

iQ Academy California Los Angeles

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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/
County-District-School (CDS) Code	19-73452-0120600

2023-24 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/

2023-24 School Description and Mission Statement

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

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	84
Grade 2	97
Grade 3	84
Grade 4	90
Grade 5	91
Grade 6	102
Grade 7	100
Grade 8	103
Grade 9	102
Grade 10	109
Grade 11	117
Grade 12	103
Total Enrollment	1,289

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
American Indian or Alaska Native	1.6%
Asian	3%
Black or African American	22.1%
Filipino	2.9%
Hispanic or Latino	53.1%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	1.3%
White	15.1%
English Learners	6.5%
Foster Youth	0.9%
Homeless	3.3%
Socioeconomically Disadvantaged	74.6%
Students with Disabilities	13.8%

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.5
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	<p>Embark Language Arts (TK), ELA K E1(K), Phonics K E1(K), ELA 1 E1(1st), Phonics 1 E1(1st), ELA 2 Summit (2nd), Summit ELA 3 (3rd), Summit ELA 4(4th), Summit ELA 5 CA(5th)</p> <p>Summit Language Arts 6(6th), Summit Language Arts 7, Summit Language Arts 8</p> <p>Summit English 9, Summit English 10, Summit American Literature, Summit British/World Literature, Summit Creative Writing</p>	Yes	0%
Mathematics	<p>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)</p> <p>Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 (8th),</p> <p>Summit Algebra 1, Summit Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math</p>	Yes	0%
Science	<p>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)</p> <p>Summit Earth Science (6th), Summit Life Science (7th), Summit Physical Science (8th)</p> <p>Summit Environmental Science, Biology: The Living Earth CA ; Chemistry in the Earth Systems CA; Physics in the Universe CA</p>	Yes	0%
History-Social Science	<p>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)</p> <p>Summit World History (6th), Summit World History II (7th), Summit American History to Late 1800s CA (8th)</p> <p>Summit Modern U.S. History, Summit World History; Principles of American Democracy CA; Principles of American Economics CA</p>	Yes	0%
Foreign Language	<p>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)</p> <p>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)</p> <p>Spanish 1, 2, 3; (HS)</p>	Yes	0%
Health	<p>Health 8 (8th)</p> <p>Summit Health (HS)</p>	Yes	0%

Visual and Performing Arts	Embark Art (TK), Art K E1(K), Art 1 E1(1st), Art 2 E1(2nd), Art 3 E1(3rd), Art 4 E1 (4th), Early American Art E1(5th) Embark Music (TK), Spotlight on Music (K-5) Summit Intermediate World Art I (6th), Summit Intermediate World Art II(7th) , Summit Intermediate American Art II(8th), Spotlight on Music (6th - 8th) Summit Fine Art, Digital Arts I and II, Digital Photography 1 and 2	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	Non-site based program so no lab equipment.

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	37	48	47	47	46
Mathematics (grades 3-8 and 11)	24	21	32	33	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	819	785	95.85	4.15	37.28
Female	463	446	96.33	3.67	39.73
Male	356	339	95.22	4.78	34.03
American Indian or Alaska Native	16	15	93.75	6.25	33.33
Asian	28	28	100.00	0.00	60.71
Black or African American	217	207	95.39	4.61	31.71
Filipino	20	19	95.00	5.00	63.16
Hispanic or Latino	402	386	96.02	3.98	34.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	33.33
White	122	117	95.90	4.10	47.01
English Learners	50	49	98.00	2.00	6.25
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	39.13
Military	--	--	--	--	--
Socioeconomically Disadvantaged	610	590	96.72	3.28	35.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	134	119	88.81	11.19	23.08

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	819	787	96.09	3.91	20.54
Female	463	447	96.54	3.46	17.83
Male	356	340	95.51	4.49	24.11
American Indian or Alaska Native	16	15	93.75	6.25	28.57
Asian	28	28	100.00	0.00	42.86
Black or African American	217	208	95.85	4.15	13.66
Filipino	20	19	95.00	5.00	47.37
Hispanic or Latino	402	386	96.02	3.98	18.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	0.00
White	122	118	96.72	3.28	28.81
English Learners	50	50	100.00	0.00	12.00
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	21.74
Military	--	--	--	--	--
Socioeconomically Disadvantaged	610	590	96.72	3.28	18.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	134	118	88.06	11.94	14.04

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.77	21.17	29.38	29.09	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	464	447	96.34	3.66	21.35
Female	278	271	97.48	2.52	18.22
Male	186	176	94.62	5.38	26.14
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	18.75
Black or African American	106	101	95.28	4.72	11.00
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	235	224	95.32	4.68	21.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	80	80	100.00	0.00	28.75
English Learners	23	23	100.00	0.00	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	344	334	97.09	2.91	18.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	66	86.84	13.16	12.31

2022-23 Career Technical Education Programs

1. Business and Finance Industry Sector
 - Business Management Pathway
 - Finance Pathway
 - International Business Pathway
2. Information and Communication Technologies Industry Sector
 - Game and Simulation Pathway
 - Information Support and Services Pathway
 - Networking Pathway
 - Software and Systems Development Pathway
3. Arts, Media, and Entertainment Industry Sector
 - Animation Pathway
 - Game Design and Integration Pathway
 - Graphic Design Pathway
 - Web Design Pathway
4. Potential Certifications:
 - Microsoft Office Specialist
 - Entrepreneurship & Small Business
 - Professional Communication
 - IC3 Computing Fundamentals
 - Adobe Animate
 - 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 committee is in the process of being developed.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	216
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	29.58

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	31.0%	31.0%	31.0%	31.0%	31.0%
Grade 7	37.7%	37.7%	37.7%	37.7%	37.7%
Grade 9	9.3%	9.3%	9.3%	9.3%	9.3%

C. Engagement

State Priority: Parental Involvement

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

2023-24 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.

