Innovations Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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
Grade Span	K-8
County-District-School (CDS) Code	37683380118083

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 human children. We use a multidimensional curriculum to support the innate human desire to learn. Our goal is to align implementation with the natural curiosity that children bring to the world and desire children have to learn through active

2025-26 School Description and Mission Statement

exploration. We do this through the practice of interactive, hands-on learning as much as possible.

At least 80% of our population attends school in an engaging five day structure. The other 20% of our school population participates in our independent study program. For these 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	53
Grade 2	54
Grade 3	57
Grade 4	55
Grade 5	57
Grade 6	58
Grade 7	36
Grade 8	33
Total Enrollment	436

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.5
Asian	5.5
Black or African American	2.3
Filipino	1.1
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	13.8
White	45.2
English Learners	2.8
Foster Youth	0.2
Socioeconomically Disadvantaged	42
Students with Disabilities	23.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	77.27	5336.6	88.47	234405.2	84
Intern Credential Holders Properly Assigned	1	4.55	66.9	1.11	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	13.64	219.2	3.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	219.2	3.63	11953.1	4.28
Unknown/Incomplete/NA	1	4.55	189.7	3.15	15831.9	5.67
Total Teaching Positions	22	100	6031.8	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.8	85.48	5233.7	86.54	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	74.5	1.23	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	7.21	354.7	5.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	221	3.65	11746.9	4.23
Unknown/Incomplete/NA	0.6	7.21	163.6	2.71	14303.8	5.15
Total Teaching Positions	9.1	100	6047.7	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.9	69.08	5239.1	86.81	230039.4	100
Intern Credential Holders Properly Assigned	2	7.28	91.1	1.51	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.4	12.66	293.4	4.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.9	7.24	201.9	3.35	12112.8	4.34
Unknown/Incomplete/NA	1	3.67	209.7	3.48	13705.8	4.91
Total Teaching Positions	27.4	100	6035.4	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1.6
Misassignments	3.00	0.6	1.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	0.6	3.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0.9
Total Out-of-Field Teachers	0.00	0	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5	72.7	28.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	41.1	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 primary resources (US Constitution, scientific papers and articles...), software, nonfiction and fiction literature and chromebooks. Programs we utilize include RazKids, Reading A-Z, Ufli, Jennifer Serravallo, Spellography, Touchstones/Touchpebbles, Reading Reconsidered and Reading Eggs. We have an annual Literacy Campaign which includes a "One Book, One School" program in which the school participates in reading together.	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 in the area of Mathematics. Included among the standards aligned and research-based resources are adaptive textbooks, manipulatives, calculators and chromebooks. Programs we utilize include Beast Academy (1st-5th), Illustrative Math (6th-8th), Desmos, STMATH, Marcy Cook, Mountain Math, Youcubed, Math Solutions.	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 (scientific articles), software, microscopes, field study, guest experts, calculators and chromebooks. Programs we utilize include Mystery Science, KnowAtom, FOSS kits. Teachers also generate interdisciplinary real world based projects for science learning that they facilitate with students. Included in these projects is interaction with professionals and professional and nonprofit organizations as well as a variety of field learning experiences.	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 History Alive!, PBS Media, Brainpop and ThinkLaw. Teachers also generate interdisciplinary real world based projects for history, geography, civics and other social studies learning.	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. Science is learned through interaction, song, conversation and movement. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, chromebooks. We also utilize DuoLingo to supplement as needed.	0
Health	Our human sexuality curriculum draws from a variety of resources for middle school with a mandatory class taught to all 7th graders. In the 204-25 school year our 5th grade students received instruction on changes during puberty. 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) in our gym.	0
Visual and Performing Arts	Visual and Performing Arts are incorporated into instruction. Our students have fine arts, ceramics and performing arts instructors who work with all grade levels utilizing primary materials.	0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

We moved into a brand new building in August 2020 that was built according to DSA specifications. Everything is inspected regularly and repaired as needed. Our facility is kept in good repair by a team of maintenance and repair workers. Our playground is a nature based playground. Students and teachers have been planting native plants to enhance those already living there.

Year and month of the most recent FIT report	

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			:	
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				

School Facility Conditions and Planned Improvements

Electrical			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			
Safety: Fire Safety, Hazardous Materials			
Structural: Structural Damage, Roofs			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			

Overall Facility Rate

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	63	52	54	47	48
Mathematics (grades 3-8 and 11)	45	48	41	42	35	37

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	300	99.67	0.33	63.33
Female	151	151	100.00	0.00	69.54
Male	150	149	99.33	0.67	57.05
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	88	100.00	0.00	60.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	57	100.00	0.00	64.91

	128	127	99.22	0.78	63.78
White					
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	30	30	100.00	0.00	43.33
Socioeconomically Disadvantaged	82	82	100.00	0.00	54.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	80	100.00	0.00	51.25

