<div align="center">**Innovations Academy Board Agenda:February 8, 2022 @ 6:00 pm**</div>

<div align="center">*Meeting location(s): This meeting will take place via telephone. See the public call-in number.*</div>

Innovations Academy		Public call in number 605-313-4802* Access code 151642

*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Others in Attendance

Agenda

Topic	Minutes

➢ Call to order / roll call	Time / Date
	Board in Attendance:
	   1.
	Other Present:
	   1.

➢ Approval of current agenda	**Vote to approve current agenda –** 1st motion - 2nd motion- **Vote**: Approved by:

➢ Approval of prior month meeting minutes
    December 7th, 2021 meeting
	Vote to approve past minutes –
	1st motion-
	2nd motion-
	Vote:
	Approved by:
	   1.

➢ Public comments (3 mins per person)	
o Teacher briefing (Lexi 1st grade)	

o   Director update (Christine)
 	
   -Playground
   -Staffing
	Item – Director Update
	Discussion:
	   ➢

➢Action Item:	Action Item -LCAP Mid-year Update **Discussion**:

-LCAP mid-year update -School Accountability Report Card (SARC)	➢ **Vote**: ➢ 1st motion - ➢ 2nd motion - **Roll Call Vote** <u>Action Item- SARC</u> **Discussion**: ➢ **Vote**: ➢ 1st motion - ➢ 2nd motion - **Roll Call Vote**
➢ Next board meeting	
o Schedule date of next meeting We must have a meeting prior to 3/11//22 to approve the second interim budget.	
o Identify agenda items for next meeting	➢
Meeting adjourned	

The foregoing minutes were approved by the Board of Directors of Innovations Academy on _____.

_____

Secretary

Please contact Innovations Academy Board @ Board@InnovationsAcademy.org if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

   ● At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;

   ● All votes taken during a teleconference meeting shall be by roll call;

   ● If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference
   locations with each teleconference location being identified in the notice and agenda of the
   meeting;

   ● All locations where a member of the Board of Directors constituting the quorum participates in a
   meeting via teleconference must be fully accessible to members of the public and shall be listed on
   the agenda;

   ● Members of the public must be able to hear what is said during the meeting and shall be provided
   with an opportunity to address the Board of Directors directly at each teleconference location;
   and

   ● The agenda shall indicate that members of the public attending a meeting conducted via
   teleconference need not give their name when entering the conference call.

   ● The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

Innovations Academy Board Minutes: 12/7/21 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Public call in number 605-313-4802* Access code 151642

*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Stephen Rosen	Cassidy Platt	Danielle Strachman	Faraz Sharafi	Nate Cooper		

Others in Attendance

Ali Kolb	Emily Luscomb (2nd grade teacher)	Josh Eng- CSMC	Christine Kuglen (Director)	Tony Spitzberg Asst. Director (6:20 arrival)		

Agenda

Topic	Minutes
➢ Call to order / roll call	Time / Date 6:03 p.m Board in Attendance: Other Present:
➢ Approval of current agenda	**Vote to approve current agenda -** 1st motion - Stephen Rosen 2nd motion- Danielle Strachman **Vote**: Roll Call In favor:l Nate, Steve, Danielle, Cassidy, Faraz Aye: 5 Naye: 0 Abstain: 0
➢ Approval of prior month meeting minutes October 26, 2021 November 17, 2021	**Vote to approve past minutes** 10/26 No comments or changes needed 1st motion- Danielle Strachman 2nd motion- Steve Rosen **Vote**: Roll Call In favor:: Nate, Steve, Danielle, Cassidy, Faraz Aye: 5 Naye: 0 Abstain: 0 **Vote to approve past minutes** - 11/17 1st motion- Stephen Rosen 2nd motion- Faraz Sharafi **Vote**: Roll Call In favor: Stephen, Faraz, Danielle, Abstain: :Nate Cooper and Cassidy Platt abstain as they were not present at that

