

# Innovations Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Innovations Academy
<b>Street</b>	10848 Gadsten Way #A-a9
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9105
<b>Principal</b>	Kimberly Walker
<b>Email Address</b>	<a href="mailto:kwalker@fcusd.org">kwalker@fcusd.org</a>
<b>School Website</b>	<a href="https://www.fcusd.org/ia">https://www.fcusd.org/ia</a>
<b>County-District-School (CDS) Code</b>	34-67330-140699

## 2023-24 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>Email Address</b>	<a href="mailto:skoligian@fcusd.org">skoligian@fcusd.org</a>
<b>District Website</b>	<a href="http://www.fcusd.org">www.fcusd.org</a>

## 2023-24 School Description and Mission Statement

### Vision and Mission:

The Innovations Academy Vision is to empower students to achieve successful independent learning through innovative collaboration with parents, teachers, and peers.

The mission of our school can be stated in three parts:

## 2023-24 School Description and Mission Statement

### Innovation

- -Create a learning environment that gives students a safe space to take risks
- -Tailor instruction to meet each student's needs

### Collaboration

- -Encourage connections between one another and with the curriculum for high quality learning
- -Build resilience through reflection on data informed decision-making with students, families, and teachers

### Empowerment.

- -Promote culturally responsive and high standards learning opportunities for ALL students
- -Encourage and support students' development of self-advocacy, personal responsibility, and problem-solving

### School & Community Profile:

Innovations Academy is a kindergarten through twelfth grade school that services students in the Folsom-Cordova Unified School District and surrounding counties that connect to Sacramento County. Innovations Academy opened in August of 2021 after many families showed their need and desire to have our district offer a full-time virtual school. Although Innovations Academy was born out of the pandemic, it is designed to offer Folsom-Cordova Unified families another educational option to a robust education, while still offering the flexibility and safety of learning virtually from home. Innovations Academy is a true hybrid, combining the most powerful pieces of traditional education with the flexibility and independence of independent study. The office of Innovations Academy is located east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova.

We currently have a teaching staff of 11 general education teachers, 1 special education teacher, and 1 high school counselor. We share our counselor and a speech pathologist, nurse, and mental health specialist with other school sites. Our administrative team is comprised of a full-time principal, assistant principal, administrative assistant, account clerk and registrar. Our office staff also support another school, Walnutwood High School. Our hard-working staff strives to provide an exceptional educational experience.

Innovations Academy has three programs, elementary, middle school, and high school. Each program has distinct differences, but still provides students with a cohesive educational experience through all grade levels. All students meet online daily with their teachers, surpassing educational code's live instruction requirements through a video conferencing platform, along with individualized small group and intervention sessions. All students receive board approved online curriculum that is aligned to district and state standards. Special education students also receive specialized academic instruction weekly or daily, based upon their individualized education plan from a special education teacher.

Learning extends beyond the core curriculum of reading, math, social studies, and science. Social-emotional learning is an important component of the overall educational program at Innovations. We are working with the district's multiple Social Emotional Learning platforms to develop a robust program for all of our students.

In addition to Innovations Academy, Folsom Cordova Unified has twenty elementary schools, four middle schools, three traditional high schools, one charter school, one community day school, and two continuation high schools, and one independent study high school.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	115
Grade 2	95
Grade 3	79
Grade 4	81
Grade 5	102
Total Enrollment	607

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	1%
Asian	58%
Black or African American	0.5%
Filipino	7.9%
Hispanic or Latino	8.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	9.2%
White	14.8%
English Learners	15.8%
Homeless	0.2%
Socioeconomically Disadvantaged	4%
Students with Disabilities	7.1%

#### 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

## 2020-21 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)			820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned			3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			11.60	1.24	12115.80	4.41
Unknown			88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>			<b>933.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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.

## 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)	13.80	96.53	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	0.50	3.47	62.20	6.31	15831.90	5.67
<b>Total Teaching Positions</b>	<b>14.30</b>	<b>100.00</b>	<b>985.90</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		0.00
Misassignments		0.00
Vacant Positions		0.00
<b>Total Teachers Without Credentials and Misassignments</b>		0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.00
Local Assignment Options		0.00
<b>Total Out-of-Field Teachers</b>		0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Year and month in which the data were collected</b>	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-12 Stride, 2020 6 - 8 Stride, 2020	Yes	0.0%
Mathematics	K-12 Stride, 2020	Yes	0.0%
Science	K-12 Stride, 2020 *Required Health Concepts are taught as part of 7th Grade Science	Yes	0.0%
History-Social Science	K-12 Stride, 2020	Yes	0.0%
Foreign Language	K-12 Stride, 2020	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

## School Facility Conditions and Planned Improvements

The campus where Innovations Academy is located was originally constructed as an elementary school and modified for an independent study high school. A modernization project was completed in the summer of 2004. New portable buildings were added during the spring of 2021 to house other programs, including Innovations Academy.

Innovations Academy moved into our current office in October of 2021. In addition to a school office, we also have a staff meeting room.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, note that even minor discrepancies are reported in the inspection process. Any items noted in the table have been corrected or are in the process of remediation.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 9% of the LEA's general fund budget for the deferred maintenance program.

