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Innovations Academy
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 2017-18)

School Contact Information	
School Name	Innovations Academy
Street	10380 Spring Canyon Rd.
City, State, Zip	San Diego, CA 92131
Phone Number	858-271-1414
Principal	Christine Kuglen
E-mail Address	info@innovationsacademy.org
Web Site	http://innovationsacademy.org
CDS Code	37683380118083

District Contact Information	
District Name	Innovations Academy
Phone Number	858.271.1414
Superintendent	Christine Kuglen
E-mail Address	info@innovationsacademy.org
Web Site	www.innovationsacademy.org

School Description and Mission Statement (School Year 2017-18)

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. W e 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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	45
Grade 1	50
Grade 2	46
Grade 3	48
Grade 4	31
Grade 5	29
Grade 6	49
Grade 7	46
Grade 8	46
Total Enrollment	390

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.3
Asian	4.4
Filipino	1.8
Hispanic or Latino	19.5
Native Hawaiian or Pacific Islander	0.8
White	59
Two or More Races	11.3
Socioeconomically Disadvantaged	26.2
English Learners	3.6
Students with Disabilities	20
Foster Youth	0

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	19	21	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected:

Innovations Academy uses a constructivist learning approach in which students collaborate to learn subject matter. Constructivism views each learner as a unique individual with unique needs and backgrounds whose contribution to others is significant in the learning process. The learner is also seen as complex and multidimensional. We encourage, utilize and reward this uniqueness as an integral part of the learning process. Students are actively engaged in exploring content areas and developing skills through a hands on approach that incorporates individual time, small group time and centers. Exploring, building and doing allow students to work at levels that challenge them as individuals. We emphasize the importance of the learner being actively involved in the learning process by utilizing a variety of materials and providing many choices for learning. Hands-on learning is learning by doing. It involves the child in a total learning experience that enhances the child's ability to think critically and create products that are unique to that child's thinking and imagining. By allowing children to build, create, develop, discover etc we encourage the most effective way to learn. Our methodology incorporates project based learning, exploratory learning centers, debate, drama and improvisation, debate and Socratic Seminars as tools in our constructivist learning environment. Additionally, some materials we use in our program are listed below.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Students read a variety of novels, poetry, essays and high quality fiction and nonfiction books and articles.	Yes	0
Mathematics	Saxon Math, Beast Academy, STMath	Yes	0
Science	FOSS science kits	Yes	0
History-Social Science	original sourced work as often as possible, guest expert knowledge	Yes	0
Foreign Language		Yes	0
Health		Yes	0
Visual and Performing Arts		Yes	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	48	45	54	53	48	48
Mathematics (grades 3-8 and 11)	30	24	42	43	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	227	92.65	45.13
Male	129	123	95.35	42.62
Female	116	104	89.66	48.08
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	11	9	81.82	55.56
Filipino	--	--	--	--
Hispanic or Latino	48	45	93.75	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	132	93.62	46.56
Two or More Races	28	25	89.29	48
Socioeconomically Disadvantaged	63	59	93.65	36.21
English Learners	13	13	100	61.54
Students with Disabilities	70	62	88.57	29.03

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	225	91.84	24.44
Male	129	122	94.57	26.23
Female	116	103	88.79	22.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	10	90.91	30
Filipino	--	--	--	--
Hispanic or Latino	48	45	93.75	22.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	129	91.49	24.81
Two or More Races	28	25	89.29	28
Socioeconomically Disadvantaged	63	59	93.65	18.64
English Learners	13	13	100	46.15
Students with Disabilities	70	62	88.57	9.68

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77	58	65	59	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	37	18.5
7	23.3	23.3	23.3

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

At Innovations Academy, parents have many opportunities to be involved. We invite parents to attend their student's student-led conferences, presentations of learning, portfolio days, 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: 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.3	1.4	3.7	3.4	3.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		2		11	5			11	5		
1	22		1		13	3			10	4		
2	25		1		15	1	2		10	4		
3	25		1		25		1		22		2	
4	25		1		26		1		26		1	
5	22	1	1		27		1		24		1	
6	25		2		21		2		22		2	
Other					17	1			15	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.75	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	3.0	N/A
Other	0.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7444.51	$1627.55	$5816.96	$47,095
District	N/A	N/A	$5671.0	$76,603
Percent Difference: School Site and District	N/A	N/A	2.6	-38.5
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-11.5	-40.6

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

Types of Services Funded (Fiscal Year 2016-17)

IA supports student learning in a variety of ways. We offer enrichment classes such as Nature Studies, Gardening, Robotics, Performing Arts, Fine Arts, 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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,337	$47,808
Mid-Range Teacher Salary	$67,371	$73,555
Highest Teacher Salary	$91,571	$95,850
Average Principal Salary (Elementary)	$126,695	$120,448
Average Principal Salary (Middle)	$129,317	$125,592
Average Principal Salary (High)	$143,347	$138,175
Superintendent Salary	$267,334	$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

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, academic content, assessment, differentiation of instruction to meet the needs of all students, classroom management, our social emotional curriculum, 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. Training happens both on campus and off site throughout the year. Additionally, an administrator observes teachers throughout the week, providing the necessary feedback teachers need to both feel supported and to experience growth and reflection in their craft. Teachers are provided time to observe each other and collaborate regularly during the school day.