Innovations Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.
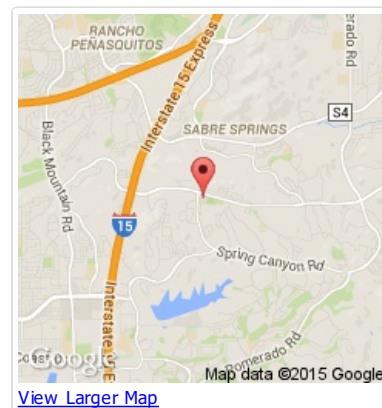
Christine Kuglen, Chief Educational Officer

 Principal, Innovations Academy

About Our School

Contact

10380 Spring Canyon Rd.
San Diego, CA 92131

Phone: 858-271-1414
E-mail: info@innovationsacademy.org

View Larger Map

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.
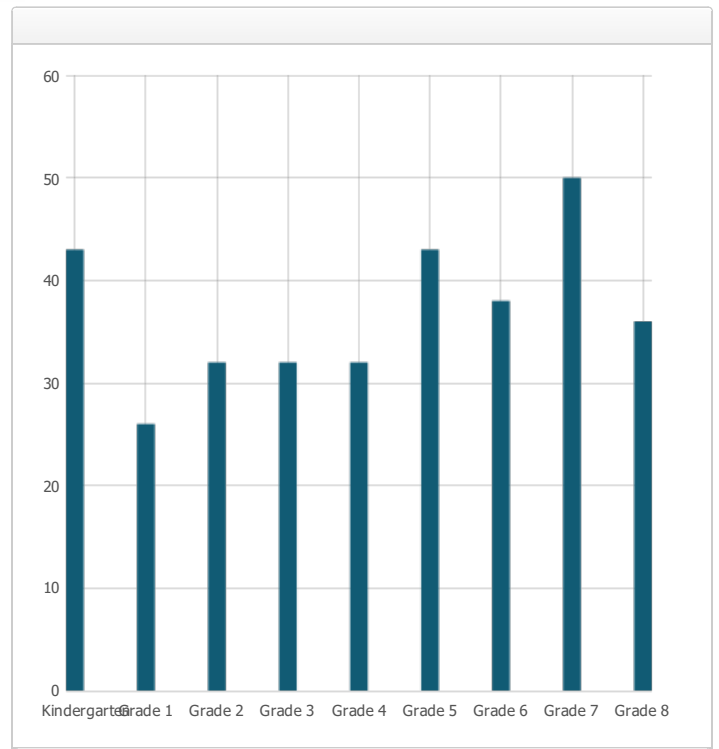
About This School

Contact Information - Most Recent Year

School	
School Name	Innovations Academy
Street	10380 Spring Canyon Rd.
City, State, Zip	San Diego, Ca, 92131
Phone Number	858-271-1414
Principal	Christine Kuglen, Chief Educational Officer
E-mail Address	info@innovationsacademy.org
County-District-School (CDS) Code	37683380118083

District	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Web Site	www.sandi.net
Superintendent First Name	Cindy
Superintendent Last Name	Marten
E-mail Address	superintendent@sandi.net

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	43
Grade 1	26
Grade 2	32
Grade 3	32
Grade 4	32
Grade 5	43
Grade 6	38
Grade 7	50
Grade 8	36
Total Enrollment	332

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.3
Asian	3.6
Filipino	2.1
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.3
White	64.5
Two or More Races	7.8
Socioeconomically Disadvantaged	27.1
English Learners	1.5
Students with Disabilities	15.1

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	55%	53%	54%	57%	59%	59%	54%	56%	55%
Mathematics	34%	31%	35%	49%	50%	51%	49%	50%	50%
History-Social Science	41%	48%	44%	47%	50%	50%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