	meeting Aye: 3 Naye: 0 Abstain: 2
➤ Public comments (3 mins per person)	Nate asks for public comments. No public comments were made The board members stated they received a letter that should be addressed directly between parent and director and encouraged all parents to go to the director to get issues addressed..
o Teacher briefing A teacher will share about something happening in their classroom.	Emily Luscomb, IA 2nd grade teacher spoke about observing that her students needed practice with reading and writing. She created a project about storytelling. She invited different storytellers to speak with her class and arranged a visit to the puppet theater. Then students launched into their own personal narrative. They used their stories to make a script. Then students decided on one way to tell their stories. Students told their personal narratives through puppetry and plays with small figures..
o Director Update Christine will share about ongoing COVID impacts at school and how we are addressing them.	Christine addressed COVID impacts on the school staffing, absences, children's behavior. Absence rates due to quarantines are high. Staff is dealing with heightened levels of child anxiety and depression manifested in poor behavior among students. The school is hosting a course for parents of students with anxiety, providing Positive Discipline opportunities, increased office hours with the director and teachers are accessing our school based MFT frequently.
Financial Action Items o Financial update (CSMC) ✓ Review 21-22 budget	**Discussion**: review of 21-22 budget. 5 months in, we don't see a need to revise the June budget.
o Approval Interim Budget	**Action Item** **Discussion**: Josh shared that the district requires an update and they want to know if we have revised our budget. Josh pointed out the form that is used. Our total budget +29,298

	Total Actuals; 10/31 deficit due to the timing of expenses vs revenue and eventually we will catch up. Projected final ending is still anticipated to be what was originally projected.
	Steve asked about capital outlay for the playground expenses that are coming.
	In the budget $90K budget for that.
	What is the equipment budget for the other structures is around $200K. Josh- the whole purchase is going to be depreciated but until we have the details, we can't place it in the budget.
	Is there a limit to what can be depreciated? Josh explained that you would assign a length of life to the object and the expense would be recognized over time.
	Where do you account for the capital expense in revenues as expenditures? Cash movement is not reflected on the budget (Josh). Steve wants to track it. Since it is a significant cash outlay, and we are using our reserves, we need to make sure we are being fiscally responsible with maintaining reserves.
	Josh and Stephen discussed how items that are expensive, such as the play structures are reflected in the budget. It was shared that the playground equipment would not necessarily be reflected in the interim budget report.
	➢ **Vote**: Motion to approve the first interim made by Stephen Rosen ➢ 2nd motion-Nate ➢ Roll call vote- Aye: Nate, Stephen, Danielle, Cassidy, Faraz (5) Naye: 0 Abstain: 0
➢ Action items: Policies This is the second review and approval of the Educator Effectiveness Plan that is aligned with approved funding.	Approval of Educator Effectiveness Plan **Discussion**: ➢ **Vote**: Motion to approve the Educator Effectiveness Plan Ali and Christine spoke about choosing math

The ARP Act requires that local education agencies (LEAs) receiving ESSER III funds update their plan for the safe return to in-person instruction and continuity of services every six months. We will review changes to our plan and vote on approval.	support for a main focal point of professional expense. There is some money for teachers to make a choice for themselves. ➢ Motion to approve the Educator Effectiveness Plan: Stephen Rosen ➢ 2nd: Faraz Sharafi ➢ Roll Call Vote Aye: (5) Nate, Steve, Danielle, Dassidy, Faraz Naye: 0 Abstain: 0, ESSER 3 Update/Safe Return to Instruction update **Discussion**: Christine asked for questions. The plan was updated to reflect current circumstances and requirements. Removal of antiquated methods such as disinfecting every two hours, taking temperatures at the door and having complete staff test weekly were removed. All current regulations are being followed.
➢ Discussion items	
Playground Update: As a follow up to the previous meeting, we have moved forward with the purchase of our first playground structure for the large playground. This is an update on progress and plans. 2nd Structure: Laying the ground. Most play structures have a wait time of 6-9 months and during these times, the delays have grown. We will discuss the next step in completing our playground.	No questions were asked about this update.
➢ Next board meeting	We need a meeting prior to Feb 28
o Confirm date of next meeting	Tentatively scheduled for Feb 8th, Tuesday Danielle needs to check.
o Identify agenda items for next meeting	LCAP Midyear Report (due Feb 28)
Meeting adjourned	adjourned at 6:51 p.m.

The foregoing minutes were approved by the Board of Directors of Innovations Academy on _____.

Please contact Innovations Academy Board @ Board@InnovationsAcademy.org if you require

special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

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Director Update 2/8/22

Playground
The play structure was delivered but the prices changed for installation. We are now vetting more installation companies in order to get the best price. Another obstacle to success is that I have been in the classroom since Thanksgiving, due to staffing shortages. I will be returning to the office full time very soon.

