused standards are used by both teachers and other support staff when supporting identified students.</p>	Yes	Partially Implemented	<p>ELA: All Students - Yellow - 24.4 points below standard Subgroups: English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard</p> <p>Math: All Students - Yellow - 55.5 points below standard Subgroups: Students with Disabilities - Orange - 125.8 points below standard English Learners - Yellow - 54.3 points below standard</p> <p>Family feedback rating from fall</p>	n/a		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				educational partners survey showed [NEED DATA]% of respondents in agreement (rating 4 or 5) when asked "When my student struggles, they are able to receive the support needed."			

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.7	Suspension Rate	0% suspended at least one day	0% suspended at least one day	0% suspended at least one day	0% suspended at least one day	Maintain
2.8	Expulsion Rate	0%	0%	0%	0%	Maintain
2.9	Parent Participation in Special Programs: Set baseline for parent participation in special programs as measured by SEIS and Marvin databases	95%	97.9%	100%	100%	100%

Actions & Measuring and Reporting Results

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Engagement IQ Academy provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis situation due to lack of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.</p> <p>Culturally Responsive Outreach and Communication: Develop culturally sensitive and linguistically appropriate communication materials to engage families and students from diverse backgrounds. Conduct outreach efforts to build trust and rapport with communities, addressing cultural barriers to attendance and participation. IQLA seeks to provide staff who are able to improve engagement for non-English speaking families, this includes but is not limited to; addressing the home language need of our significant population of Spanish speaking families with staff who are bilingual.</p> <p>School Outing Days We will provide outings throughout our serviced area to allow the opportunity for</p>	Yes	Partially Implemented	<p>English Learners - 29% Hispanic -24.3% Socioeconomically Disadvantaged - 25.3% Students with Disabilities - 26.1% White - 27% Asian -25%</p> <p>School Club Participation (24-25): 16% of student population attending a club outing Attendance (24-25): <ul style="list-style-type: none"> Average 3% increase in participation attendance monthly Average 10% virtual attendance monthly </p> <p>Ed Partner</p>	Currently the school is investigating additional ways of improving attendance to all our engagement initiatives for parents and families with the goal of creating social media presence in a way that motivates engagement with school events via parent square and our website.	\$414,034.00	\$134,554.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students to engage with one another and be part of a school community. Outing days are once a month and include in person and virtual opportunities. They are run and attended by teachers as well as families.</p> <p>Educational Partner Engagement Administrators host online parent, student, and staff feedback sessions throughout the year. Surveys are incorporated as an opportunity to collect feedback from families and staff to identify students who need additional support. IQLA has utilized a team of support staff to ensure the engagement of underrepresented families through the various school programs. IQLA has added bilingual engagement support for Spanish speaking families during the onboarding process to provide additional support throughout the calendar year. Schoolwide forms and documents have been translated into Spanish. Document translation and interpreting services are available, on demand.</p> <p>The school involves parents, students, and staff in the planning process through regular surveys, focus groups, and planning meetings. The school community evaluates data through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) feedback and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges). These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings.</p> <p>School Clubs We will continue to diversity the number and types of clubs we offer to our students to meet the needs of all groups. Clubs are student initiated and sponsored by a teacher advisor. They are held virtually and allow students to</p>			<p>Feedback Participation (24-25):</p> <ul style="list-style-type: none"> Average 1% (24 parents) attending sessions 11% <p>Ed Partner survey response rate</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>hold roles of leadership and become community organizers as well as to explore their passions and establish their niche in society.</p> <p>Mental Health Our school prioritizes the mental well-being of our students through dedicated efforts to support their emotional and psychological health. By fostering a nurturing environment, we aim to help students achieve their fullest potential both academically and personally.</p>						
2.3	<p>Social Emotional Learning, Prevention, and Intervention IQLA is dedicated to building and fostering supportive relationships within our school community - with staff, families and students. Strong relationships with teachers and school staff can dramatically enhance students level of motivation and therefore promote learning. According to Harvard Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities and families strengthen these factors, they optimize resilience across multiple contexts. The School will support student resilience by: * fostering supportive adult-child relationships * scaffolding learning so students builds a sense of self-efficacy and control * strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction''' Students have access to coaches and workshops that support social, emotional competencies. Teachers receive professional development and instructional coaching in</p>	No	Partially Implemented	95.25% (SY24-25 Annual) By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomic ally Disadvantaged - 94.98% School Club Participation (24-25): 16% of student population attending a club outing Attendance (24-25):	93.86% (SY25-26 P1, 2,523 students) By Subgroup: African American - 93.15% White - 94.06% Filipino - 95.27% Socioeconomically Disadvantaged - 94.42% Students with Disabilities - 93.09% English Learners - 93.32% Homeless - 92.68% Foster Youth - 95.95%	\$20,000.00	\$700.00