| | Percent of Students Scoring at Proficient or Advanced | | | |
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59%	51%	63%	50%
All Students at the School	54%	35%	59%	44%
Male	56%	35%	63%	41%
Female	50%	34%	56%	47%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	53%	32%	50%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	59%	39%	69%	47%
Two or More Races	52%	27%	N/A	N/A
Socioeconomically Disadvantaged	55%	25%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	30%	17%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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
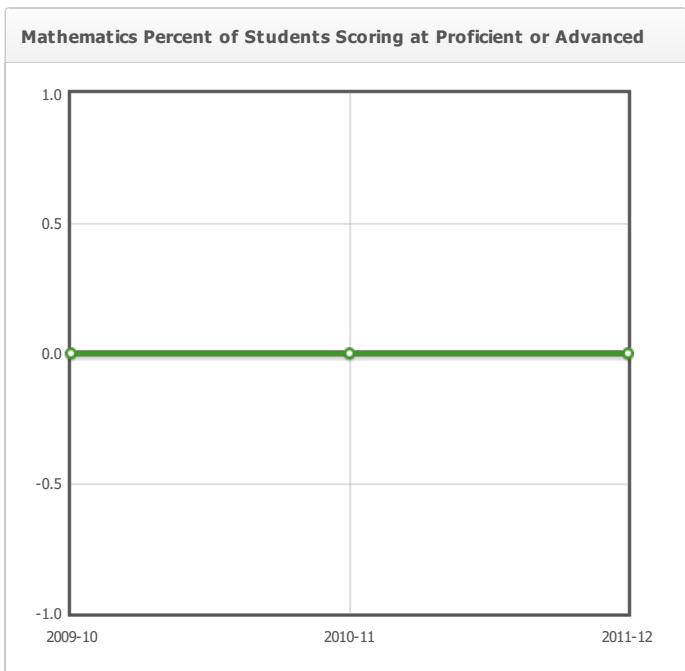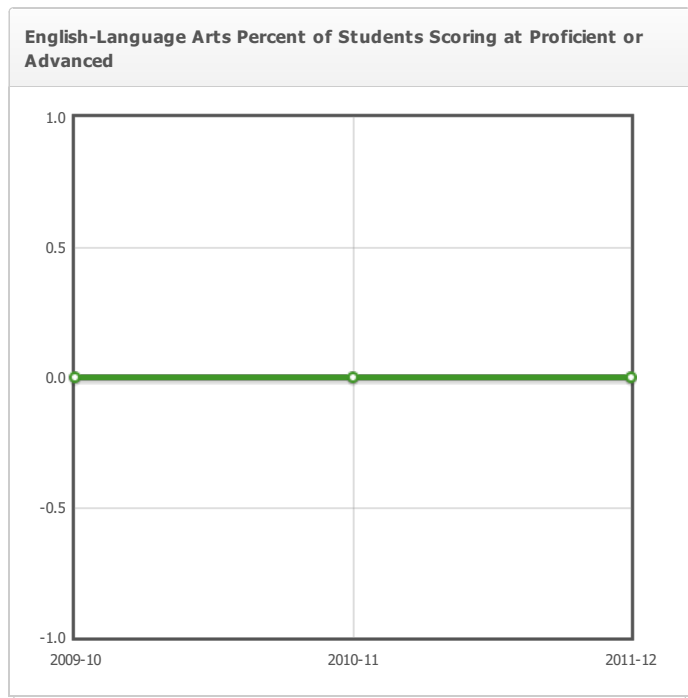
accuracy or to protect student privacy.

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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	61%	59%	60%	59%	56%	57%
Mathematics	N/A	N/A	N/A	60%	62%	63%	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

California High School Exit Examination Grade Ten Results by Student Group (School Year 2012-13) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40%	24%	36%	37%	37%	26%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5%	25.0%	22.5%
7	10.8%	27.0%	24.3%
9	N/A	N/A	N/A

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.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks — Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	2	1	2
Similar Schools		1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group — Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-25	36	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White		-2	21
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	225	745	78,611	810	4,655,989	790
Black or African American	8		7,289	739	296,463	708
American Indian or Alaska Native	1		203	803	30,394	743
Asian	7		7,345	881	406,527	906
Filipino	5		4,853	868	121,054	867
Hispanic or Latino	40	705	35,531	749	2,438,951	744
Native Hawaiian or Pacific Islander	1		486	778	25,351	774
White	141	779	18,540	898	1,200,127	853
Two or More Races	20	722	4,322	869	125,025	824
Socioeconomically Disadvantaged	64	674	50,921	764	2,774,640	743
English Learners	6		28,506	728	1,482,316	721
Students with Disabilities	42	605	9,517	629	527,476	615

