

Innovations Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	33
Grade 1	44
Grade 2	44
Grade 3	50
Grade 4	46
Grade 5	35
Grade 6	26
Grade 7	42
Grade 8	43
Total Enrollment	363

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.0
Asian	4.7
Filipino	2.5
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.6
White	56.5
Socioeconomically Disadvantaged	28.1
English Learners	3.6
Students with Disabilities	19.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	21	19	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Students read a variety of novels, poetry, essays and high quality fiction and nonfiction books and articles.	Yes	0
Mathematics	Saxon Math, STMath, Prodigy and Reflex Math	Yes	0
Science	FOSS science kits, Mystery Science	Yes	0
History-Social Science	original sourced work as often as possible, guest expert knowledge, loan programs from local museums,	Yes	0
Foreign Language	Duolingo	Yes	0
Health		Yes	0
Visual and Performing Arts		Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our playgrounds and play structures are inspected by SDUSD to ensure safety and compliance with standards. Our facility is kept in good repair by a team of district maintenance and repair workers.

We will be relocating to a new location in the 2019-20 school year. Our new location will be built to comply with all laws and regulations. See our website for details about our relocation.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	46.0	53.0	55.0	48.0	50.0
Mathematics (grades 3-8 and 11)	24.0	38.0	43.0	45.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	229	94.63	46.49
Male	128	120	93.75	40.34
Female	114	109	95.61	53.21
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	43	95.56	44.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	129	94.85	48.44
Two or More Races	32	29	90.63	34.48
Socioeconomically Disadvantaged	59	55	93.22	52.73
English Learners	11	9	81.82	44.44
Students with Disabilities	58	53	91.38	28.30

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	230	95.04	37.72
Male	128	121	94.53	39.17
Female	114	109	95.61	36.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	44	97.78	36.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	129	94.85	39.84
Two or More Races	32	29	90.63	25
Socioeconomically Disadvantaged	59	56	94.92	28.57
English Learners	11	10	90.91	40
Students with Disabilities	58	53	91.38	23.08

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.0	4.0	32.0
7	20.6	35.3	11.8

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

At Innovations Academy, parents 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. 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. 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	1.4	0.3	3.4	3.4	3.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	5			11	5			8	5		
1	13	3			10	4			9	2		
2	15	1	2		10	4			9	4		
3	25		1		22		2		21		2	
4	26		1		26		1		20	2	1	
5	27		1		24		1		27		1	
6	21		2		22		2		24		1	
Other	17	1			15	1			20	1		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.75	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8811.84	\$1956.86	\$6854.98	\$46,375
District	N/A	N/A	\$5671.0	\$80,798
Percent Difference: School Site and District	N/A	N/A	18.9	-54.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-3.9	-54.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Innovations Academy provides a variety of resources to our students. Our students have access to tutoring on our minimum days after school. 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 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. All of our classrooms have teacher assistants (in addition to the regular credentialed teacher).

We intentionally do not assign homework. The purpose of this support 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 student learning additionally 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. They participate in field trips each month to places integral to their area of studies. We also currently offer the following enrichment classes: Nature Studies, Gardening, Robotics, Performing Arts, Fine Arts, Pottery, Chess and Foreign Language.

Special Education students are served by a strong team of experts that includes: a Speech Language Pathologist, an Assistive Technology Specialist, an Adaptive PE instructor, an Occupational Therapist, a School Psychologist, a Marriage & Family Therapist and Education Specialists.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,124	\$47,903
Mid-Range Teacher Salary	\$70,086	\$74,481
Highest Teacher Salary	\$95,262	\$98,269
Average Principal Salary (Elementary)	\$131,580	\$123,495
Average Principal Salary (Middle)	\$135,867	\$129,482
Average Principal Salary (High)	\$148,932	\$142,414
Superintendent Salary	\$275,000	\$271,429
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

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.

Each school year there are 18-20 days of professional development. The majority of these staff days are held during the summer and are site based. Training happens both on campus and off site throughout the year as well. Teachers attend conferences and trainings of their choice as well as those provided for schoolwide pedagogical alignment. Additionally, an administrator observes teachers throughout the week, providing the necessary feedback teachers need to both feel supported and to experience growth and reflection in their craft. Teachers are provided time to observe each other and collaborate regularly during the school day as well as visit other schools during the school year.