

Innovations Academy

California Department of Education 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](#) 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.



Christine Kuglen, Chief Educational Officer

Principal, Innovations Academy

About Our School

Contact

Innovations Academy
10380 Spring Canyon Rd.
San Diego, CA 92131-3699

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

School Contact Information - Most Recent Year	
School Name	Innovations Academy
Street	10380 Spring Canyon Rd.
City, State, Zip	San Diego, Ca, 92131-3699
Phone Number	858-271-1414
Principal	Christine Kuglen, Chief Educational Officer
E-mail Address	info@innovationsacademy.org
Web Site	http://innovationsacademy.org
County-District-School (CDS) Code	37683380118083

Last updated: 1/28/2016

School Description and Mission Statement - Most Recent Year

At Innovations Academy (IA) charter school, we powerfully create our lives through self-expression, compassionate connection, and purposeful learning. Our constructivist-based K-8 school teaches through student-centered activities and project based or inquiry based learning. We utilize Positive Discipline techniques for classroom and campus behavior management.

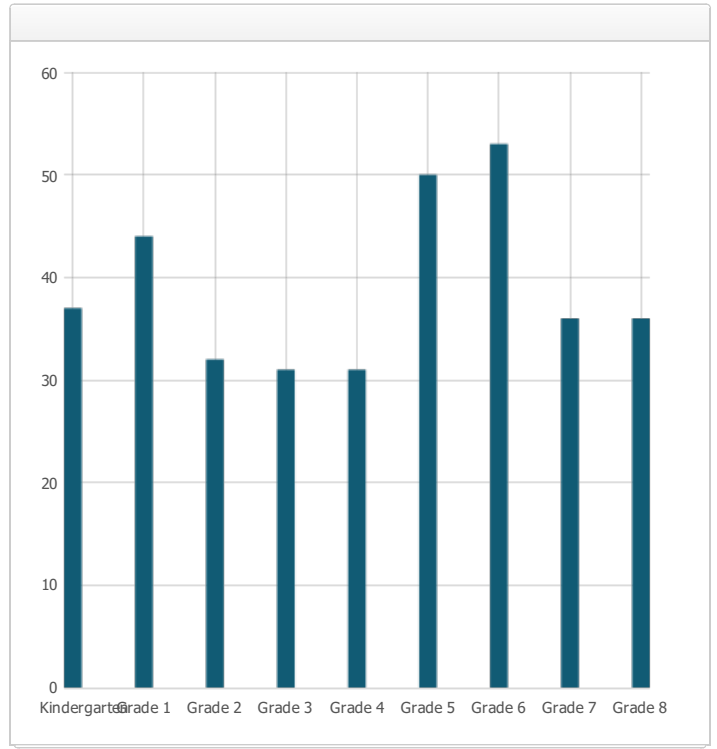
At Innovations Academy, children learn in an environment that respects the intellectual, emotional, and social intelligence of all children. We use a multidimensional curriculum to support the innate human desire to learn.

For our home schooling families, Innovations Academy offers a 3-day program for grades K-2, and a 2-day program, known as the Home Learner Community, for grades K-8. Please visit our website for additional information about these programs

Last updated: 1/28/2016

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

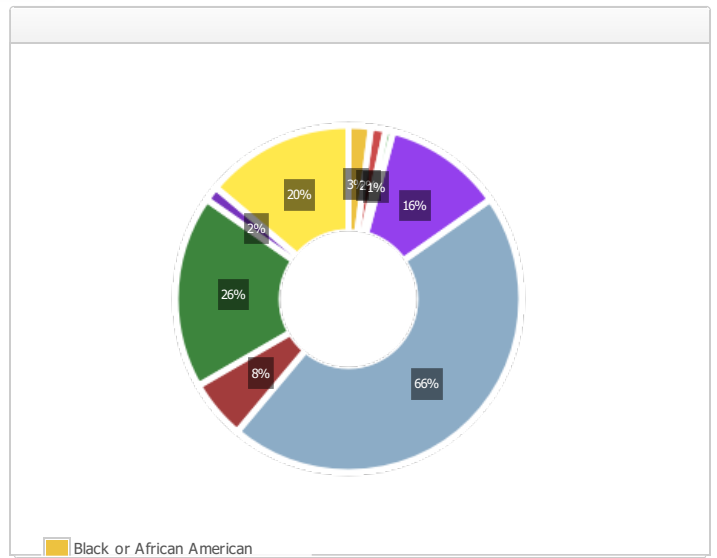
Grade Level	Number of Students
Kindergarten	37
Grade 1	44
Grade 2	32
Grade 3	31
Grade 4	31
Grade 5	50
Grade 6	53
Grade 7	36
Grade 8	36
Total Enrollment	350