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

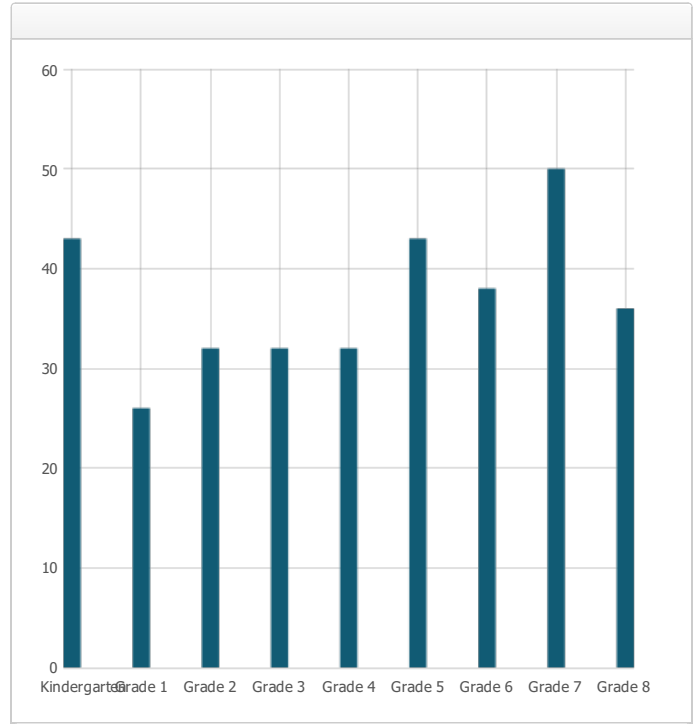| Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	2012-2013	
Year in Program Improvement *	Year 2	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.
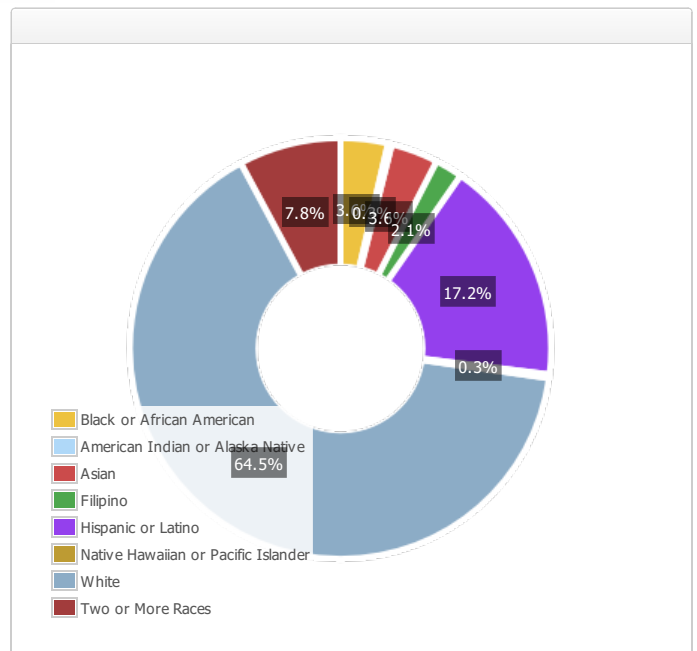
School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	43
Grade 1	26
Grade 2	32
Grade 3	32
Grade 4	32
Grade 5	43
Grade 6	38
Grade 7	50
Grade 8	36
Total Enrollment	332

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.3
Asian	3.6
Filipino	2.1
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.3
White	64.5
Two or More Races	7.8
Socioeconomically Disadvantaged	27.1
English Learners	1.5
Students with Disabilities	15.1

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11 Average Class Size	Number of Classes * 1-20	21-32	33+	2011-12 Average Class Size	Number of Classes * 1-20	21-32	33+	2012-13 Average Class Size	Number of Classes * 1-20	21-32	33+
K					11.0	2	0	0	11.0	4		
1	22.0	1	0	0	12.8	4	0	0	7.0	4		
2	17.0	1	0	0	12.0	2	0	0	11.0	2	1	
3	27.0	1	1	0	14.7	2	1	0	16.0	1	1	
4	21.0	1	0	0	10.5	4	0	0	8.0	3	1	
5	22.0	1	0	0	9.5	2	0	0	15.0	3		
6	16.0	2	0	0	13.7	3	0	0	19.0	2		
Other					0.0	1	0	0				