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	299	99.34	0.66	47.83
Female	151	151	100.00	0.00	48.34
Male	150	148	98.67	1.33	47.30
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	61.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	87	98.86	1.14	45.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	57	100.00	0.00	43.86
White	128	127	99.22	0.78	48.03
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	30	30	100.00	0.00	40.00

Socioeconomically Disadvantaged	82	82	100.00	0.00	35.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	79	98.75	1.25	43.04

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	52.38	58.24	38.48	39.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	91	100.00	0.00	58.24
Female	40	40	100.00	0.00	70.00
Male	51	51	100.00	0.00	49.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	55.00
White	41	41	100.00	0.00	60.98
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	40.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

At Innovations Academy, parents have many opportunities to be involved effectively. In effect, the sky is the limit. Some parents volunteer days on end in the school building, while others chaperone occasionally, The most important thing a parent can do is to be with their child outside of school hours, supporting them educationally, teaching core values, spending quantity time together. But if a parent has extra time, we value parental involvement. We invite parents to attend student-led conferences, presentations of learning, portfolio reviews, and exhibitions of student work. We welcome classroom volunteers, parent drivers and field trip chaperones. 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 meet on Zoom and in person. There are also opportunities to participate in school site meetings and LCAP development. Parents involve themselves in a variety of other ways such as volunteering in the classroom, speaking to classes about their profession, sending in materials for our enrichment program, donating their time at a fundraiser or school event. For information about volunteering at school, parents can come to the front office or contact info@innovationsacademy.org.

To keep our parents informed, IA sends weekly school announcements through our automated contact system (ParentSquare sends our messages via email,or text by choice) and teachers communicate via ParentSquare weekly. Parents have ongoing access to teachers. Parents are always welcome to speak with the director, Christine Kuglen, who also is available for drop-in meetings to connect with parents.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	468	55	11.8
Female	242	235	26	11.1
Male	237	233	29	12.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	24	3	12.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	132	131	30	22.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	70	6	8.6
White	221	215	15	7.0
English Learners	14	14	2	14.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	210	205	32	15.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	127	125	26	20.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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 data.

					Suspensions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.21	0	2.7	2.64	2.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

					Expulsions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0.03	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 by the IA Board on November 13, 2025.

The key take away is that Innovations Academy is a safe academic learning environment because we authentically and intentionally interact with students. We keep our facility in great condition and we are attentive to the happenings across the campus throughout the day. As a small school, we are aware of and care for our small community. 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	9	5	0	0
1	11	3	2	0
2	11	3	2	0
3	19	1	2	0
4	19	1	2	0
5	15	1	2	0
6	17	1	2	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	15	0	0
1	17	8	1	0
2	17	3	8	0
3	18	8	1	0
4	22	1	8	0
5	19	2	6	0
6	14	3	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	7	5		
1	10	3	2	
2	9	5	1	
3	14	2	2	
4	18	1	2	
5	18	2	4	
6	23	1	8	

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	11,906	2817	9090	61,237
District	N/A	N/A	5671.0	104,898
Percent Difference - School Site and District	N/A	N/A	46.3	-52.6
State	N/A	N/A	11,146	100,333
Percent Difference - School Site and State	N/A	N/A	-20.3	-48.4

Fiscal Year 2024-25 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, though the school does not assign homework. 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 School Counselor 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 time for children to grow, learn and ultimately thrive as humans with time hopefully spent outdoors as well as 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. We expect parents to read with and to their children at home and explore the outdoors as well as engage in family conversations.

IA supports students by providing access to learning that takes into account a variety of student interests. Our students

Fiscal Year 2024-25 Types of Services Funded

participate in projects and inquiries that integrate subjects in meaningful explorations. They speak regularly with guest experts who professionally work in the subject areas our students 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: 2-D art, 3-D art, nature studies, engineering (STEM), 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, a School Psychologist, an Adaptive PE teacher, a School Counselor, a Reading Specialist and Education Specialists.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$58,609	$60,863
Mid-Range Teacher Salary	$89,057	$93,575
Highest Teacher Salary	$124,050	$125,548
Average Principal Salary (Elementary)	$167,903	$157,645
Average Principal Salary (Middle)	$173,464	$165,341
Average Principal Salary (High)	$190,021	$182,580
Superintendent Salary	$433,125	$357,064
Percent of Budget for Teacher Salaries	33.05%	30.36%
Percent of Budget for Administrative Salaries	4.91%	4.88%

Professional Development

At Innovations Academy, we consider professional development as ongoing throughout the year via a variety of formats for weekly staff meetings, grade level team collaborations, professional development work days, and educational workshops. These sessions focus on constructivism, effective pedagogy, 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 necessary constructive feedback for instructional alignment and improvement. Our teachers are supported in their professional growth and reflection in their practice. Teachers are provided time to observe each other and collaborate and plan regularly during the school day. Our professional development focus areas include math, ELA, project development, field trip support, test-taking success strategies, and interactive learning.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	39	42	40