# Palmdale Innovations Academy 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year) 



## General Information about the School Accountability Report Card (SARC)

## SARC Overview



## DataQuest

## California School Dashboard



## Internet Access

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 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).


#### Abstract

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 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.


## 2022-23 School Contact Information

| School Name | Palmdale Innovations Academy |
| :--- | :--- |
| Street | 37230 37th Street East |
| City, State, Zip | Palmdale |
| Phone Number | $661-236-0161$ |
| Principal | Melissa Garcia |
| Email Address | mdgarcia@palmdalesd.org |
| School Website | https://www.palmdalesd.org/domain/2119 |
| County-District-School (CDS) Code | $19-64857-0133173$ |

## 2022-23 District Contact Information

District Name<br>Phone Number<br>Superintendent<br>Email Address<br>District Website Address

Palmdale Elementary School District
661-947-7191
Raul Maldonado
DJNardi@palmdalesd.org
www.palmdalesd.org

## 2022-23 School Overview

The mission of the Palmdale School District and the Palmdale Promise is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century so that all students are college and career ready when they matriculate to high school and beyond.

The mission of Palmdale Innovations Academy is to provide high quality online curriculum and instruction to all students in a non-traditional, virtual learning environment. Our virtual learning program provides students with daily live instruction with teachers in the mornings and optional in person learning opportunity each week to provide students with socialization opportunities while also engaging in high quality instruction. The program supports independent student achievement and promotes parent participation in their child's learning process while providing parents and students flexibility and choice in their education. We value high quality instruction, student achievement, and parental support as we strive to provide a safe and attractive learning environment for the academic development and behavioral socialization of students.

## About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| :--- | :---: |
| Kindergarten | 102 |
| Grade 1 | 137 |
| Grade 2 | 113 |
| Grade 3 | 118 |
| Grade 4 | 155 |
| Grade 5 | 124 |
| Grade 6 | 117 |
| Grade 7 | 98 |
| Grade 8 | 102 |
| Total Enrollment | 1,066 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
| :--- | :---: | :---: |
| Female | 48.8 |
| Male | 51.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.8 |
| Black or African American | 20.5 |
| Filipino | 0.9 |
| Hispanic or Latino | 70.5 |
| Native Hawailan or Pacific Islander | 0.3 |
| Two or More Races | 3.3 |
| White | 3.1 |
| English Learners | 16.4 |
| Foster Youth | 1.1 |
| Homeless | 0.4 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 88.6 |
| Students with Disabilities | 9.4 |

## 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 <br> Number | School <br> Percent | District <br> Number | District <br> Percent | State <br> Number | State <br> Percent |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Fully (Preliminary or Clear) Credentialed <br> for Subject and Student Placement <br> (properly assigned) | 4.10 | 68.83 | 740.50 | 82.02 | 228366.10 |  |
| Intern Credential Holders Properly <br> Assigned | 0.00 | 0.00 | 11.50 | 1.28 | 4205.90 |  |
| Teachers Without Credentials and <br> Misassignments ("ineffective" under <br> ESSA) | 0.00 | 0.00 | 26.70 | 2.97 | 1.53 |  |
| Credentialed Teachers Assigned Out-of- <br> Field ("out-of-field" under ESSA) | 1.80 | 31.00 | 73.80 | 8.18 | 1216.70 | 4.08 |
| Unknown | 0.00 | 0.00 | 50.10 | 5.56 | 18854.30 | 6.86 |
| Total Teaching Positions | 6.00 | 100.00 | 902.80 | 100.00 | 274759.10 | 100.00 |

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) | 20.20 | 72.97 | 738.10 | 81.83 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 3.61 | 16.90 | 1.88 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.80 | 3.07 | 61.30 | 6.80 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA) | 5.50 | 19.99 | 58.20 | 6.46 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.29 | 27.30 | 3.03 | 15831.90 | 5.67 |
| Total Teaching Positions | 27.70 | 100.00 | 902.00 | 100.00 | 279044.80 | 100.00 |
| 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 | $\mathbf{2 0 2 0 - 2 1}$ | $\mathbf{2 0 2 1 - 2 2}$ |
| :--- | :---: | :---: |
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.80 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.80 |

