

iQ Academy California Los Angeles
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

Contact Information (Most Recent Year)

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	Katrina Abston
E-mail Address	kabston@k12.com
Web Site	http://losangeles.iqacademy.com/
Grades Served	K-12
CDS Code	19-73452-0120600

District Contact Information	
District Name	IQ Academy Los Angeles
Phone Number	805.581.0202
Superintendent	Katrina Abston
E-mail Address	kabston@k12.com
Web Site	http://losangeles.iqacademyca.com/

School Description and Mission Statement (Most Recent Year)

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 goals of our educational program include:

- Enabling all students to become self-motivated, competent and lifelong learners
- Empowering the parent as the teacher through a guided program and training
- Offering flexibility and choices to increase student interest in learning
- Using a variety of lessons, activities, and modalities to improve student achievement
- Striving for mastery of all skills by every student
- Developing reflective learners
- Developing technology literate students

Our Mission Statement

The mission of IQ Academy California-Los Angeles is to provide an individualized standards-based education to students throughout the counties of Los Angeles, San Bernardino, Kern, Orange, Ventura. IQ Academy will provide students with an excellent education, grounded in high academic standards, which will help them to achieve their full academic and social potential.

Believing that all students deserve access to an education which prepares them for a successful future, IQ Academy, California - Los Angeles provides high quality, technology-enabled learning programs and innovative teaching methods to students. IQ Academy California - Los Angeles's online learning instructional model engages 21st century learning skills in order to create self-motivated, competent, globally connected, life-long learners who participate effectively in society. Students achieve their individual potential through innovative, flexible, socially connected, and student-focused education.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	21
Grade 1	32
Grade 2	43
Grade 3	36
Grade 4	29
Grade 5	35
Grade 6	57
Grade 7	55
Grade 8	46
Grade 9	34
Grade 10	52
Grade 11	63
Grade 12	47
Total Enrollment	550

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	20.7
American Indian or Alaska Native	18.4
Asian	6
Filipino	3.3
Hispanic or Latino	6.7
Native Hawaiian or Pacific Islander	1.3
White	43.3
Socioeconomically Disadvantaged	46
English Learners	3.3
Students with Disabilities	8.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	100%	100%	100%	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.9	0.1
Low-Poverty Schools in District	98.6	1.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: June 2014

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K12 Materials are provided new to students at enrollment and each year when curriculum is mastered.	Yes	0%
Mathematics	K12 Materials	Yes	0%
Science	K12 Materials	Yes	0%
History-Social Science	K12 Materials	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Middlebury	Yes	0%
Health	K12	Yes	0%
Visual and Performing Arts	iQ Academy California - Los Angeles is an independent study program that is not site based. Art is provided by K12.	Yes	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 K12.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

iQ Academy California - Los Angeles is a non-site based facility.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: N/A				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: 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 Rating (Most Recent Year)

Year and month in which data were collected: N/A				
Overall Rating	Exemplary	Good	Fair	Poor

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	39	46	44
Mathematics	20	37	33