Staffing
Currently IA is preparing for the teacher shortage by commencing outreach this month. It is helpful that we have built strong relationships with teachers and other staff who, with trust, communicate early their decision to possibly move on in June.

Mid-Year LCAP Update

February 8, 2022

Goal 1: Use SEL & Academic data to improve instruction/ provide intervention

Metric	20-21 Baseline	Jan 2022 Update
% of grade 3-8 students meeting/ exceeding standards on the Math SBAC	Schoolwide: 35.86% Hispanic: 26.78% SED: 16.98% SWD: 16.00% White: 40.44%	Not yet known - assessments given in May
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	Schoolwide: 60.4% Hispanic: 54.0% White: 65.7%	Not yet known - assessments given in late Jan/early Feb
% of grade 3-8 students meeting/ exceeding standards on the ELA SBAC	Schoolwide: 43.43% Hispanic: 35.72% SED: 33.97% SWD: 25.49% White: 47.45%	Not yet known - assessments given in May
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment	Schoolwide: 57.5% Hispanic: 45.6% White: 61.5%	Not yet known - assessments given in late Jan/early Feb

Link to 21-22 LCAP

Goal 1: Use SEL & Academic data to improve instruction/ provide intervention

Haven't started yet	In progress	Completed
● Action 1.4: With so much going on with COVID, we have not begun a regular data analysis practice	● Action 1.1: Revamping K-1 Assessment Plan ● Action 1.2: Analyzed MAP & IAB scores in October, will revisit in February	● Action 1.3: Hired Jen Franklin and additional TAs to support the needs of struggling students ● Action 1.5: Free summer school & free tutoring

Link to 21-22 LCAP

Goal 1: Use SEL & Academic data to improve instruction/ provide intervention
Spending Report July 2021 – December 2021

Goal 1 Action 1	$13,940
Goal 1 Action 2	$1,427
Goal 1 Action 3	$31,653
Goal 1 Action 4	$1,741
Goal 1 Action 5	$15,646

Link to 21-22 LCAP

Goal 2: Engage students in high-quality academics in focused classrooms

Metric	20-21 Baseline	Jan 2022 Update
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential	100% of classroom teachers hold a multiple subject teaching credential
Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% if the instructional day	100% of students with disabilities are in the general education program over 80% if the instructional day
Percentage of suspension and expulsion rate	0.2% schoolwide suspension rate	0% suspension rate
Expulsion rate	0% Expulsion rate	0% expulsion rate
Percentage of students who feel connected/part of their school	According to April 2021 survey, 81% of students (grades 3-8) responding 4 or 5 on a 5-point scale to the question "I feel like I belong and am accepted at IA"	Not yet assessed
Teacher retention rate	75% of credentialed staff are staying at IA following the 2020-2021 school year	Not yet known

Goal 2: Engage students in high-quality academics in focused classrooms

Haven't started yet	In progress	Completed
	- Action 2.2: All teachers are observed monthly & receive coaching - Action 2.3: Some staff have done peer observations, some have not - Action 2.5: Professional development aimed at increasing test scores	- Action 2.1: All new staff received Positive Discipline & Responsive Classroom training - Action 2.4: Staff salary raises

Goal 2: Engage students in high-quality academics in focused classrooms

Spending Report July 2021 – December 2021

Goal 2 Action 1	$14,887
Goal 2 Action 2	$1,440
Goal 2 Action 3	$1,181
Goal 2 Action 4	$93,760
Goal 2 Action 5	$27,997

Link to 21-22 LCAP

Goal 3: Provide high-quality materials, resources, and facility

Metric	20-21 Baseline	Jan 2022 Update
Students and teachers with access to standards-based instructional materials.	100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to instructional materials that support high academic instruction
All students will access field trips, guest experts and quality enrichment classes	In the 2020-2021 school year, due to COVID, classes averaged one field trip/year and three virtual meetings with guest experts/year	Classes are averaged one field trip every 1-2 months and one guest expert/semester
Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards
Percentage of facilities that are in "good repair"	100% of facilities are in good repair	100% of facilities are in good repair
Play structures put in place	0 climbing structures on site	1 climbing structure on site but not yet assembled

Goal 3: Provide high-quality materials, resources, and facility

Haven't started yet	In progress	Completed
	- Action 3.1: Teachers using high-quality software - Action 3.2: purchased new math curriculum, continue to purchase hands-on materials as requested - Action 3.3 Cost of facility maintenance - Action 3.4 Installing playground structures - Action 3.5 Supplementing costs of field study/ guest speakers	