## 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 | 0.00 |
| Local Assignment Options | 1.80 | 5.50 |
| Total Out-of-Field Teachers | 1.80 | 5.50 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
| :--- | :---: | :---: |
| Misassignments for English Learners <br> (a percentage of all the classes with English learners taught by teachers that are <br> misassigned) | 0.00 | 3.10 |
| No credential, permit or authorization to teach <br> (a percentage of all the classes taught by teachers with no record of an <br> authorization to teach) | 0.00 |  |
| Note: For more information refer to the Updated Teacher Equity Definitions web page at <br> https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp. | 0.00 |  |

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

| Year and month in which | were collected No | November 2022 |  |
| :---: | :---: | :---: | :---: |
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Stride Learning Solutions - Online/ 2022 6-8 ELD: English3D/ 2015 | Yes | 0 |
| Mathematics | Stride Learning Solutions - Online/ 2022 | Yes | 0 |
| Science | Stride Learning Solutions - Online/ 2022 | Yes | 0 |
| History-Social Science | Stride Learning Solutions - Online/ 2022 | Yes | 0 |

School Facility Conditions and Planned Improvements
Year and month of the most recent FIT report
June 2022

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
| :---: | :---: | :---: | :---: |
|  | X |  |  |

## 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).
4. 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.

## SARC Reporting in the 2020-2021 School Year Only

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

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


## Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 <br> $2020-21$ | School <br> $2021-22$ | District <br> $2020-21$ | District <br> $2021-22$ | State <br> 2020-21 | 2021-22 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English Language Arts/Literacy <br> (grades 3-8 and 11) | N/A | 23 | N/A | 29 | N/A |  |

## 2021-22 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 <br> Student Groups | CAASPP <br> Total <br> Enrollment | CAASPP <br> Number <br> Tested | CAASPP <br> Percent <br> Tested | CAASPP <br> Percent <br> Not Tested | CAASPP <br> Percent <br> Met or <br> Exceeded |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | 683 | 645 | 94.44 | 5.56 | 22.59 |
| Female | 355 | 334 | 94.08 | 5.92 | 23.35 |
| Male | 328 | 311 | 94.82 | 5.18 | 21.75 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | - | -- | -- |
| Black or African American | 143 | 128 | 89.51 | 10.49 | 17.32 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 469 | 447 | 95.31 | 4.69 | 21.57 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 34.78 |
| White | 33 | 32 | 96.97 | 3.03 | 34.38 |
| English Learners | 91 | 90 | 98.90 | 1.10 | 3.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 594 | 561 | 94.44 | 5.56 | 20.25 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 79 | 72 | 91.14 | 8.86 | 5.56 |

## 2021-22 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 <br> Student Groups | CAASPP <br> Total <br> Enrollment | CAASPP <br> Number <br> Tested | CAASPP <br> Percent <br> Tested | CAASPP <br> Percent <br> Not Tested | CAASPP <br> Percent <br> Met or <br> Exceeded |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | 685 | 644 | 94.01 | 5.99 | 6.07 |
| Female | 354 | 332 | 93.79 | 6.21 | 4.82 |
| Male | 331 | 312 | 94.26 | 5.74 | 7.40 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | - | -- | -- |
| Black or African American | 142 | 126 | 88.73 | 11.27 | 3.17 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 471 | 448 | 95.12 | 4.88 | 6.04 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 8.70 |
| White | 34 | 32 | 94.12 | 5.88 | 12.50 |
| English Learners | 92 | 90 | 97.83 | 2.17 | 1.11 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 596 | 560 | 93.96 | 6.04 | 5.19 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 79 | 71 | 89.87 | 10.13 | 0.00 |

## 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.
For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School <br> $2020-21$ | School <br> $2021-22$ | District <br> $2020-21$ | District <br> $2021-22$ | State <br> $2020-21$ | 2021-22 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Science <br> (grades 5, 8 and high school) | NT | 12.72 | NT | 13.34 | 28.5 | 29.47 |