Note: 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	39	28	71.8	43	32	7	14
	4	40	29	72.5	38	21	24	17
	5	45	34	75.6	41	18	24	18
	6	82	66	80.5	32	39	26	3
	7	96	78	81.3	31	28	36	4
	8	78	58	74.4	22	31	36	10
	11	79	54	68.4	17	30	35	17
Male	3		19	48.7	47	32	5	11
	4		17	42.5	41	24	18	18
	5		22	48.9	45	23	18	14
	6		37	45.1	38	41	22	0
	7		40	41.7	43	25	28	3
	8		24	30.8	33	29	33	4
	11		16	20.3	19	25	38	19
Female	3		9	23.1	--	--	--	--
	4		12	30.0	33	17	33	17
	5		12	26.7	33	8	33	25
	6		29	35.4	24	38	31	7
	7		38	39.6	18	32	45	5
	8		34	43.6	15	32	38	15
	11		38	48.1	16	32	34	16
Black or African American	3		10	25.6	--	--	--	--
	4		4	10.0	--	--	--	--
	5		7	15.6	--	--	--	--
	6		11	13.4	36	36	27	0
	7		18	18.8	28	22	44	0
	8		9	11.5	--	--	--	--
	11		7	8.9	--	--	--	--
American Indian or Alaska Native	3		1	2.6	--	--	--	--
	4		1	2.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	4.4	--	--	--	--
	6		6	7.3	--	--	--	--
	7		7	7.3	--	--	--	--
	8		4	5.1	--	--	--	--
	11		4	5.1	--	--	--	--
Asian	5		2	4.4	--	--	--	--
	6		6	7.3	--	--	--	--
	7		2	2.1	--	--	--	--
	8		4	5.1	--	--	--	--
	11		9	11.4	--	--	--	--
Filipino	3		1	2.6	--	--	--	--
	4		3	7.5	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.4	--	--	--	--
	7		2	2.1	--	--	--	--
	8		2	2.6	--	--	--	--
	11		2	2.5	--	--	--	--
Hispanic or Latino	3		8	20.5	--	--	--	--
	4		4	10.0	--	--	--	--
	5		3	6.7	--	--	--	--
	6		18	22.0	44	33	17	6
	7		15	15.6	40	40	20	0
	8		14	17.9	29	36	29	7
	11		16	20.3	31	19	31	13
Native Hawaiian or Pacific Islander	3		1	2.6	--	--	--	--
	7		1	1.0	--	--	--	--
	8		1	1.3	--	--	--	--
White	3		7	17.9	--	--	--	--
	4		17	42.5	29	29	24	18
	5		20	44.4	35	15	35	15
	6		23	28.0	26	43	26	4
	7		32	33.3	28	25	38	9
	8		24	30.8	8	42	33	17
	11		16	20.3	13	31	38	19
Two or More Races	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		15	38.5	47	40	0	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		13	32.5	46	23	23	8
	5		15	33.3	40	27	20	13
	6		28	34.1	32	50	18	0
	7		30	31.3	40	27	33	0
	8		19	24.4	21	42	21	16
	11		20	25.3	15	45	35	5
English Learners	4		1	2.5	--	--	--	--
	5		1	2.2	--	--	--	--
	6		2	2.4	--	--	--	--
	7		3	3.1	--	--	--	--
	8		0	0.0	--	--	--	--
	11		2	2.5	--	--	--	--
Students with Disabilities	3		3	7.7	--	--	--	--
	4		2	5.0	--	--	--	--
	5		5	11.1	--	--	--	--
	6		6	7.3	--	--	--	--
	7		6	6.3	--	--	--	--
	8		7	9.0	--	--	--	--
	11		5	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	39	28	71.8	54	29	11	7
	4	40	29	72.5	41	31	14	14
	5	45	34	75.6	50	29	15	6
	6	82	66	80.5	47	38	12	3
