Innovations Academy

Mission Statement:
At Innovations Academy we powerfully create our lives through self-expression, compassionate connection, and purposeful -learning.

Our students lift off to great heights

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ASSURANCES 47605(c)(2)(d)(1)

As the authorized lead petitioner, I, Christine Kuglen, hereby certify that the information submitted in this ~~application for a charter~~petition for the renewal of a California public charter school named~~ for~~ Innovations Academy ("IA" or "The Charter School") to be located within the boundaries of the San Diego Unified School District (SDUSD) is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, Innovations Academy will follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School s~~S~~hall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute , or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

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- ~~S~~The Charter School shall be deemed the exclusive public school employer of the employees of Innovations Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- S

The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend Innovations Academy, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender identity, gender expression, sexual orientation, race, ethnicity, national origin, religion, gender, home language, or disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with any individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]

- The Charter School shall ensure that teachers in Innovations Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]

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- The Charter School Sshall, at all times, maintain all necessary and appropriate insurance coverage.
-
- The Charter School Wwill be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
-
- The Charter School sShall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
-
- If a pupil is expelled or leaves Innovations Academy without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)

Innovations Academy will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:
-
- Innovations AcademyThe Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
-
- Innovations Academy
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities.
-
- Innovations Academy
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA") shall comply with all applicable portions of the No Child Left Behind Act.
-
- Innovations AcademyThe Charter School shall comply with the Public Records Act.
-
- Innovations AcademyThe Charter School shall comply with the Family Educational Rights and Privacy Act.
-

- ~~Innovations Academy~~The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960.]

- The Charter School shall comply with all laws regarding services to students with disabilities as contained in IDEIA.

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

~~Innovations Academy shall comply with all laws regarding services to students with disabilities as contained in IDEIA.~~

_____   _____
Lead ~~Petitioner~~   Petitioner   Date

_____

Innovations Academy is a unique and special school in its population, history, its tenets and practice. In order to understand it, one truly has to experience it. But since that cannot be done for everyone who will read this charter, I will attempt to convey what it has been for those who have been there and those who continue to thrive (see letters and comments from current and former parents and students in the Appendix).

Innovations Academy is a K-8 inquiry based project charter school with a compelling social emotional program. We opened in August 2008 and our charter was renewed in 2012. We are currently located in our fourth facility, Scripps Ranch, where we relocated in August 2011. Innovations Academy is organized as an independent 501(c)(3) non-profit corporation.

Innovations Academy recognizes that we have thrived, in part, due to strong support of the district and we are thankful to SDUSD for acting in a supportive role over the years. With district guidance, we were able to secure our current location and grow. District staff and representatives have supported Innovations Academy through the facilities planning department to obtain and sustain our current site, through the charter office during annual site visits followed by helpful feedback and throughout the planning and purchase phases of what will become our permanent forever home through Proposition Z funds. ~~Innovations Academy appreciates the collaboration and support of SDUSD.~~

~~Who Are We?~~
 Innovations Academy appreciates the collaboration and support of SDUSD.

Who We Are

We are a small school that was designed to receive children and their families who seek an alternative to the conventional school model. We offer a dual-focused program that intertwines social emotional lessons with academics. In other words, we explicitly teach children that who they are and what they know are inseparable for maximizing their strength and powerfully creating exemplary lives. We have grown over the years from 160 students to our current 372.

Fig. 1
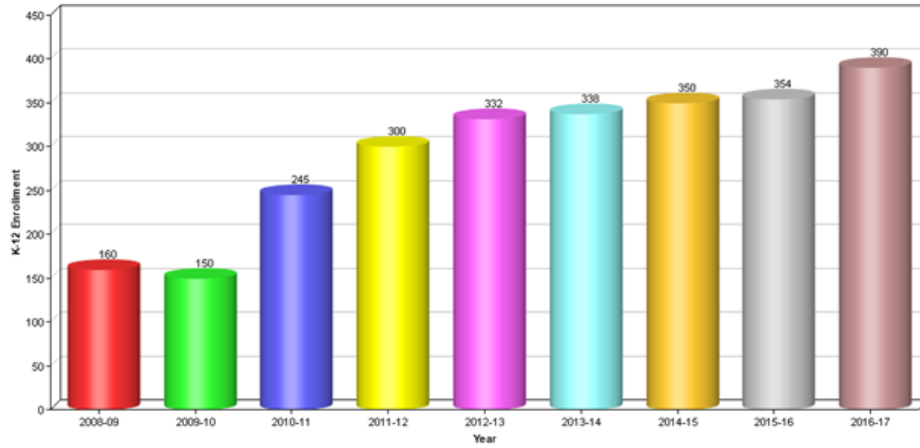
Written into~~into the intent of~~ the Charter School Act of 1992 are the legislative intents, one of which states, "Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system." "We are proud to truly be offering a distinctive choice for families who reside in San Diego County and fully believe that parents hold the future of their children in their hands. We are honored that they trust us in this education partnership.