Last updated: 1/28/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	0.9 %
Asian	2.3 %
Filipino	1.1 %
Hispanic or Latino	16.9 %
Native Hawaiian or Pacific Islander	0.6 %
White	66.6 %
Two or More Races	8.6 %
Socioeconomically Disadvantaged	26.3 %
English Learners	2.0 %
Students with Disabilities	20.9 %
Foster Youth	0.9 %



Last updated: 1/28/2016

A. Conditions of Learning

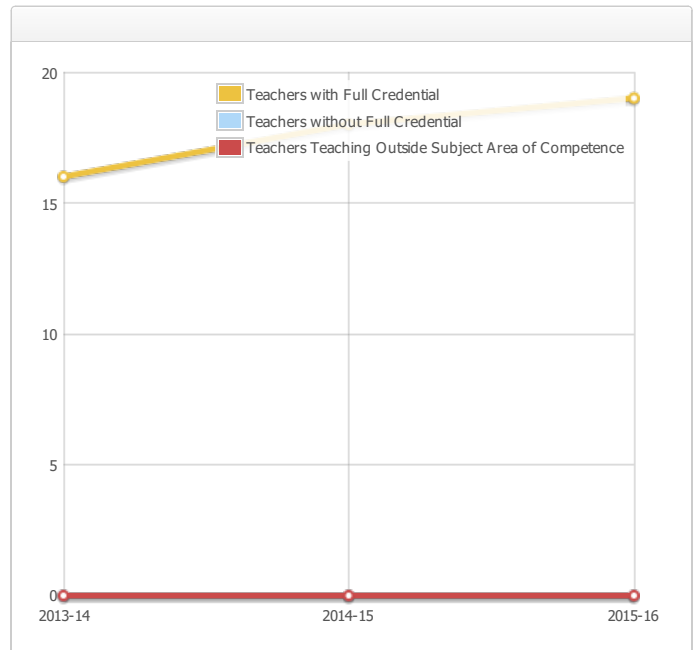
State Priority: Basic

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

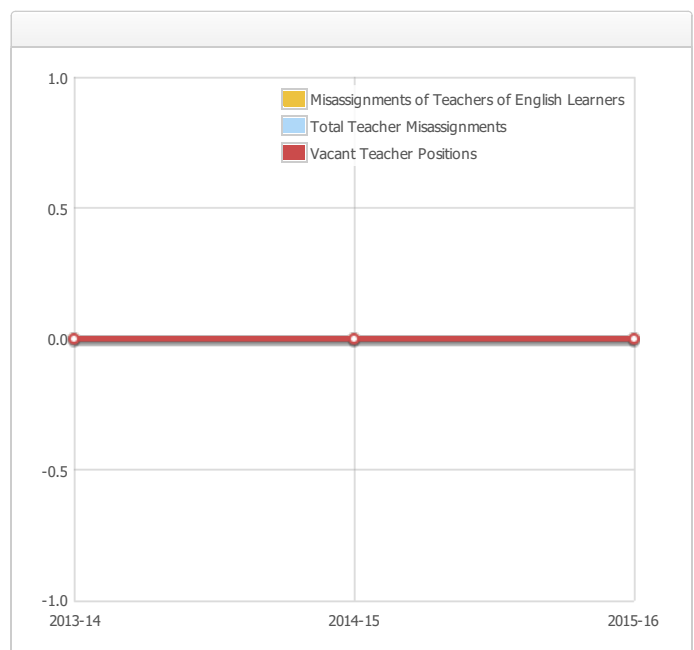
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	16	18	19	19
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2016

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.

Last updated: 1/28/2016

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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	98.0%	2.0%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Since Innovations Academy is an inquiry and project-based school, we do not use textbooks for language arts, science, performing arts, foreign language or social studies. For math, we use Beast Academy, Pearson's CMP3, and Everyday Math.

We also incorporate computer based learning, such as ST Math, Zingy Science, Big Brainz, and Raz Kids.

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/28/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Innovations Academy was recently repainted externally.

Our playgrounds and play structures are frequently inspected by SDUSD to ensure safety and compliance.