Date of Inspection: October 2, 2023

**Year and month of the most recent FIT report** 2023 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			.APP Nursery carpet has lots of stains after being deep cleaned in summer.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			



## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### 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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	84	82	59	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	81	78	48	48	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	272	272	100.00	0.00	82.35
<b>Female</b>	153	153	100.00	0.00	83.66
<b>Male</b>	119	119	100.00	0.00	80.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	165	165	100.00	0.00	86.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	27	27	100.00	0.00	88.89
<b>Hispanic or Latino</b>	25	25	100.00	0.00	72.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	82.35
<b>White</b>	33	33	100.00	0.00	60.61
<b>English Learners</b>	22	22	100.00	0.00	40.91
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	53.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	52.94

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	272	272	100.00	0.00	77.94
<b>Female</b>	153	153	100.00	0.00	78.43
<b>Male</b>	119	119	100.00	0.00	77.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	165	165	100.00	0.00	86.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	27	27	100.00	0.00	74.07
<b>Hispanic or Latino</b>	25	25	100.00	0.00	52.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	64.71
<b>White</b>	33	33	100.00	0.00	60.61
<b>English Learners</b>	22	22	100.00	0.00	59.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	61.54
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	58.82

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	65.45	57.84	44.81	45.75	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	102	100.00	0.00	57.84
Female	58	58	100.00	0.00	55.17
Male	44	44	100.00	0.00	61.36
American Indian or Alaska Native	0	0	0	0	0
Asian	64	64	100.00	0.00	64.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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.

#### 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	0.65	0.65	0.7	0.65	0.7
Grade 7	0.636363636363636	0.681818181818182	0.681818181818182	0.681818181818182	0.681818181818182
Grade 9	0.44	0.44	0.32	0.44	0.44

## 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.

#### 2023-24 Opportunities for Parental Involvement

The 2021-2022 school year was Innovations' first year, we have heavily relied on our staff, students, and parents for guidance and feedback about the development of our school. At Innovations, we aim to collaborate and create a community with all stakeholders. In order to achieve these several surveys were sent out last year and this year, to give parents the opportunity to provide feedback regarding the direction of the development of Innovations. Some of these survey topics were mascot selection, Parent Teacher Association (PTA) interest, and glows and grows surveys.

Our school is also unique in that parents play more of an active role in their child's education, than in a traditional site. Parents, or "Learning Coaches" bridge the academic overall performance support between the virtual classroom and home. The amount of support that is required is individual to the needs of each student.

During 2022-2023 and 2023-2024, we have been able to increase our in-person social and academic events. Within our school, we have a team of individuals that have specific roles in coordinating with the community. The team collaborates to include schoolwide social events such as our Root beer Social, which we put on last year in honor of mental health week, or this year's "Thankful for Diversity Event" to honor and represent our diverse community. We are working on including more partnerships with parents and families to support our students and hosting as many in-person social events to bring the community closer together.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	635	632	37	5.9
Female	317	316	20	6.3
Male	318	316	17	5.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	368	366	19	5.2
Black or African American	4	4	0	0.0
Filipino	49	49	2	4.1
Hispanic or Latino	55	55	5	9.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	58	58	1	1.7
White	94	93	10	10.8
English Learners	112	111	7	6.3
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	29	29	4	13.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	75	6	8.0

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions		0.58	0.16	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions		0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0
Female	0.32	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.06	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.33	0

## 2023-24 School Safety Plan

Innovations Academy which is located at the Community Education Center is safe and clean with a detailed list of cleaning times and days. Restrooms, eating facilities, and the Child Development Center are cleaned daily. Classrooms are cleaned every third day.

Safety plans are reviewed annually. Emergency plans are in place for any threatening incident and all of our evacuation routes, as well as duck and cover, and fire drills have been updated and are practiced as required. Recent renovations included a new phone system and emergency communication upgrades. Any safety hazard that was reported was reviewed immediately and resolved.

The Safety Plan includes the following main components: Crime Report Information, Child Abuse Reporting, Disaster Procedures, Crisis Control and Response, Critical Incident Response, Discipline/Suspension/Expulsion Procedures, Sexual Harassment, Title XIV, Fire Drills, Duck-and-Cover Procedures, Lock-Down Procedures, and School Dress Code.

Date of Last Review/Update: August 25, 2023, virtually

Date last reviewed with staff: August 25, 2023



## 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.

### 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
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### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	30	3		1
1	33		2	1
2	36		2	1
3	35		2	1
4	35	1		1
5	26	2		3
Other	20	1		1

### 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
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### 2022-23 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

## 2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$12,935	\$12,844	\$90	\$74,132
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	-195.8	-8.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-194.6	-17.5

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Innovations Academy receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$43,379	\$55,550
<b>Mid-Range Teacher Salary</b>	\$74,289	\$84,645
<b>Highest Teacher Salary</b>	\$101,614	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$133,273	\$139,860
<b>Average Principal Salary (Middle)</b>	\$143,251	\$146,440
<b>Average Principal Salary (High)</b>	\$148,555	\$158,447
<b>Superintendent Salary</b>	\$320,000	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	34.44%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.64%	4.89%

## Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

It is the goal of Innovations Academy to assist students in their social and personal development as well as academics. This school prides itself on offering a high-quality education in an alternative format. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. Teachers implement social emotional learning lessons from our social emotional learning curriculum, Second Step and BASE Education.

In addition, Innovations staff received multiple days of professional development and training on our educational platforms K12 Stride in particular, and through Solution Tree to aid our PLC growth, focusing on aligning our online curriculum with our district's essential standards, utilizing data during Tier 1, Tier 2, and Tier 3 instruction. Several elementary level teachers have also committed to intensive professional development in the Language Essentials for Teachers of Reading and Spelling (LETRS), the professional learning that provides K-5 teachers with deep knowledge to be literacy and language experts.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2