~~e do not consider ourselves a neighborhood school, and our demographics demonstrate the diversity   Our enrollment increases demonstrate that we are sought out in the community. Over the years we have watched parents come to our doors seeking a school that will help their child thrive. And they find it in Innovations Academy. We hold ourselves accountable for offering hing different than the neighborhood sc~~ We do not consider ourselves a neighborhood school, and our demographics demonstrate our geographic diversity (see Fig.2). Our enrollment increases showcase that we are sought out in the community. Over the years we have watched parents come to our doors seeking a school that will help their child thrive. And they find it in Innovations Academy. We hold ourselves accountable for offering a unique program that attracts students from all over San Diego County. Those that come, do so, because their alternative does not work for them.

Fig. 2

Innovations Academy Enrollment Based on Neighborhood School			
SDUSD Neighborhood School	Number of IA Students	Poway Neighborhood School	Number of IA Students
Adams Elementary	2	Turtleback Elementary	1
Alcott Elementary	3	Adobe Bluffs Elementary	3
Bay Park Elementary	1	Bernardo Heights Middle	7

Birney Elementary	3	Black Mountain Middle	9
Cadman Elementary	3	Canyon View Elementary	5
Clay-Hardy	1	Chaparral Elementary	6
Dingeman Elementary	10	Creekside Elementary	1
Doyle Elementary	3	Garden Road Elementary	3
EB Scripps Elementary	1	Highland Ranch Elementary	3
Ericson Elementary	11	Los Penasquitos Elementary	2
Fay Elementary	1	Meadowbrook Middle	9
Fletcher Elementary	2	Mesa Verde Middle School	10
Gage Elementary	1	Midland Elementary	7
Garfield Elementary	1	Morning Creek Elementary	6
Hage Elementary	11	Oak Valley Middle School	1
Hancock Elementary	1	Painted Rock Elementary	2
Hickman Elementary	6	Park Village Elementary	2
Innovation Middle	1	Pomerado Elementary	5
Jerabek Elementary	4	Rolling Hills Elementary	4
Juarez Elementary	6	Shoal Creek Elementary	6
Mason Elementary	11	Stone Ranch Elementary	1
Miramar Ranch Elementary	22	Sundance Elementary	3
Salk Elementary	1	Sunset Hills Elementary	1
Sandburg Elementary	18	Tierra Bonita Elementary	10
Sequoia Elementary	2	Turtleback Elementary	1
Spreckles Elementary	1	Twin Peaks Middle	4
Tierrasanta Elementary	2	Valley Elementary	5
Toler Elementary	1	Westwood Elementary	3
Vista Grande Elementary	1	Willow Grove	1
Walker Elementary	4		
Washington Elementary	2		
Whitman Elementary	4		
Challenger Middle	15	I A Students from 13 other districts	36
Wangenheim Middle	13		
Correia Middle	1		
Standley Middle	3		
Taft Middle	4		
Muirlands Middle School	1		
Roosevelt Middle	3		
Lewis Middle	1		
Marshall Middle	16		
Marston Middle	3		
Bell Middle School	1		

Learning Opportunities for Pupils Identified As Low Achieving

"‴Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving."
*-Charter School Act of 1992*

"

Over the years our program has become especially attractive to families whose children have not thrived under the stress of a highly test-driven school system. This system measures people by test scores and one-size-fits-all data, and teaches them that way as well. When students are compared to other students there will always be those who present as less than. And this

includes homework. As the researcher and writer, Alfie Kohn, states in his book, The Homework Myth, "For starters, there is absolutely no evidence of any academic benefit from assigning homework in elementary or middle school." Yet schools persist and children suffer.