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Credit Recovery The Credit Recovery program at IQ Academy provides both summer and in-year opportunities for students experiencing credit deficiencies. By meticulously assessing student progress, identifying credit deficiencies, and determining course needs, we tailor targeted offerings each term to ensure every student can recover the necessary credits for timely graduation. Additionally, our program is attuned to specific student subgroups demonstrating need according to state indicators, ensuring equitable access to support and resources.</p>	Yes	Partially Implemented	All Students - Orange - 80.6% Subgroups: African American - 84.0% Hispanic - Orange - 82.9% Socioeconomically Disadvantaged - Orange - 77.9% Students with Disabilities - 80.0% English Learners - 75.0% White - 78.8% Homeless - 64.3%	The school is experienced high enrollment in 24-25. In the late fall and spring the school received roughly 20 students who enrolled as seniors who were extremely credit deficient. The school is currently investigating alternative graduation pathways aligned to the minimum graduation requirements as a way to serve this student population that comes to us with the inability to graduate with their cohort year due to a lack of credits.	\$398,563.00	\$88,129.63

Goal 3

Goal Description

Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses	96.3% (Dataquest 2021-2022 data)	95% (Dataquest 2022-2023)	95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (DataQuest 2023-24 (24-25 not available), 68.0 Total FTE)	95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (DataQuest 2023-24 (24-25 not available), 68.0 Total FTE)	100%
3.2	Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met	Met
3.3	Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support	Met	Met	Met	Met	Met
3.4	Dashboard Indicator: Access to a Broad Course of Study	Met	Met	Met	Met	Met
3.5	Access to Instructional Materials: All students will receive access to all K-12 materials and courses (Online/Offline), which align with CCSS	Met	Met	Met	Met	Met

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Student ISP Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Partially Implemented	BTSP Participation (24-25): 46% BTSP Participation (25-26): 31%	We have continued parent outreach this year through parent workshops, informal coffee chats, access to a Learning Coach app, regular school communication through ParentSquare, as well as ensuring that updates are delivered in the parent's preferred language.	\$225,758.00	\$131,679.00
3.2	Teachers Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff. The school will work to lower caseloads for credentialed staff who provide instruction to students to effectuate more time to analyze assessment data and provide targeted interventions to students based on this data.	Yes	Partially Implemented	Teacher Credentials (DataQuest 2023-24): 95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (68.0 Total FTE) Dashboard Indicator: Access to a Broad Course of Study - Met	The school identified coding errors within the TAMO report and corrected them in an internal audit after reviewing the TAMO outcomes against our CALSASS outcomes. This should improve teacher monitoring of assignments, as most of our missing 5% was due to course coding errors in CALPADS. We are waiting for updated data from Dataquest to iterate further.	\$1,663,185.00	\$27,462.00
3.3	Administration and Accountability The school utilizes hardware, software, systems and staff to monitor both state and local data that impacts the local indicator data at IQ Academy. Administrative staff conduct support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and	Yes	Partially Implemented	24/25 Local Indicators: Dashboard. Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to	In 25/26, we are continuing actions from last year; conducting monthly progress monitoring with all staff, including admin, in all areas outlined in the LCAP. We track data utilizing various in house reports that	\$2,202,835.00	\$475,407.18

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

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Disadvantaged - Orange - 14.2% Chronic Absenteeism All Students English Learners - 11.5% Socioeconomically Disadvantaged - 15.9% Attendance Rates 24/25 P1 English Learners - 93.32% Socioeconomically Disadvantaged - 94.42% Foster Youth - 95.95%			
3.4	<p>Staff Training Staff training at IQLA involves 1:1, small group, and asynchronous training. These training systems and staff are necessary for the school for school operational fidelity to match expectations and obligations associated with educating students in a public school. These trainings are updated annually to reflect changes in legislation and updated guidance and best practices from educational partners.</p> <p>Training includes (but is not limited to) onboarding of new staff, best practices associated with instruction, curriculum, data analysis, educational tools, school operations, school processes and procedures, subject/grade band specific trainings, induction support, and other areas of identified need.</p>	Yes	Partially Implemented	BTSP Participation (24-25): 46% BTSP Participation (25-26): 31% Training Completion (24-25): 50% of first year staff mastered 80%+ of regularly occurring audit items Training Completion (Q1/2 25-26):	The school is currently investigating a in-house induction program as part of our training offerings so that we can support new teachers through their first years of employment and clearing their credential.	\$412,811.00	\$82,903.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	In addition IQLA provides support related to instructional coaching, conferencing, resources, and professional development to all teachers. Using research-based coaching methods, Instructional Coaches used student based data to assist teachers in identifying areas of focus, setting specific data driven and student centered goals, and implementing teaching strategies designed to increase student engagement and achievement.			14% of first year staff mastered 80%+ of regularly occurring audit items Coaching Observations (24-25): TSA Rate: 75-76% whole school SEL observations (teachers with yes): MS/HS: 90%, Elem: 94%			
3.5	MKV/FY McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	No	Fully Implemented	Students Supported with MKV/Foster Supports: <ul style="list-style-type: none"> 24-25: 199 students 25-26: 245 students Access to a broad course of Study AMO: Met	We support MKV/Foster youth through a MKV/Foster Liaison that monitors academic success, school engagement and attendance of each MKV or Foster student. She provides outreach to struggling students and supports teachers through additional contact with and support of the family. We provide hotspots to families that are in need of internet as well.	\$67,780.00	\$24,855.03
3.6	Teacher Training						

