

**iQ Academy California Los Angeles**  
**School Accountability Report Card**  
**Reported Using Data from the 2017-18 School Year**  
**Published During 2018-19**

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, 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 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).

**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 (School Year 2018-19)**

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
E-mail Address	admin@iqcala.com
Web Site	<a href="http://losangeles.iqacademy.com/">http://losangeles.iqacademy.com/</a>
CDS Code	19-73452-0120600

<b>District Contact Information</b>	
<b>District Name</b>	IQ Academy Los Angeles
<b>Phone Number</b>	805.581.0202
<b>Superintendent</b>	Cathy Andrew
<b>E-mail Address</b>	admin@iqcala.com
<b>Web Site</b>	<a href="http://losangeles.iqacademyca.com/">http://losangeles.iqacademyca.com/</a>

### **School Description and Mission Statement (School Year 2018-19)**

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 Students are:

Self-motivated, competent, life-long learners who are critical thinkers, problem solvers and responsible citizens.

Positive, resilient, self-reflective, respectful, motivated, creative thinkers who can tackle challenges, take risks and advocate for themselves.

Able to collaborate effectively towards a common goal in a team setting, demonstrating the ability to value peer points of view, contributions, and feedback.

Independent, college and career-ready, life-long learners and leaders with the ability to set and achieve goals, continuously improve, and communicate effectively.

#### **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 2017-18)**

Grade Level	Number of Students
Kindergarten	25
Grade 1	25
Grade 2	26
Grade 3	25
Grade 4	35
Grade 5	35
Grade 6	41
Grade 7	54
Grade 8	69
Grade 9	53
Grade 10	68
Grade 11	60
Grade 12	54
<b>Total Enrollment</b>	<b>570</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	16.3
American Indian or Alaska Native	1.8
Asian	3.2
Filipino	4.0
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	1.6
White	33.3
Socioeconomically Disadvantaged	54.6
English Learners	4.0
Students with Disabilities	7.4
Foster Youth	0.2

**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.

## Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	100%	100%	100%	100%
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Plus (TK), Summit ELA Blue (K), Summit ELA Green (1st), Summit ELA Orange (2nd), Summit ELA Purple (3rd), Summit ELA Red (4th), Summit ELA Yellow (5th)  English/Language Arts 6, English/Language Arts 7, English/Language Arts 8  Summit English 9, Summit English 10, American Literature, British/World Literature; Journalism, Creative Writing	Yes	0%
Mathematics	Embark Plus (TK), Summit Math+Blue (K), Summit Math+Green (1st), Summit Math+Orange (2nd), Summit Math+Purple (3rd), Summit Math+Read (4th), Summit Math+Yellow (5th)  Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 (8th),  Pre-Algebra, Summit Algebra 1, Summit Geometry, Summit Algebra 2, Pre-Cal/Trig, Consumer Math	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Embark Plus (TK), Summit Science K-5  Earth Science (6th), Life Science (7th), Physical Science (8th)  Earth Science; Biology; Chemistry; in person lab Biology and Chemistry	Yes	0%
<b>History-Social Science</b>	Embark Plus (TK), History K-4, CA State History, American History A (5th)  World History A (6th) World History B (7th), Summit Early American History (8th)  World and US History; Government, Economics	Yes	0%
<b>Foreign Language</b>	Spanish, French, German Year 1 & Year 2 (3rd-5th), Latin Year 1 (3rd-5th)  Middle School Spanish, French, German, Latin, and Chinese Year 1 & Year 2 (6th - 8th)  Spanish 1, 2, 3 (HS), French 2, 3 (HS)	Yes	0%
<b>Health</b>	High School Skills for Health	Yes	0%
<b>Visual and Performing Arts</b>	Embark Plus (TK), Summit Art K-4, Summit Early American Art A (5th), World Art A & B, American Art Embark Plus (TK), Spotlight on Music (K-5), Spotlight on Music (6th - 8th)  Fine Art, Digital Photography	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	iQ Academy California - Los Angeles is an independent study program that is not site based. Science is provided by K12.	Yes	Non-site based program so no lab equipment.