## 2021-22 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 | 237 | 228 | 96.2 | 3.8 | 12.72 |
| Female | 121 | 115 | 95.04 | 4.96 | 9.57 |
| Male | 116 | 113 | 97.41 | 2.59 | 15.93 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 49 | 45 | 91.84 | 8.16 | 2.22 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 166 | 161 | 96.99 | 3.01 | 13.04 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100 | 0 | 33.33 |
| English Learners | 33 | 32 | 96.97 | 3.03 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 202 | 195 | 96.53 | 3.47 | 11.28 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 27 | 27 | 100 | 0 | 3.7 |

## 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.

## 2021-22 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. Due to changes to the 2021-22 PFT administration, 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: <br> Aerobic Capacity | Component 2: <br> Abdominal <br> Strength and <br> Endurance | Component 3: <br> Trunk Extensor <br> and Strength and <br> Flexibility | Component 4: <br> Upper Body <br> Strength and <br> Endurance | Component 5: <br> Flexibility |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 5 | -- | -- | - | -- | -- |
| Grade 7 | -- | -- | - | -- | - |

## 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.

## 2022-23 Opportunities for Parental Involvement

Innovations Academy partners with parents through each student's educational experience at the school. As the school is an Independent Model School, parents are considered the student's learning coach. The parent/learning coach helps guide the student along side with the credentialed teacher to support the student in their academic journey. Parents help provide valuable feedback while the student is learning from home so the staff can assist the student with the necessary tools.

Parents have the ability to participate at Innovations Academy in various platforms from volunteering, SSC, ELAC, and other avenues. Innovations Academy actively seeks input from parents on their concerns or suggestions for the school.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| :---: | :---: | :---: | :---: | :---: |
| All Students | 1664 | 1391 | 657 | 47.2 |
| Female | 822 | 698 | 319 | 45.7 |
| Male | 842 | 693 | 338 | 48.8 |
| American Indian or Alaska Native | 7 | 4 | 3 | 75.0 |
| Asian | 10 | 10 | 3 | 30.0 |
| Black or African American | 375 | 312 | 174 | 55.8 |
| Filipino | 11 | 10 | 4 | 40.0 |
| Hispanic or Latino | 1139 | 955 | 436 | 45.7 |
| Native Hawaiian or Pacific Islander | 7 | 4 | 2 | 50.0 |
| Two or More Races | 47 | 42 | 15 | 35.7 |
| White | 63 | 50 | 19 | 38.0 |
| English Learners | 248 | 209 | 89 | 42.6 |
| Foster Youth | 30 | 22 | 12 | 54.5 |
| Homeless | 10 | 8 | 4 | 50.0 |
| Socioeconomically Disadvantaged | 1477 | 1253 | 613 | 48.9 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 154 | 139 | 70 | 50.4 |

## 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

|  | Subject | School | District |
| :--- | :---: | :---: | :---: |
| 2019-20 | 2019-20 | 2019-20 |  |
| Suspensions | 0.00 | 4.30 | 2.45 |
| Expulsions | 0.00 | 0.06 | 0.05 |

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

$\left.$|  | Subject | School <br> $2020-21$ | School <br> $2021-22$ | District <br> $\mathbf{2 0 2 0 - 2 1}$ | District <br> $\mathbf{2 0 2 1 - 2 2}$ | State <br> $2020-21$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | | State |
| :---: |
| 2021-22 | \right\rvert\,

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

Innovations Academy Safety Plan includes disaster procedures and preparedness drills to ensure the safety and well being of students and staff. Students and staff report to the assigned safe area, all available adults report the the Tactical Staging Area for instruction and the incident command post is implemented. Plans for the safety of all community members is done during monthly staff meetings to ensure the team is current on the most recent happenings of the school. The Plan is available for review in the school office.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average <br> Class Size | Number of Classes with <br> 1-20 Students | Number of Classes with <br> $\mathbf{2 1 - 3 2}$ Students | Number of Classes with <br> $33+$ Students |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{K}$ | 4 | 6 |  |  |
| $\mathbf{1}$ | 3 | 6 |  |  |
| $\mathbf{2}$ | 8 | 6 |  |  |
| $\mathbf{3}$ | 6 | 6 |  |  |
| $\mathbf{4}$ | 9 | 6 |  |  |
| $\mathbf{5}$ | 7 | 6 |  |  |
| $\mathbf{6}$ | 9 | 6 |  |  |