* 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	2010-11 Average Class Size	Number of Classes * 1-22	23-32	33+	2011-12 Average Class Size	Number of Classes * 1-22	23-32	33+	2012-13 Average Class Size	Number of Classes * 1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

Suspensions and Expulsions

Rate *	School			District		
	2010-11	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Suspensions						
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions
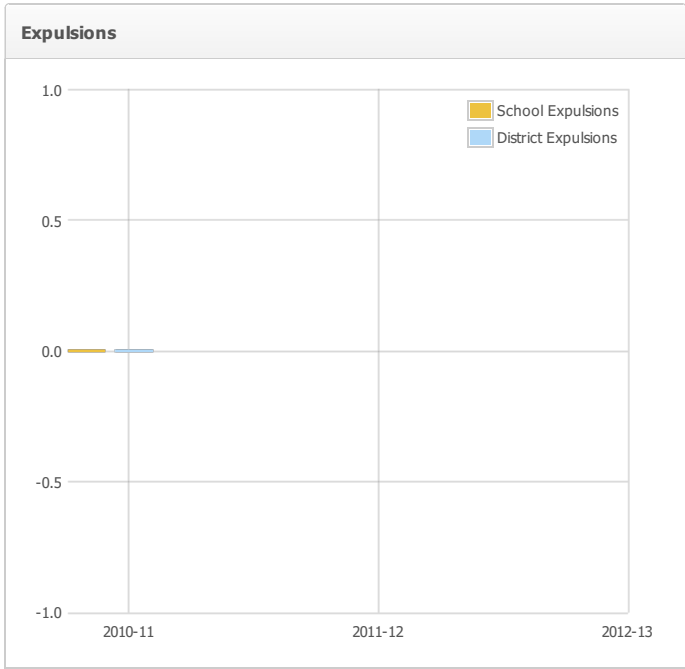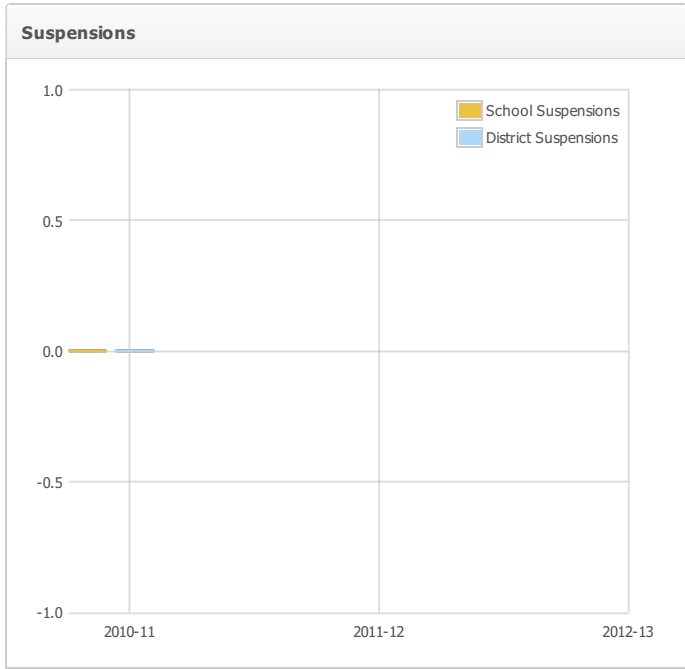
School Facilities

School Facility Good Repair Status - Most Recent Year

| System Inspected	Rating	Repair Needed and Action Taken or Planned
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 Rate - Most Recent Year