Goal 3: Provide high-quality materials, resources, and facility

Spending Report July 2021 – December 2021

Goal 3 Action 1	$14,178
Goal 3 Action 2	$36,521
Goal 3 Action 3	$104,942
Goal 3 Action 4	$82,401
Goal 3 Action 5	$5,183

Link to 21-22 LCAP

Goal 4: Provide ongoing support from chronic absences and tardies

Metric	20-21 Baseline	Jan 2022 Update
Percentage of students attending 96% of school days	60% of our students attended 96% or more of school days	Still in COVID times, so 87% of students attended 96% or more of school days
Percentage of staff attending 96% of school days	100% of our staff attended 96% or more school days	Still in COVID times, so we have 74% of our staff that has attended 96% or more school days
Percentage of students who are chronically absent (defined as missing 10%)	5 of our 355 students (1.4%) were chronically absent in the 2019-2020 school year	3% of students have been chronically absent this year

Link to 21-22 LCAP

Goal 4: Provide ongoing support from chronic absences and tardies

Haven't started yet	In progress	Completed
● Action 4.2: Scheduling family meetings regarding absences	● Action 4.1: We have tried to keep up with absence phone calls as much as possible ● Action 4.3: Vacation reminders from Christine	

Goal 4: Provide ongoing support from chronic absences and tardies

Spending Report July 2021 – December 2021

Goal 4 Action 1	$1,050
Goal 4 Action 3	$2,500

Goal 5: Provide multiple engagement opportunities for parents

Metric	20-21 Baseline	Jan 2022 Update
Percentage of parents/guardians participating in our social-emotional survey	84.8% of students' parents completed our fall social-emotional survey	N/A for this year, our new SEL survey is developing a parent survey
Number of school trainings for parents on academic and social emotional initiatives	Due to distance learning and the impact of COVID, all parents had the opportunity to attend 8 academic trainings and 7 social emotional trainings in the 2020-2021 school year.	We have offered 2 SEL parent trainings so far this year
Parent connection meetings	8 parent connection meetings were held in 2021	5 parent connection meetings have been held so far

Goal 5: Provide multiple engagement opportunities for parents

Haven't started yet	In progress	Completed
	• Action 5.1: Include financial information in Sunday call, hold monthly parent meetings, maintain a navigable website • Action 5.2: Donna & Sam have offered parent education seminars, we offered two school wide Science Nights	

Goal 5: Provide multiple engagement opportunities for parents

Spending Report July 2021 – December 2021

Goal 5 Action 1	$66

Supplement to Annual Update for 2021–22 LCAP

Prompt 1: **A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)**

The school is not changing anything or recognizing new revenue not previously included in the LCAP.

Prompt 2: **A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.**

Innovations Academy did not receive the concentration grant.

Prompt 3: **A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.**

Many federal support funds were used to hire more support staff for our students. After hearing from our educational partners in weekly staff meetings and monthly parent office hours, this was the most pressing need to address the impact of distance learning on our students. The director also attended monthly Parent Connection meetings to hear concerns and held weekly 1:1 meetings with staff members. We also heard the need for purchasing additional curriculum and assessment materials to better address the gaps from distance learning. Some teachers expressed a need for more professional development and coaching, which we also used these funds for. Finally, we used these funds to hire subs for all the unexpected absences since our educational partners expressed their strong desire to do everything we can to keep students in school.

Prompt 4: **A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.**

It is a priority of Innovations Academy to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. Innovations Academy has implemented many of the actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully implemented the purchase of PPE and cleaning supplies, professional support (such substitute teachers and supervisors), and curriculum support materials. We have not experienced any specific challenges thus far, we are just allocating the funds over the course of 2.5 years.