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. Regular school communication is also sent through a ParentSquare platform that allows communication to be delivered in the parent's preferred language.

Feedback Opportunities/Leadership:

Parents help us to evaluate the school's programs each year through meetings and surveys. Satisfaction surveys are sent 7 times a year to allow parents to provide feedback on the areas of strength and areas of growth in our school. We hold 3 educational partner feedback meetings a year to inform parents of school data trends and plans as well as collect feedback on school programs.

Social Networking:

Parents have a rich social networking experience with the school's Facebook and Instagram sites. We also maintain a

2023-24 Opportunities for Parental Involvement

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 PTO 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	26.8	13.6	9.2	7	4.7	8.5	9.4	7.8	8.2
Graduation Rate	71.1	79.5	81.6	87	92.1	88.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	98	80	81.6
Female	60	50	83.3
Male	38	30	78.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	12	9	75.0
Filipino	--	--	--
Hispanic or Latino	55	46	83.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	21	18	85.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	78	61	78.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	9	69.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1866	1733	432	24.9
Female	1007	938	236	25.2
Male	859	795	196	24.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	29	27	5	18.5
Asian	52	51	11	21.6
Black or African American	429	396	100	25.3
Filipino	46	43	10	23.3
Hispanic or Latino	989	923	233	25.2
Native Hawaiian or Pacific Islander	15	8	2	25.0
Two or More Races	23	21	5	23.8
White	282	263	66	25.1
English Learners	147	138	33	23.9
Foster Youth	20	18	7	38.9
Homeless	66	66	23	34.8
Socioeconomically Disadvantaged	1421	1324	352	26.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	292	262	69	26.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.04	1.84	1.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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

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

All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District.

The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

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

2023-24 School Safety Plan

Our school safety plan was reviewed with parents and staff in our Educational Partner meeting on 11/29/2023 and all were given the opportunity to provide feedback. The key elements in our safety plan include policies regarding Child Abuse Reporting, Sexual Harassment, Bullying Prevention, Disaster Preparedness and the Student Code of Conduct. These processes are detailed in the safety plan and any supporting forms and/or documents are included. As we are a virtual school, safety issues such as active shooter processes or earthquake preparedness are not applicable. However, we do detail the processes to follow in the event of situation such as an internet and/or electrical outage caused by natural disasters or rolling blackouts as part of our disaster preparedness plan. Additionally, being a virtual school means that bullying would likely consist of cyber bullying. With that in mind, our bullying prevention policies focus primarily on the recognizing and reporting cyber bullying to meet the unique needs of our school. Finally, our Student Code of Conduct is also unique given our virtual environment. As our students interact with teachers and other students primarily through the computer, our requirements for student conduct are specific to that environment.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	32		1	
1	35			1
2	15	2	2	
3	13	3	2	
4	15	1	1	
5	7	9	1	1
6	15	3	1	
Other	23	3	3	

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6	2	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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	7	1	7
Mathematics	25	7		5
Science	36	2		5
Social Science	36	1	1	6

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	2	8
Mathematics	27	7	1	6
Science	27	5	1	4
Social Science	31	5	0	7

2022-23 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	644.5

2022-23 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.

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	0.8
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$11,726	\$2,784	\$8,942	\$62,509
District	N/A	N/A	\$8,282	\$90,722
Percent Difference - School Site and District	N/A	N/A	7.7	-36.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-6.9	-36.7

Fiscal Year 2022-23 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 also has an intervention program called IQ Boost that provides one to one and group support to students who have an identified need in ELA, Math, or reading intervention (for TK-5). IQ Boost uses Freckle in partnership with an assessment tool called STAR 360 (for ELA and Math) and ESGI (for reading remediation) to identify gaps in student learning and provide supplemental exposure to priority standards.

iQ uses Educeri (Launch to Literacy and Link to Literacy), Rosetta Stone, and live online classes for English Language Learners.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$42,215	\$55,550
Mid-Range Teacher Salary	\$83,637	\$84,645
Highest Teacher Salary	\$112,586	\$111,284
Average Principal Salary (Elementary)	\$148,073	\$139,860
Average Principal Salary (Middle)	\$152,223	\$146,440
Average Principal Salary (High)	\$164,239	\$158,447
Superintendent Salary	\$334,892	\$278,268
Percent of Budget for Teacher Salaries	32.61%	32.21%
Percent of Budget for Administrative Salaries	4.47%	4.89%

2022-23 Advanced Placement (AP) Courses

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

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

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

Professional Development

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

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

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

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

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

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17