Overall Rating

Teachers

Teacher Credentials

Teachers		School			District
	2011-12	2012-13	2013-14	2013-14	
With Full Credential					
Without Full Credential					
Teachers Teaching Outside Subject Area of Competence (with full credential)					
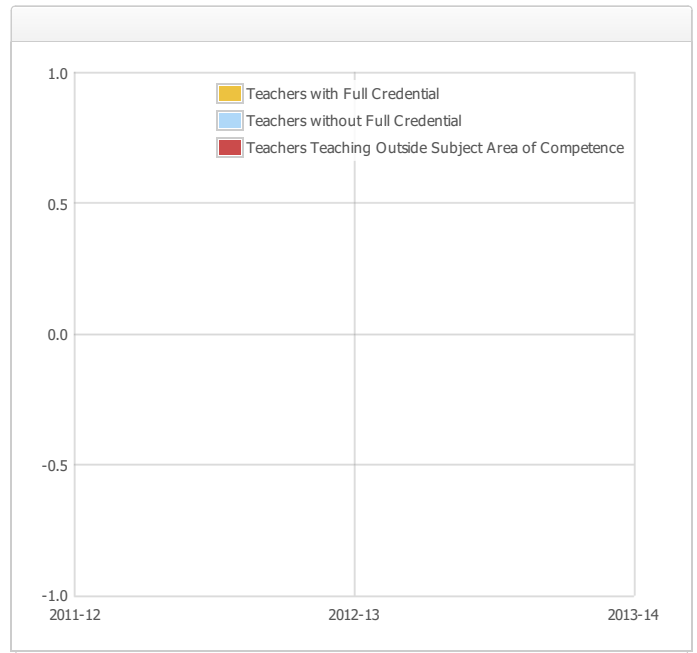
Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			
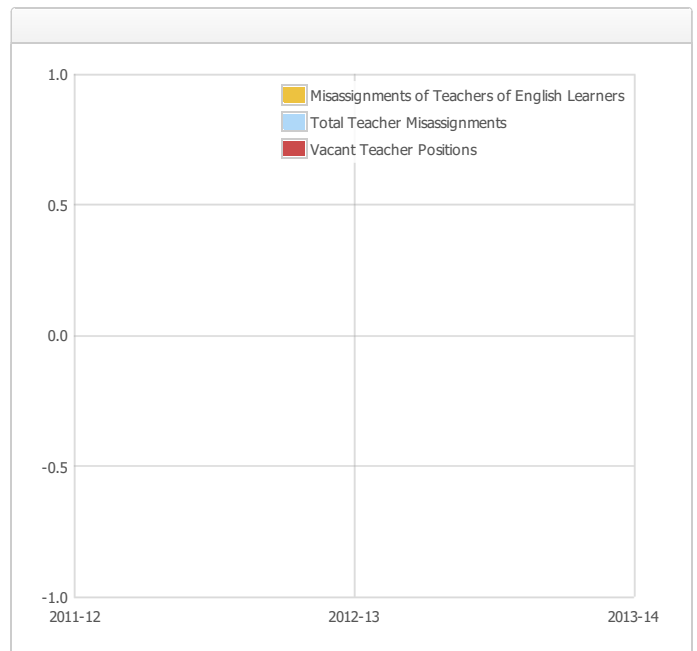
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0

Low-Poverty Schools in District	100	0

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.