Last updated: 1/28/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating	Good
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Last updated: 1/28/2016

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		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	50.0%	44.0%
Mathematics (grades 3-8 and 11)	31.0%	41.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/28/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	33	25	75.8%	32.0%	24.0%	24.0%	20.0%
Male	33	11	33.3%	55.0%	27.0%	0.0%	18.0%
Female	33	14	42.4%	14.0%	21.0%	43.0%	21.0%
Black or African American	--	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	0	0.0%	--	--	--	--
Filipino	--	1	3.0%	--	--	--	--
Hispanic or Latino	--	7	21.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	17	51.5%	35.0%	24.0%	18.0%	24.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	--	8	24.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	6	18.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	21	70.0%	38.0%	33.0%	19.0%	10.0%
Male	30	8	26.7%	--	--	--	--
Female	30	13	43.3%	23.0%	54.0%	15.0%	8.0%
Black or African American	--	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	1	3.3%	--	--	--	--
Filipino	--	0	0.0%	--	--	--	--
Hispanic or Latino	--	5	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	12	40.0%	33.0%	42.0%	17.0%	8.0%
Two or More Races	--	3	10.0%	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	35	76.1%	17.0%	34.0%	29.0%	20.0%
Male	46	19	41.3%	26.0%	32.0%	32.0%	11.0%
Female	46	16	34.8%	6.0%	38.0%	25.0%	31.0%
Black or African American	--	1	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	1	2.2%	--	--	--	--
Filipino	--	1	2.2%	--	--	--	--
Hispanic or Latino	--	4	8.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	28	60.9%	18.0%	29.0%	29.0%	25.0%
Two or More Races	--	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	7	15.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	44	86.3%	18.0%	43.0%	25.0%	14.0%
Male	51	25	49.0%	16.0%	48.0%	20.0%	16.0%
Female	51	19	37.3%	21.0%	37.0%	32.0%	11.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	--	1	2.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	--	17	33.3%	24.0%	53.0%	12.0%	12.0%
Native Hawaiian or Pacific Islander	--	1	2.0%	--	--	--	--
White	--	21	41.2%	10.0%	43.0%	33.0%	14.0%
Two or More Races	--	4	7.8%	--	--	--	--
Socioeconomically Disadvantaged	--	12	23.5%	8.0%	50.0%	25.0%	17.0%
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	14	27.5%	43.0%	43.0%	7.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	34	27	79.4%	30.0%	22.0%	41.0%	7.0%
Male	34	13	38.2%	15.0%	31.0%	46.0%	8.0%
Female	34	14	41.2%	43.0%	14.0%	36.0%	7.0%
Black or African American	--	1	2.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	--	3	8.8%	--	--	--	--
Native Hawaiian or Pacific Islander	--	1	2.9%	--	--	--	--
White	--	20	58.8%	25.0%	30.0%	40.0%	5.0%
Two or More Races	--	2	5.9%	--	--	--	--
Socioeconomically Disadvantaged	--	7	20.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	4	11.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	32	91.4%	13.0%	25.0%	59.0%	3.0%
Male	35	22	62.9%	9.0%	18.0%	68.0%	5.0%
Female	35	10	28.6%	--	--	--	--
Black or African American	--	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	--	4	11.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	27	77.1%	11.0%	26.0%	59.0%	4.0%
Two or More Races	--	1	2.9%	--	--	--	--
Socioeconomically Disadvantaged	--	5	14.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	11	31.4%	27.0%	45.0%	27.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	33	25	75.8%	12.0%	28.0%	56.0%	4.0%