### 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: N/A		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		
<b>Interior:</b> Interior Surfaces		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		
<b>Electrical:</b> Electrical		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		
<b>Safety:</b> Fire Safety, Hazardous Materials		
<b>Structural:</b> Structural Damage, Roofs		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: N/A	
Overall Rating	

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	47.0	43.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	19.0	20.0	39.0	39.0	37.0	38.0

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	299	90.33	43.24
Male	154	141	91.56	41.73
Female	177	158	89.27	44.59
Black or African American	58	54	93.10	20.75
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67	81.82
Filipino	--	--	--	--
Hispanic or Latino	86	76	88.37	45.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	112	90.32	46.85
Two or More Races	26	22	84.62	50.00
Socioeconomically Disadvantaged	218	199	91.28	39.09
English Learners	34	30	88.24	24.14
Students with Disabilities	36	31	86.11	10.34
Foster Youth	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	299	90.33	19.66
Male	154	141	91.56	20.14
Female	177	158	89.27	19.23
Black or African American	58	54	93.1	18.52
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67	45.45
Filipino	--	--	--	--
Hispanic or Latino	86	76	88.37	20
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	112	90.32	15.45
Two or More Races	26	22	84.62	28.57
Socioeconomically Disadvantaged	218	199	91.28	17.35
English Learners	34	30	88.24	10.71
Students with Disabilities	36	31	86.11	3.45
Foster Youth	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.



## Career Technical Education Programs (School Year 2017-18)

At this time iQ Academy does not offer any CTE programs. iQ Academy offers one exploratory elective pathway, which consists of the following electives: Early Childhood Education and Introduction to Teaching. There is also a job shadowing program for interested juniors and seniors. iQ Academy is exploring additional career-focused pathways.

### Career Technical Education Participation (School Year 2017-18)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	42.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.5	22.7	27.3
7	23.8	31.0	7.1
9	22.5	15.0	12.5

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

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. When surveyed each year, iQ Academy parents state that they 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 are also supportive and encouraging with the aspects of 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 schools 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.

iQ Academy has an established Family Academic Support Team where additional assistance and engagement can be targeted through teacher referrals to provide families with ongoing support for technical literacy, organization, and one on one weekly academic assistance from trained support personal.

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.

Parent involvement begins prior to the start of school with informational sessions geared toward supporting the learning coach as they begin to navigate the online systems and school community. Welcome calls, parent-teacher conferences, surveys and parent sessions are provided at various points throughout the year.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	38.6	35.3	27.7	8.4	6.1	6.5	10.7	9.7	9.1
<b>Graduation Rate</b>	40.9	54.9	51.1	86.0	89.8	86.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	85.7	89.4	88.7
Black or African American	0.0	90.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	80.0	93.1	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	66.7	85.8	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	100.0	92.1
Two or More Races	66.7	88.9	91.2
Socioeconomically Disadvantaged	91.7	89.9	88.6
English Learners	0.0	58.0	56.7
Students with Disabilities	0.0	75.7	67.1
Foster Youth	0.0	83.3	74.1

**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**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	3.2	2.6	1.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	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+

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	37.0	1	2	3	26.0	3	1	3	34.0	2	1	5
Mathematics	22.0	4	3	1	24.0	3	2	1	24.0	4	3	2
Science	41.0		2	2	30.0	1	1	2	23.0	4	1	2
Social Science	25.0	4	1	2	26.0	3		2	37.0	1	1	3

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	266
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	.1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	4	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,469	\$1,170	\$8,299	\$56,412
District	N/A	N/A		\$85,939
Percent Difference: School Site and District	N/A	N/A		-41.5
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	15.2	-34.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

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 Reading Eggs and ESL ReadingSmart and live online classes for English Language Learners.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,383	\$49,512
Mid-Range Teacher Salary	\$81,079	\$77,880
Highest Teacher Salary	\$104,130	\$96,387
Average Principal Salary (Elementary)	\$130,524	\$123,139
Average Principal Salary (Middle)	\$140,624	\$129,919
Average Principal Salary (High)	\$148,777	\$140,111
Superintendent Salary	\$277,055	\$238,324
Percent of Budget for Teacher Salaries	39.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

## Professional Development (Most Recent Three Years)

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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 prior to working with students, staff members participate in trainings and PD focused on privacy policies, the curriculum, instruction, engagement, communication and special programs. 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 encouraged to research and attend workshops they feel will be beneficial to the enhancement of their practice.

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.

2016-2017: Instructional Coaching, SBAC Results, Instructional Design and Curriculum Mapping, Data-Driven Instruction, Standards-Based Instruction, Family Academic Support and Student Engagement, Effective Feedback

2017-2018: Instructional Coaching, Schoolwide Learner Outcomes, Classroom Culture, Data-Driven and Standards-based Instruction, Tools and Resources, Data Carousels: SBAC Results and Instructional Practice, Time Management, SOLO (Specific Techniques for Targeted Instruction), Evidence of Mastery and Student Work Samples/Performance

2018-2019: Instructional Coaching, Teacher Knowledge of Students and Engagement; Data-Driven and Standards-based Instructional Practice, Effective Lesson Planning, Targeted Instruction Strategies, Questioning (Math), SOLO (Specific Techniques for Targeted Instruction), Effective Instruction Techniques, Math as a Mystery, Trauma-Informed Practice, LEAP (Intervention)