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

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Chronic Absenteeism	All Students - Red - 18.3% African American - Red - 20.2% English Learners - Orange - 15.6% Hispanic - Red - 19.6% Socioeconomically Disadvantaged - Red - 20% Students with Disabilities - Red - 22% White - Red - 15.2% Asian - Orange - 12.8%	All Students - Yellow - 12.2% Subgroups: African American - Yellow - 14.5% English Learners - Green - 9.8% Hispanic - Yellow - 13.1% Socioeconomically Disadvantaged - Yellow - 13.6% Students with Disabilities - Yellow - 14.6% White - Green - 5.6% Asian - No Performance Color	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - 13% African American - 15% English Learners - 10% Hispanic - 14% Socioeconomically Disadvantaged - 15% Students with Disabilities - 17% White - 10% Asian - 7.8%
4.2	Chronic Absenteeism All Students	22-23 All Students: 24.9% Subgroups: English Learners 23.9% Foster Youth 38.9% Homeless Youth 34.8% Students With Disabilities 26.3%	23-24 All Students - 16.1% Subgroups: English Learners 16.6% Foster Youth * 22.7% Homeless Youth 22.7% Students With Disabilities 18.9%	24-25 All Students: 14.8% (372 Chronically Absent / 2,515 Eligible Enrollment) By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1%	24-25 All Students: 14.8% (372 Chronically Absent / 2,515 Eligible Enrollment) By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1%	All Students - 29.2% African American - 31.5% English Learners - 32.9% Hispanic - 26% Socioeconomically Disadvantaged - 31.6% Students with Disabilities - 24.8% White - 33.5%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2025-2027
			Hispanic - 10.1% White - 12.1% English Learners - 9.1% Homeless - 8.3% Socioeconomically Disadvantaged - 14.3% Students with Disabilities - 13.2%	Hispanic - 10.1% White - 12.1% English Learners - 9.1% Homeless - 8.3% Socioeconomically Disadvantaged - 14.3% Students with Disabilities - 13.2%	Hispanic - 10.1% White - 12.1% English Learners - 9.1% Homeless - 8.3% Socioeconomically Disadvantaged - 14.3% Students with Disabilities - 13.2%	
			Graduation Rate: 80.0% (120/150)	Graduation Rate: 80.0% (120/150)	Graduation Rate: 80.0% (120/150)	
			Graduation by Subgroup: African American - 84.0% (21/25) Hispanic - 82.3% (65/79) White - 78.8% (26/33) English Learners - 72.7% (16/22) Homeless - 58.3% (7/12) Socioeconomically Disadvantaged - 77.0% (97/126) Students with Disabilities - 78.9% (30/38)	Graduation by Subgroup: African American - 84.0% (21/25) Hispanic - 82.3% (65/79) White - 78.8% (26/33) English Learners - 72.7% (16/22) Homeless - 58.3% (7/12) Socioeconomically Disadvantaged - 77.0% (97/126) Students with Disabilities - 78.9% (30/38)	Graduation by Subgroup: African American - 84.0% (21/25) Hispanic - 82.3% (65/79) White - 78.8% (26/33) English Learners - 72.7% (16/22) Homeless - 58.3% (7/12) Socioeconomically Disadvantaged - 77.0% (97/126) Students with Disabilities - 78.9% (30/38)	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Attendance Interventions Attendance support is delivered through both a proactive approach and a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. We aim to reduce chronic absenteeism and enhance	Yes	Partially Implemented	Attendance Rate: 93.86% (SY25-26 P1, 2,523 students) By Subgroup:	iQConnect continues to target support to decrease chronic absenteeism with special populations that have	\$1,014,252.00	\$385,808.89

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>assignments, daily. If no assignments were submitted or completed, then teachers must follow the school's student support process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, involving support teams such as SST's and Engagement Coaches and creating Success Plans (back on track plans).</p> <p>Teachers monitor student attendance daily in live sessions, as well as daily school attendance through the completion of work assignments. The student attendance data is tracked on the weekly progress monitoring reports shared with teachers. Administrators follow up on students missing school attendance through reaching out to the family to resolve issues preventing them from attending as well as managing academic probation plans (https://www.cde.ca.gov/nr/el/le/documents/vr22/tr1214att.pdf).</p> <p>LREBG Action: The school utilizes funds in LREBG to provide support and direct 1:1 tutoring related to attendance and engagement interventions to students who have identified need. Guidance from the California Department of Education (2022) recommends data-driven, daily mentoring and tutoring as a Tier 2 strategy for reversing chronic absenteeism and explicitly allows districts to use Learning Recovery Emergency Block Grant dollars for that purpose. Independent research confirms its impact: New York City's Success Mentor Corps cut absences for previously chronically absent students by nearly two instructional weeks per year (https://www.attendanceworks.org/wp-content/uploads/2018/04/Hamilton_project_reducing_chronic_absenteeism_under_the_every_student_succeeds_act.pdf) and the national Attendance Works "Data Matters"</p>			<p>White - Red - 13.5% Homeless - Yellow - 13.5%</p>			

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

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

Impact to the Budget Overview for Parents

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