Male	33	11	33.3%	9.0%	36.0%	45.0%	9.0%
Female	33	14	42.4%	14.0%	21.0%	64.0%	0.0%
Black or African American	--	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	0	0.0%	--	--	--	--
Filipino	--	1	3.0%	--	--	--	--
Hispanic or Latino	--	7	21.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	17	51.5%	18.0%	29.0%	47.0%	6.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	--	8	24.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	6	18.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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Last updated: 1/28/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	21	70.0%	33.0%	48.0%	19.0%	0.0%
Male	30	8	26.7%	--	--	--	--
Female	30	13	43.3%	23.0%	62.0%	15.0%	0.0%
Black or African American	--	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	1	3.3%	--	--	--	--
Filipino	--	0	0.0%	--	--	--	--
Hispanic or Latino	--	5	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	12	40.0%	25.0%	50.0%	25.0%	0.0%
Two or More Races	--	3	10.0%	--	--	--	--
Socioeconomically Disadvantaged	--	6	20.0%	--	--	--	--
English Learners	--	1	3.3%	--	--	--	--
Students with Disabilities	--	6	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	36	78.3%	31.0%	31.0%	17.0%	19.0%
Male	46	19	41.3%	37.0%	21.0%	21.0%	21.0%
Female	46	17	37.0%	24.0%	41.0%	12.0%	18.0%
Black or African American	--	1	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	1	2.2%	--	--	--	--
Filipino	--	1	2.2%	--	--	--	--
Hispanic or Latino	--	4	8.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	29	63.0%	28.0%	28.0%	21.0%	21.0%
Two or More Races	--	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	--	6	13.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	7	15.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	44	86.3%	25.0%	48.0%	20.0%	7.0%
Male	51	25	49.0%	24.0%	44.0%	28.0%	4.0%
Female	51	19	37.3%	26.0%	53.0%	11.0%	11.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	--	1	2.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	--	17	33.3%	41.0%	47.0%	12.0%	0.0%
Native Hawaiian or Pacific Islander	--	1	2.0%	--	--	--	--
White	--	21	41.2%	14.0%	52.0%	24.0%	10.0%
Two or More Races	--	4	7.8%	--	--	--	--
Socioeconomically Disadvantaged	--	12	23.5%	42.0%	42.0%	17.0%	0.0%
English Learners	--	2	3.9%	--	--	--	--
Students with Disabilities	--	14	27.5%	36.0%	43.0%	14.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	34	27	79.4%	30.0%	44.0%	22.0%	4.0%
Male	34	13	38.2%	15.0%	54.0%	23.0%	8.0%
Female	34	14	41.2%	43.0%	36.0%	21.0%	0.0%
Black or African American	--	1	2.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	--	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	--	3	8.8%	--	--	--	--
Native Hawaiian or Pacific Islander	--	1	2.9%	--	--	--	--
White	--	20	58.8%	25.0%	50.0%	20.0%	5.0%
Two or More Races	--	2	5.9%	--	--	--	--
Socioeconomically Disadvantaged	--	7	20.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	4	11.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	32	91.4%	44.0%	34.0%	6.0%	16.0%
Male	35	22	62.9%	36.0%	32.0%	9.0%	23.0%
Female	35	10	28.6%	--	--	--	--
Black or African American	--	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	--	4	11.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	27	77.1%	44.0%	30.0%	7.0%	19.0%
Two or More Races	--	1	2.9%	--	--	--	--
Socioeconomically Disadvantaged	--	5	14.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	11	31.4%	73.0%	18.0%	0.0%	9.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