Prompt 5: **A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.**

Innovations Academy considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are providing additional academic materials & PPE, which align with our third LCAP goal. We also have provided additional professional development to teachers and provided hands-on learning experiences, which aligns with our second LCAP goal. We also hired additional staff to support struggling students, which aligns with our first LCAP goal.

https://innovationsacademy.org/wp-ia/wp-content/uploads/2021/10/InnovationsAcademy 2021LCAPApprovedJune152021.pdf

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Innovations Academy considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Innovations Academy
2021 School Accountability Report Card

Innovations Academy
An Inquiry Based K-8 Public Charter School

General Information about the School Accountability Report Card (SARC)

| **SARC Overview** | 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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). |
| **California School Dashboard** | The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **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. |

2021-22 School Contact Information

School Name	Innovations Academy
Street	5454 Ruffin Rd.
City, State, Zip	San Diego, CA 92123
Phone Number	858-271-1414
Principal	Christine Kuglen
Email Address	info@innovationsacademy.org
School Website	innovationsacademy.org
County-District-School (CDS) Code	37683380118083

2021-22 District Contact Information

District Name	Innovations Academy
Phone Number	858-271-1414
Superintendent	Christine Kuglen
Email Address	info@innovationsacademy.org
District Website Address	www.innovationsacademy.org

2021-22 School Overview

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 inquiry focused learning which includes projects, performance and other interactive learning. We utilize a relationship based discipline program for classroom and campus behavior management and skill building.

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.

At least 80% of our population attends school in a progressive five day structure. Additionally, for 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	57
Grade 2	46
Grade 3	46
Grade 4	49
Grade 5	50
Grade 6	55
Grade 7	43
Grade 8	26
Total Enrollment	412

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.7
Asian	3.9
Black or African American	3.9
Filipino	1.2
Hispanic or Latino	22.1
Two or More Races	13.3
White	53.9
English Learners	3.2
Socioeconomically Disadvantaged	30.1
Students with Disabilities	15

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry-centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are novels, primary resources, software, nonfiction and fiction literature and Chromebooks. Programs we utilize include RazKids, Lucy Calkins, Jennifer Serravallo, Fastbridge, and Reading Eggs.	Yes	0
Mathematics	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources are primary resources, software, adaptive textbooks, manipulatives, calculators and Chromebooks. Programs we utilize include Illustrative Math, STMATH, Marcy Cook, Youcubed, Math Solutions.	Yes	0
Science	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources, software, microscopes, field study and guest experts, calculators and chromebooks. Programs we utilize include Mystery Science, FOSS kits, and Rozzy.	Yes	0
History-Social Science	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, maps, globes and Chromebooks. Programs we utilize include Rozzy, History Alive!, and Brainpop.	Yes	0
Foreign Language	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students under the instruction of a full-time credentialed Spanish teacher for our middle school students. Included among the standards aligned and research-based	Yes	0

	resources/tools are primary resources, software, art materials, Chromebooks. We also utilize DuoLingo to supplement as needed.		
Health	Our human sexuality curriculum draws from a variety of resources for 7th and 8th graders. Other health is taught by teachers via projects and lessons from a variety of resources that enable classes to experience a hands-on, interactive, inquiry centered approach. Physical education is taught by our coach who utilizes a skills based approach teaching a variety of sports (the skills, rules and sportsmanship).	Yes	0
Visual and Performing Arts	Visual and Performing Arts are incorporated into instruction. Our students have a fine arts and a performing arts instructor who work with all grade levels utilizing primary materials.	Yes	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

We just moved into a brand new building that was built according to DSA specifications. Everything is in new condition and under warranty for two years. Our facility is kept in good repair by a team of maintenance and repair workers.

Year and month of the most recent FIT report	August 2020

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

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

* Aligned with CA CCSS for ELA and mathematics;
* Available to students in grades 3 through 8, and grade 11; and
* Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

* Smarter Balanced ELA and mathematics summative assessments;
* Other assessments meeting the SBE criteria; or
* Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	263	95.99	4.01	56.27
Female	130	125	96.15	3.85	62.4
Male	144	138	95.83	4.17	50.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100	0	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	67	63	94.03	5.97	50.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	39	92.86	7.14	66.67
White	143	139	97.2	2.8	56.83
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	68	95.77	4.23	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	53	92.98	7.02	37.74

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	262	95.62	4.38	53.44
Female	130	124	95.38	4.62	51.61
Male	144	138	95.83	4.17	55.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	67	63	94.03	5.97	49.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	38	90.48	9.52	52.63
White	143	139	97.20	2.80	56.12
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	68	95.77	4.23	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	53	92.98	7.02	39.62

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	NT	NT	NT	NT
Female	34	NT	NT		
Male	42	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Innovations Academy, parents traditionally have many opportunities to be involved. We invite parents to attend student-led conferences, presentations of learning, portfolio days, and exhibitions of student work. We welcome classroom volunteers, parent drivers and field trip chaperones. However, this year has been different due to COVID-19 and the safety measures put in place. We have continued to involve parents even though they are not able to come on campus by having off-campus volunteer opportunities & various committees meet on Zoom. We have a very active parent group, called the Parent Connection, that sponsors several social activities each year and supports internal school activities as well. They have continued to meet on Zoom. There are also opportunities to participate in school site meetings and LCAP development. For information about volunteering at school, parents can come to the front office or contact info@innovationsacademy.org or the Parent Connection.