If you are a person who is not driven by test scores and grades, processes information slowly or atypically or, needs to move in order to function at your highest cognitive abilities, you struggle to produce those scores regardless of your ability to learn academically. If you are outside of the norm in other ways, within this system you will likely begin to feel less than. That "less than" feeling often leads to anxiety, anger, withdrawal, resistance to school, decreased motivation and just plain feeling stupid all the time. This feeling is especially magnified for students with IEPs, whose often involve their families are impacted by thisin a much greater struggle to keep up with an artificial timetable and with increased homework loadscomplete their homework. This struggle can have such a damaging impact on the student's self-esteem and family dynamic that they seek out a new school solution that will help to reignite a love of learning all around.Over the years we have become especially attractive to families whose children have not thrived under the stress of a highly test driven school system. This system measures people by test scores and one-size-fits-all data, and teaches them that way as well. When students are compared to other ing students there will always be those who present as less than.o each other. And this includes homework. As the researcher and writer, Alfie Kohn, states in his book, The Homework Myth, "For starters, there is absolutely no evidence of any academic benefit from assigning homework in elementary or middle school." If you are a person who is not driven by test scores and grades, processes information slowly or atypically, needs to move in order to function at your highest cognitive abilities, or you struggle to produce those scores regardless of your ability to learn academically, or are outside of the norm in other ways, within this system you will likely begin to feel less than. That "less than" feeling often leads to anxiety, anger, withdrawal, resistance to school, decreased motivation and just plain feeling stupid all the time. **At Innovations Academy many children have come to us who have come to believe they are not good enough for school or that le**arning is not for them. They have allowed themselves to be defiWith our approach **they recuperate the love of learning that is innate to all human beings** and move powerfully on in life. **Only with a belief that you can learn, no matter the obstacles, will you attain success.** school show that a need for an IEP have increased each year.

"Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are
identified as academically low achieving.

Fig. 3

Students with Disabilities vs. School Year
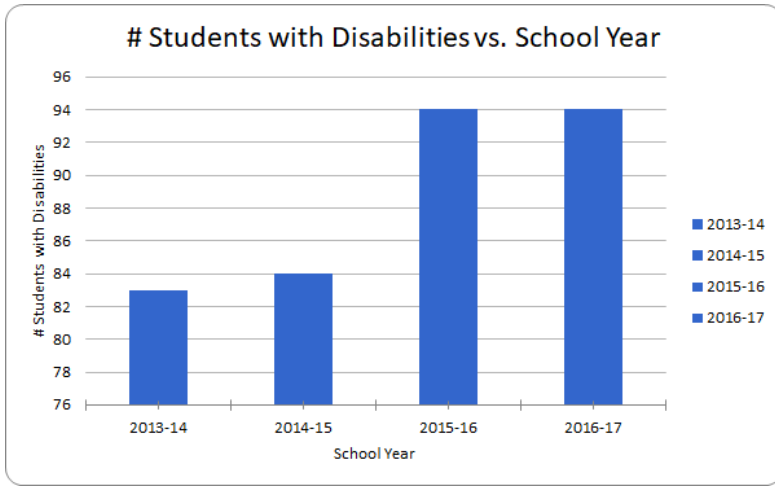
This is one of the distinguishing factors of IA. Compared to other schools, the percentage of our student population with disabilities is about double.

Fig. 4
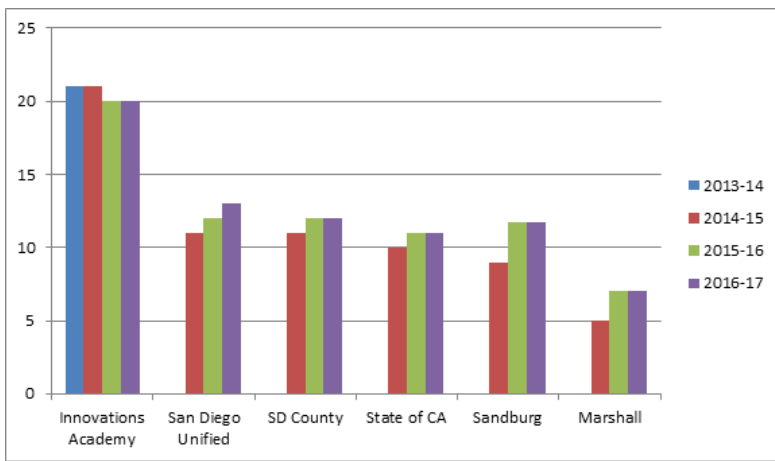
Another reason that draws many families to IA is a **progressive parenting philosophy often referred to as attachment parenting,.**

~~IA families come from homes that believe in shared decision making and collaboration. In this child rearing philosophy children are raised without emphasis on the use of rewards and punishments to motivate them. In this approach, as in the approach of IA to our students, relationship, modeling, boundaries, meta-cognition, mastery, autonomy and purpose are the drivers of motivation. When this is your family culture, you seek to replicate that in a school.~~

An embedded social emotional program infuses confidence and self-awareness in children. A major strength of our social emotional program is that it empowers children to draw upon their own experiences and prior knowledge to engage in shared decision making and collaborative problem solving. Families that honor their own children as valuable and competent~~apable~~ problem solvers who are capable of acting with true integrity tend to be drawn to IA. These are families who share our philosophy that ~~void~~ relationship, modeling, boundaries, meta-cognition, mastery, autonomy and purpose are the drivers of motivation and alone—without the use of punishments and rewards—are the true building blocks that inspire academic success over time. Families who believe that learning happens best in a culture that resembles their own; one that recognizes these elements as integral to the social emotional and academic success of their children, seek out~~are~~ IA.