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Last updated: 1/28/2016

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)	60.0%	60.0%	77.0%	65.0%	68.0%	65.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/28/2016

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	65.0%
All Students at the School	77.0%
Male	82.0%
Female	75.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	78.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/28/2016

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 English, mathematics, and physical education

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	14.7%	44.1%	26.5%
7	36.0%	20.0%	20.0%

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.

Last updated: 1/28/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

At Innovations Academy, parents have many opportunities to be involved. We invite parents to attend their student's student-led conferences, presentations of learning, and exhibition nights. We welcome classroom volunteers, parent drivers and field trip chaperones.

To keep our parents informed, IA sends weekly school announcements through an automated calling system and classroom digital portfolios. Parents are always welcome to speak with the director, Christine Kuglen.

State Priority: Pupil Engagement

Last updated: 1/28/2016

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

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

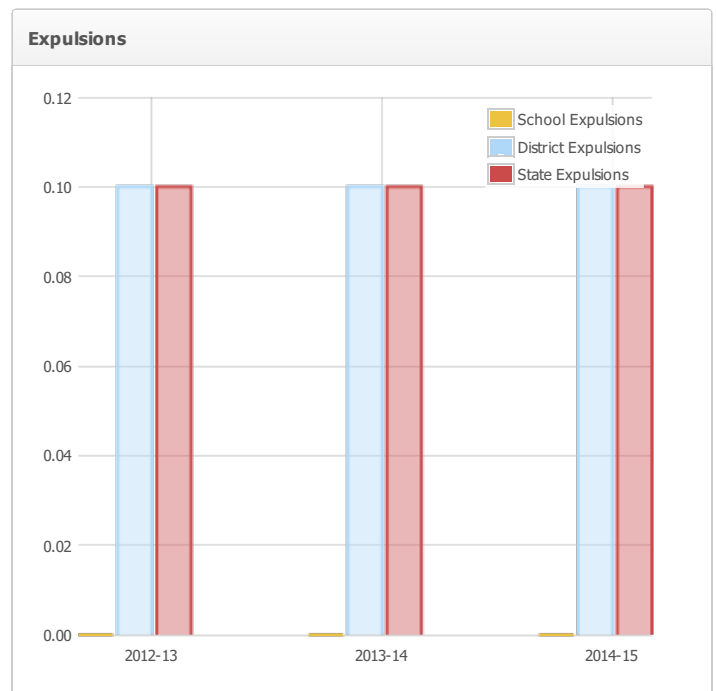
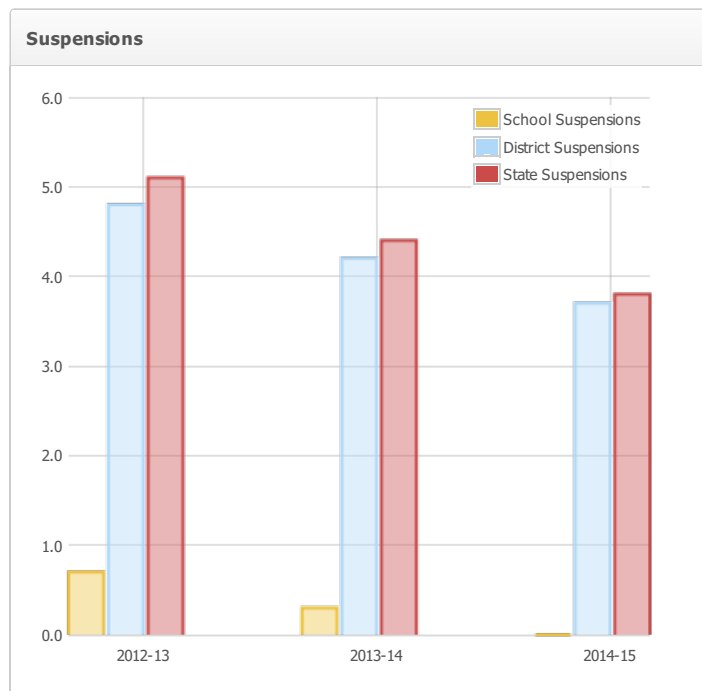
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.7	0.3	0.0	4.8	4.2	3.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/28/2016

School Safety Plan - Most Recent Year

IA's safety plan was drafted by school administration, in accordance with district and county education recommendations, with an adequate evacuation plan, lock down, fire and earthquake drills. A comprehensive school safety plan is located in the front office for parent review.

Adult supervision is provided in the classrooms and outside areas before and after school, and during lunch and recess. Under the supervision of the director, school staff members implement specific school-building security procedures. All students are supervised by staff members or volunteers with background checks.

Last updated: 1/28/2016

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	
Met Participation Rate - English Language Arts	No	Yes	
Met Participation Rate - Mathematics	No	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/28/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	155
Percent of Schools Currently in Program Improvement	N/A	79.5%

Note: Cells with NA values do not require data.

Last updated: 1/28/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.0	2			17.0	2			23.0	2		
1	20.0		1		25.0		1		22.0		1	
2	24.0		1		23.0		1		25.0		1	
3	22.0		1		22.0		1		25.0		1	
4	26.0		1		22.0		3		25.0		1	
5	18.0	2			25.0		3		22.0		2	
6	12.0	2			22.0		2		25.0		2	
Other												

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

Last updated: 1/28/2016

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	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.

Last updated: 1/28/2016

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6030.1	\$778.7	\$5251.4	--
District	N/A	N/A	\$0.0	\$69748.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

IA supports student learning in a variety of ways. We offer enrichment classes such as Nature Studies, Gardening, Robotics, Performing Arts, Fine Arts, American Sign Language, and Foreign Language. All of our classrooms have a full-time teacher assistant (in addition to the regular credentialed teacher).

Innovations Academy has a strong social emotional program. Our campus wide behavioral system is based on Jane Nelsen's Positive Discipline and The Responsive Classroom.

Special Education students are served by Speech Language Pathologists, Assistive Technology, Adaptive PE, Occupational Therapists, School Psychologists, and Education Specialists.