To keep our parents informed, IA sends weekly school announcements through an automated contact system (via email, text and voice) and teachers communicate via ParentSquare. Parents have ongoing access to teachers. Parents are always welcome to speak with the director, Christine Kuglen, who also hosts weekly drop-in office hours to connect with parents.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	432	422	10	2.4
Female	209	203	4	2.0
Male	223	219	6	2.7
American Indian or Alaska Native	3	3	0	0.0
Asian	17	16	0	0.0
Black or African American	17	16	1	6.3
Filipino	6	5	0	0.0
Hispanic or Latino	94	93	3	3.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	57	56	0	0.0
White	230	225	4	1.8
English Learners	17	17	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	133	131	5	3.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	85	0	0.0

C. Engagement	**State Priority: School Climate**					

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.23	0.00	3.65	0.06	3.47	0.20
Expulsions	0.00	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.24	2.45
Expulsions	0.00	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The safety plan at Innovations Academy is drafted annually by school administration in accordance with district and county education recommendations and contains an evacuation plan, lock down, fire and earthquake drills. The drills take place monthly and are reviewed regularly with staff. A comprehensive school safety plan is located in the front office for parent review. The safety plan was last reviewed and approved on October 26, 2021.

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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5		
1	10	4		
2	11	4		
3	23		2	
4	21	1	2	
5	21	1	1	
6	25		1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5		
1	9	3		
2	8	6		
3	14	3		
4	18	1	2	
5	18	1	2	
6	21	1	2	1
Other	12	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	5		
1	14	2	2	
2	8	6		
3	15	2	1	
4	16	3		
5	13	2	2	
6	18	1	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,194.27	1,749.22	7,445.05	53,509.79
District	N/A	N/A	$5671.0	$86,877
Percent Difference - School Site and District	N/A	N/A	27.1	-47.5
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-12.6	-45.1

2020-21 Types of Services Funded

Innovations Academy provides a variety of resources to our students. Much of the learning software used at school is also made available to students at home. Innovations Academy has a strong social emotional program with tools integrated from Positive Discipline, Responsive Classroom, Nonviolent Communication, and Restorative practices. All students learn conflict resolution and communication tools through this solution focused curriculum and discipline plan. Our staff includes a full time Marriage & Family Therapist to assist students and families. Our grade levels have teacher assistants (in addition to the regular credentialed teacher).

We intentionally do not assign homework. The purpose of this is to assist students in experiencing more meaningful time with their families, provide needed free play for children to grow and be outdoors and allow children to participate in activities and classes outside of school without the stress of returning to more work when they should be sleeping, laughing and learning with their families.

IA supports students by providing access to learning that takes into account a variety of student interests. Our students participate in projects and inquiries that integrate subjects in meaningful explorations. They speak regularly with guest experts who utilize the subjects they are studying. They engage in service learning, often working with non-profit organizations as part of their studies. We also currently offer the following enrichment classes: Nature Studies, Robotics, Performing Arts and Foreign Language.

Special Education students are served by a strong team of experts that includes: a Speech Language Pathologist (+ a SLPA), an Occupational Therapist (+ an OT aide), a School Psychologist, an Adaptive PE teacher, a Marriage & Family Therapist and Education Specialists.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,792	$50,897
Mid-Range Teacher Salary	$74,140	$78,461
Highest Teacher Salary	$100,772	$104,322
Average Principal Salary (Elementary)	$139,968	$131,863
Average Principal Salary (Middle)	$143,902	$137,086
Average Principal Salary (High)	$154,753	$151,143
Superintendent Salary	$290,907	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

At Innovations Academy, we consider professional development as ongoing throughout the year via weekly staff meetings, grade level team collaborations, professional development work days, and educational workshops. These sessions focus on constructivism, inquiry, project development, academic content, assessment, differentiation of instruction to meet the needs of all students, classroom management and our social emotional curriculum.

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. Our professional development focus areas include math, ELA, test-taking success strategies, and interactive learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	28.5	26	28.5