	7	96	78	81.3	37	42	14	6
	8	78	58	74.4	43	36	16	5
	11	79	53	67.1	58	19	9	11
Male	3		19	48.7	53	26	16	5
	4		17	42.5	41	24	18	18
	5		22	48.9	59	23	9	9
	6		37	45.1	51	41	8	0
	7		40	41.7	40	43	13	5
	8		24	30.8	42	46	8	4
	11		16	20.3	63	13	13	13
Female	3		9	23.1	--	--	--	--
	4		12	30.0	42	42	8	8
	5		12	26.7	33	42	25	0
	6		29	35.4	41	34	17	7
	7		38	39.6	34	42	16	8
	8		34	43.6	44	29	21	6
	11		37	46.8	57	22	8	11
Black or African American	3		10	25.6	--	--	--	--
	4		4	10.0	--	--	--	--
	5		7	15.6	--	--	--	--
	6		11	13.4	55	18	27	0
	7		18	18.8	28	44	22	6
	8		9	11.5	--	--	--	--
	11		7	8.9	--	--	--	--
American Indian or Alaska Native	3		1	2.6	--	--	--	--
	4		1	2.5	--	--	--	--
	5		2	4.4	--	--	--	--
	6		6	7.3	--	--	--	--
	7		7	7.3	--	--	--	--
	8		4	5.1	--	--	--	--
	11		4	5.1	--	--	--	--
Asian	5		2	4.4	--	--	--	--
	6		6	7.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		2	2.1	--	--	--	--
	8		4	5.1	--	--	--	--
	11		9	11.4	--	--	--	--
Filipino	3		1	2.6	--	--	--	--
	4		3	7.5	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.4	--	--	--	--
	7		2	2.1	--	--	--	--
	8		2	2.6	--	--	--	--
	11		2	2.5	--	--	--	--
Hispanic or Latino	3		7	17.9	--	--	--	--
	4		4	10.0	--	--	--	--
	5		3	6.7	--	--	--	--
	6		18	22.0	56	33	6	6
	7		15	15.6	47	47	7	0
	8		14	17.9	57	29	7	7
	11		15	19.0	67	13	7	7
Native Hawaiian or Pacific Islander	3		1	2.6	--	--	--	--
	7		1	1.0	--	--	--	--
	8		1	1.3	--	--	--	--
White	3		8	20.5	--	--	--	--
	4		17	42.5	35	29	18	18
	5		20	44.4	40	40	15	5
	6		23	28.0	43	39	13	4
	7		32	33.3	34	41	19	6
	8		24	30.8	33	38	25	4
	11		16	20.3	69	13	0	19
Two or More Races	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		15	38.5	53	27	13	7
	4		13	32.5	69	23	0	8
	5		15	33.3	60	33	7	0
	6		28	34.1	54	43	4	0
	7		30	31.3	47	43	10	0
	8		19	24.4	63	16	11	11
	11		19	24.1	84	11	5	0
English Learners	4		1	2.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	2.2	--	--	--	--
	6		2	2.4	--	--	--	--
	7		3	3.1	--	--	--	--
	8		0	0.0	--	--	--	--
	11		2	2.5	--	--	--	--
Students with Disabilities	3		3	7.7	--	--	--	--
	4		2	5.0	--	--	--	--
	5		5	11.1	--	--	--	--
	6		6	7.3	--	--	--	--
	7		6	6.3	--	--	--	--
	8		7	9.0	--	--	--	--
	11		5	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	38	51	50	62	64	59	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	59
All Students at the School	50
Male	49
Female	53
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	--
White	60
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	45
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