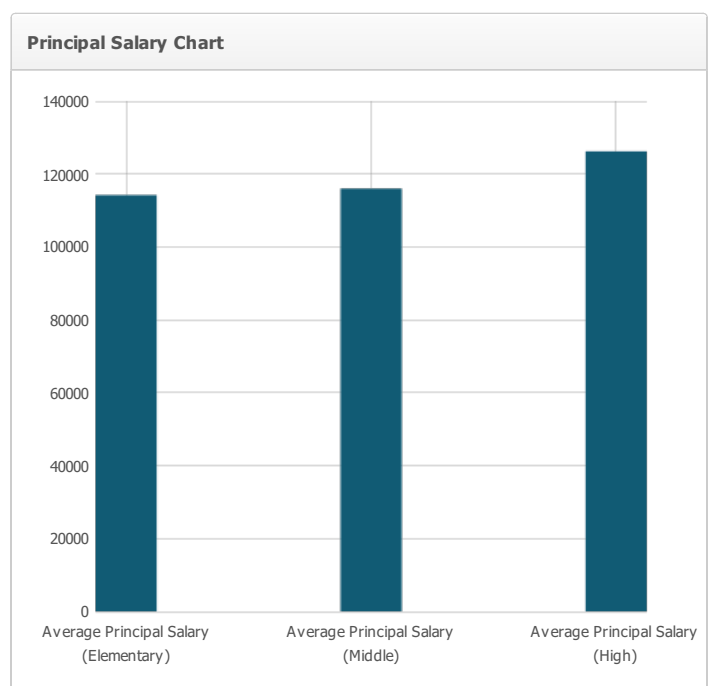
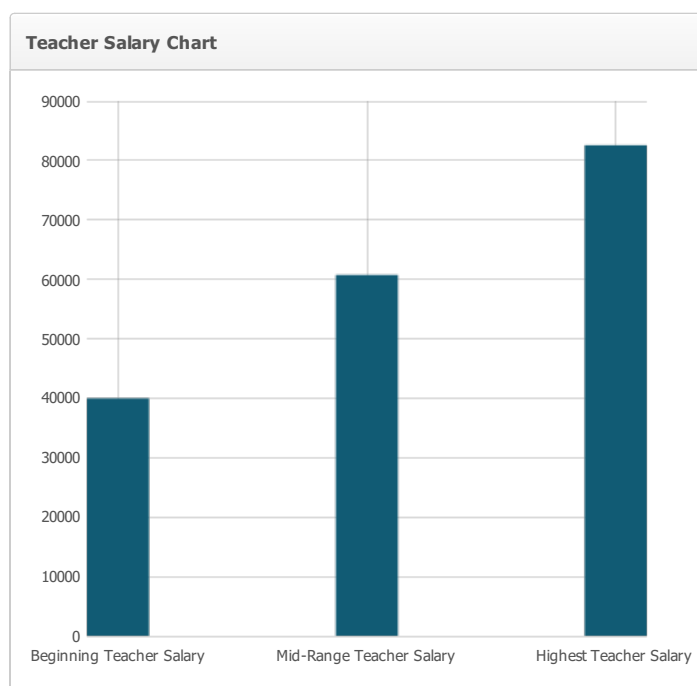
Last updated: 1/28/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Please note that the following salaries and percentage amounts are from San Diego Unified's salary ranges and do not reflect the salaries and budget percentages of Innovations Academy's employees.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,983	\$43,165
Mid-Range Teacher Salary	\$60,754	\$68,574
Highest Teacher Salary	\$82,578	\$89,146
Average Principal Salary (Elementary)	\$114,227	\$111,129
Average Principal Salary (Middle)	\$116,019	\$116,569
Average Principal Salary (High)	\$126,214	\$127,448
Superintendent Salary	\$252,960	\$234,382
Percent of Budget for Teacher Salaries	39.0%	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/>.



Last updated: 1/28/2016

Professional Development – Most Recent Three Years

IA's professional development is ongoing throughout the year via weekly staff meetings, collegial collaborations, professional development work days, and educational workshops. These sessions focus on project development, differentiating instruction to meet the needs of all students, Positive Discipline and Responsive Classroom trainings, and improving teachers' practices.

Each school year there are 18-20 days of professional development and the majority of these staff days are held during the summer and are site based. Organizations such as the Buck Institute, Positive Discipline and others come to the campus to provide whole school staff trainings, in addition to staff traveling to attend off site conferences and trainings.

Last updated: 1/28/2016