## 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 <br> Class Size | Number of Classes with <br> 1-20 Students | Number of Classes with <br> $\mathbf{2 1 - 3 2}$ Students | Number of Classes with <br> 33+ Students |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{K}$ | 17 | 3 | 6 |  |  |
| $\mathbf{1}$ | 21 |  | 6 |  |  |
| $\mathbf{2}$ | 17 | 6 |  |  |  |
| $\mathbf{3}$ | 26 |  | 6 |  |  |
| $\mathbf{4}$ | 17 | 6 |  |  |  |
| $\mathbf{5}$ | 11 | 12 |  |  |  |
| $\mathbf{6}$ | 12 | 12 |  |  |  |
|  |  |  |  |  |  |

## 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 <br> Class Size | Number of Classes with <br> $\mathbf{1 - 2 0}$ Students | Number of Classes with <br> $\mathbf{2 1 - 3 2}$ Students | Number of Classes with <br> $\mathbf{3 3 +}$ Students |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{K}$ | 27 | 3 | 6 | 12 |
| $\mathbf{1}$ | 34 |  | 6 | 18 |
| $\mathbf{2}$ | 38 |  |  | 18 |
| $\mathbf{3}$ | 39 |  |  | 18 |
| $\mathbf{4}$ | 31 |  | 6 | 12 |
| $\mathbf{5}$ | 31 |  | 6 | 18 |
| $\mathbf{6}$ | 39 |  |  | 18 |

## 2021-22 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 |

## 2021-22 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 | 0.3 |
| Nurse |  |
| Speech/Language/Hearing Specialist | 4.0 |
| Resource Specialist (non-teaching) |  |
| Other |  |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total <br> Expenditures <br> Per Pupil | Expenditures <br> Per Pupil <br> (Restricted) | Expenditures <br> Per Pupil <br> (Unrestricted) | Average <br> Teacher <br> Salary |
| :--- | :---: | :---: | :---: | :---: |
| School Site | $\$ 8,113$ | $\$ 327$ | $\$ 7,786$ | $\$ 82,352$ |
| District | N/A | N/A | $\$ 3,294$ | $\$ 83,539$ |
| Percent Difference -School Site and District | N/A | N/A | 81.1 | -1.4 |
| State | N/A | N/A | $\$ 6,594$ | $\$ 87,271$ |
| Percent Difference -School Site and State | N/A | N/A | 16.6 | -5.8 |

## 2021-22 Types of Services Funded

Title I - for at-risk students in the areas of reading and math
School Improvement - for improving all curricular areas for all students.
EIA/LEP \& ELAP - for limited English proficient students
GATE - for gifted and talented education
Intersession - for remediation and enrichment
Title VI - for library books and school assemblies
Online School Service: Stride Learning Solutions

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$50,652 | \$52,641 |
| Mid-Range Teacher Salary | \$80,869 | \$83,981 |
| Highest Teacher Salary | \$113,227 | \$107,522 |
| Average Principal Salary (Elementary) | \$126,034 | \$136,247 |
| Average Principal Salary (Middle) | \$130,843 | \$142,248 |
| Average Principal Salary (High) |  | \$139,199 |
| Superintendent Salary | \$251,125 | \$242,166 |
| Percent of Budget for Teacher Salaries | 28\% | 34\% |
| Percent of Budget for Administrative Salaries | 6\% | 5\% |

Teachers receive ongoing professional development to support student learning through the online platform. Also ongoing professional development is given to ensure compliance with the Independent Study program and it's respective requirements for compliance. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. District provided courses are offered throughout the year on weekdays after school and on Saturdays. Professional development this year has been delivered via Zoom and in person depending on the training and needs. Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities. Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth are offered. Teachers may observe other professionals, engage in peer coaching and work with mentors, coaches, and grade level or departmental colleagues.

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

| Subject | $2020-21$ | 2021-22 | 2022-23 |
| :---: | :---: | :---: | :---: |
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 23 | 41 |