At this time iQ Academy does not offer any CTE programs.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	68	43	60	60	39	43	57	56	58
Mathematics	52	37	51	64	42	45	60	62	59

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	39	25	36	36	34	29
All Students at the School	40	29	31	49	37	14
Male	42	37	21	38	43	19
Female	39	24	36	57	33	10
Hispanic or Latino	47	27	27	43	36	21
White	22	50	28	47	41	12
Socioeconomically Disadvantaged	53	13	33	54	38	8

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.70	17.40	13.00
7	16.70	25.00	12.50
9	18.20	27.30	27.30

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are an extremely important part of iQ Academy California- Los Angeles. Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed parents in iQ, they state are more involved in their child's education than at their previous school. Some parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. The mentors also supportive and encouraging with the day to day home education management. Parents will be given an opportunity to make their voices heard (both on-line and off-line) about their likes and dislikes about the school.

Some parents will be asked to give critiques and/or testimonials about the program.

Direct parental involvement is fundamental to the school's success.

Parents are involved from the start of the school year by researching our program and choosing to enroll in our program. Parents attend a registration conference and agree to the enrollment requirements. These show they are committed to being an active member of the education team for their student in our program.

Parental involvement is enhanced by the fact that the school will be educating not only students but also its parents as well. Parents will be trained on the K12 instructional system. Parents will be taught how to be effective instructional coaches, under the guidance of qualified and credentialed teachers. Many parents will learn how to use computers for the first time, become expert e-mail and Internet users and will be exposed to a content-rich curriculum, including classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art. Parents will have a rich social networking experience with the school Facebook site. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through K12 Speaker Series, Online School tutorials, School Effectively at Home workshops and staff presented Learning Coach workshops. We have a very detailed Parent Student handbook, Special Education handbook and iQ New Parent Resource Guide. We have a Parent Mentor program to provide the ultimate one on one experience for Learning Coaches who would like a mentor to support them in their journey.

Parents are actively encouraged to participate in iQ planning, organizational, Board of Directors, and other meetings. They are also encouraged to offer ideas and planning assistance with field trips, social events, and other outings. We have parent representatives on the iQ school board and the School Site Council.

In this community it is just discovering the resource that best meets your needs. We have many layers of support in place, as well as opportunities for parent leadership.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	52.60	44.80	50.00	8.70	9.30	6.90	13.10	11.40	11.50
Graduation Rate	15.79	34.48	38.00	84.06	83.92	87.59	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	55.81	84.32	84.6
Black or African American	40	81.82	76
American Indian or Alaska Native	28.57	37.5	78.07
Asian	66.67	92.58	92.62
Filipino	50	95.42	96.49
Hispanic or Latino	140	81.61	81.28
Native Hawaiian/Pacific Islander		80	83.58
White	50	70	89.93
Two or More Races		41.67	82.8
Socioeconomically Disadvantaged		64.89	61.28
English Learners		61.81	50.76
Students with Disabilities	43.75	83.99	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	4.32	3.80	2.56	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	6			1	11			27	3	1	
1	18	6			1	14			27	3	1	
2	20	6			1	12			27	3	1	
3	13	6			1	11			22	4	1	
4	22		6		2	11			22	4	1	
5	23		6		2	16			22	4	1	
6	39			6	3	9			32	1	3	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	3	2	2	26	1	2	2	35	2		4
Mathematics	23	4	1	2	24	5		3	25	5		2
Science	18	5		2	29	2		2	21	5		2
Social Science	22	3	1	1	28	4		3	24	5	1	2

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	175
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	.5	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2.5	N/A
Other		N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5354	419	4934	\$42000
District	N/A	N/A		\$71,696
Percent Difference: School Site and District	N/A	N/A		-41.4
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	-7.7	-41.3

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

Types of Services Funded (Fiscal Year 2014-15)

iQ Academy California - Los Angeles adheres to state and Federal regulations for all services funded. iQ receives funding for Special Education services. iQ also has intervention programs to use with students who need extra support. iQ uses, I-Ready and other specific programs to meet student needs. iQ also uses Rosetta Stone for English Language Learners.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,126	\$43,062
Mid-Range Teacher Salary	\$41,500	\$67,927
Highest Teacher Salary	\$45,000	\$87,811
Average Principal Salary (Elementary)	\$42,000	\$110,136
Average Principal Salary (Middle)	\$58,000	\$115,946
Average Principal Salary (High)	\$67,000	\$124,865
Superintendent Salary		\$211,869
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	.4

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

iQ Academy California - Los Angeles professional development, for the K-12th grade staff, activities are designed by staff to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and management skills.

iQ administration staff meets in person at various time of the year to discuss needs gathers information via surveys from both staff member as well as parents of the students to understand where staff development needs are. Specific training needs are delivered at All Staff Professional development on a monthly basis. There are additional training opportunities available on a weekly basis to staff. Teachers are also welcome to research and attend workshops they feel will be beneficial to the enhancement of their profession.

Lead teachers are provided as mentor teachers who provide expertise in areas of strength. These teachers have on-going training that support the general staff on a weekly basis.