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts			0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$65,367
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	$69,704
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,347	$41,462
Mid-Range Teacher Salary	$58,269	$66,133
Highest Teacher Salary	$78,416	$85,735
Average Principal Salary (Elementary)	$105,529	$107,206
Average Principal Salary (Middle)	$108,420	$111,641
Average Principal Salary (High)	$114,524	$122,628
Superintendent Salary	$245,192	$225,176
Percent of Budget for Teacher Salaries	40.0%	38.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
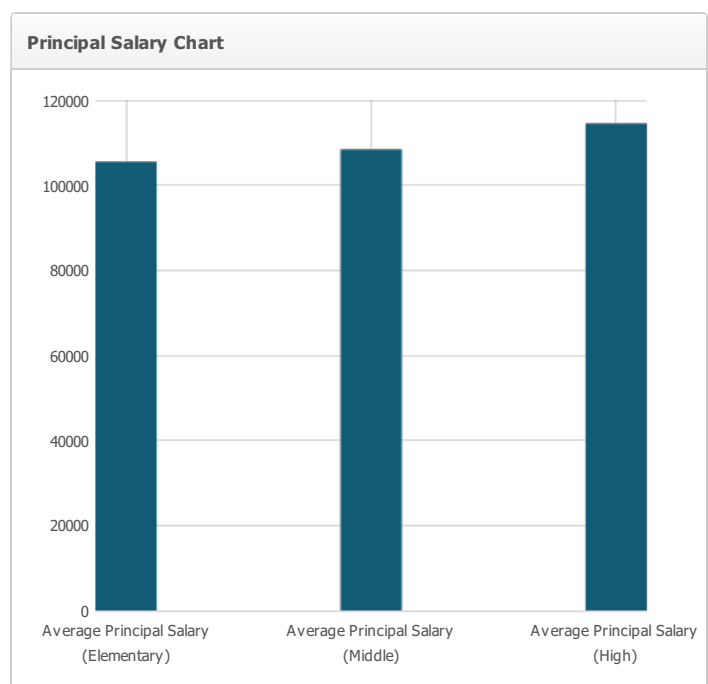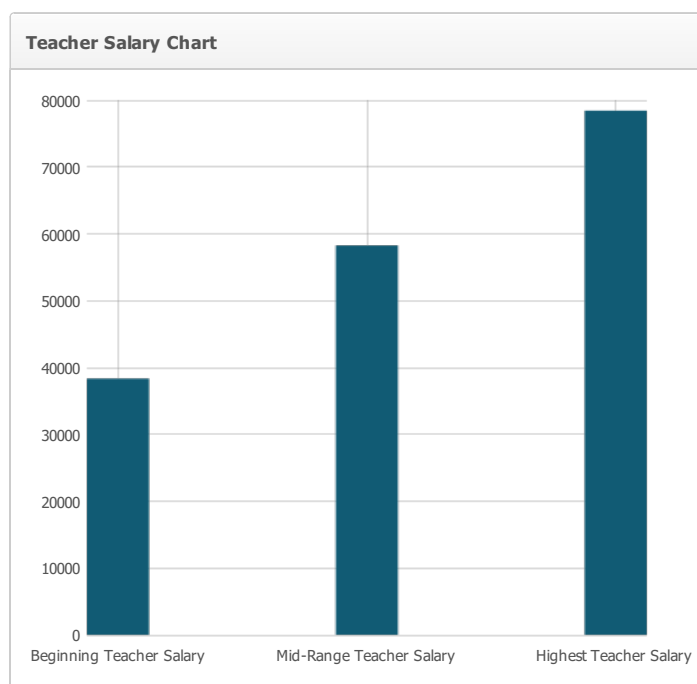
School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

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

	School			District			State		
Indicator	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate							16.6	14.7	13.1
Graduation Rate				82.19	85.34	86.90	74.72	77.14	78.73

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
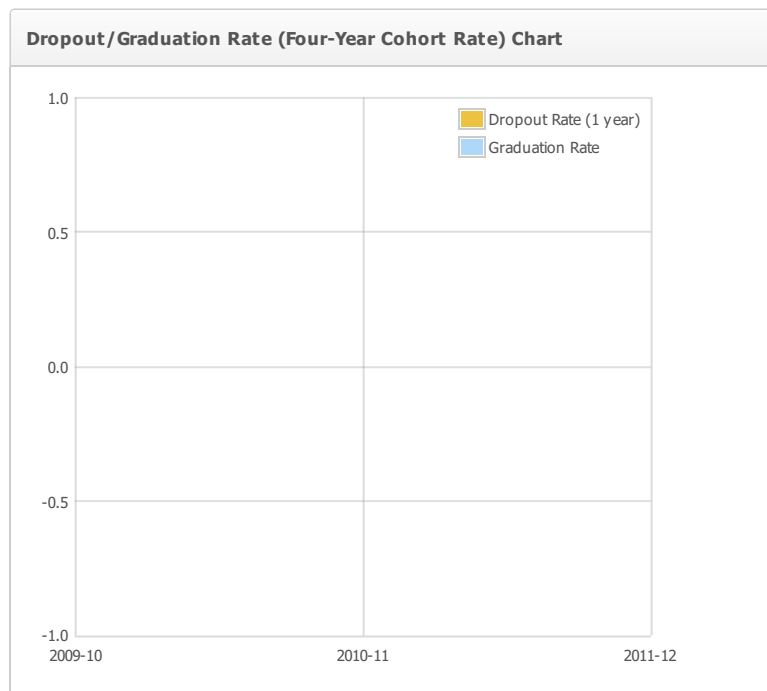
Completion of High School Graduation Requirements

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Participation (School Year 2012-13)

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

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2012-13)

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		N/A
All Courses		

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

*Where there are student course enrollments.

Instructional Planning and Scheduling