In a recent poll of our parents, we asked why they chose IA for their child. The responses below are indicative of the reasons parents choose IA (see Appendix for the complete survey and responses as well as parent and student letters sharing their stories).

"He is accepted for who he is and welcome with open arms always."

"My son disliked school and was having a tough time learning. After learning about Innovations Academy and transferring him, we immediately noted the 2:20 teacher/student ratio provided him with time to answer his questions. The teacher provided him books based on his individual interests. His inquisitive and tactile learning style was perfect for IAs project based learning environment."

"It gave my child an opportunity for hands on education with outside-the-box thinking"

"The education is different from public schools and is a positive atmosphere."

-"I wanted a place without zero-tolerance and too much rigidity. I wanted a place where my kids could be kids and learn how to grow. I wanted congruity between expectations and discipline at home and at school."

"Of the hands on project based learning style."

"At Innovation Academy my kid learning life skills that will be a good foundation for her future."

"The teachers and staff care about children's social well-being. They also let children discover what they are passionate about."

"Other schools focus on test preparation to the exclusion of other important learning skills."

"They cared about their social development."

"They teach things a regular public school wouldn't teach like socializing, researching/learning in a fun way, connecting to each of their student in a way the kids feel comfortable with the teacher. They definitely show how much they care about teaching by doing that."

What We Do: Highlights of Our Model

Our Social Emotional Program

Collaboration, critical thinking, creativity and communication are now considered 21st century skills. We believe that these skills have always been important to the development of our species and society as well as each individual in order that we achieve the highest manifestation of ourselves. Yet they have often been absent from our education system, and not without reason. A large impersonal institution can bring the benefit of education to all but cannot experience each individual child for what they need and who they can be.

Before restorative practices, social emotional skills and collaborative student conflict resolution were accepted practices, Innovations Academy founders saw the need for relationship based education and began implementation of a rigorous personal accountability structure that has served students well for nine years. Following progressive education models, we have created an academic program in the absence of all rewards and punishments, where students learn to do the right thing, not based on extrinsic motivators such as points and happy faces they could receive, not based on artificial praise for "being good" or the threat of detention and low grades, but based on open communication with kind and firm boundaries. Our model is implemented via conflict resolution, accountability based discipline, explicit instruction on the reasons behind human behavior, the skills of developing connection with others and the study of who we are so we understand what we individually bring to the table. We teach social skills, self-regulation, mindfulness, growth mindset, empathy and compassion to all students and give them accommodations whether they have an IEP or not.

Learning by Doing

Building, doing, answering real questions, exploring issues in our world and developing possible solutions, creating individual products that demonstrate learning are all a part of the hands-on education that project based service learning demand. Maker spaces and "STEM labs" are much more common now than 10 years ago when our charter was written. Learning through doing is slowly returning philosophically to our education system. Though the skills learned can be challenging to measure on a large scale, a simple conversation or Q & A with the learner will

astonish. Families coming to IA are seeking a school where their young "do-er and builder" can maximize an innate desire to move and create where they have previously struggled to sit and only demonstrate their learning through reading comprehension and writing. You will find these misunderstood children at IA.

This year our Kindergarten students explored various cultures, languages and word roots through a project that developed when they discovered that students' families spoke a variety of languages. They interviewed and learned from different adults, sang in several different languages and created an exhibition of their work for our families.

Last year our 8th graders collaborated with a local professional playwright who guided them to write, direct, develop time period props, costumes and set for a play about different types of resistance during slavery. Human resilience was the theme, the research was extensive and the performance was high quality.

We watched with pride as a multi-grade group of students used an elective class to raise $800 in funds for the Food Bank of San Diego in a unique and special way. After researching cultural recipes from their families as well as the The Silk Road, they published a cookbook, made pottery bowls, and designed a diner where they served their dishes. They learned about the issues that the homeless and hungry encounter on a daily basis and powerfully made a difference in their city.

These are just four of approximately 25 projects per year that happen at IA.

Other sample projects include:
Fig. 5

Project	Product	Grade
Immigration Study	Create documentary	7th
Butterfly Garden Development	Release local butterflies into a garden created for them	3rd
Local Scorpion Study	Create a podcasts that teaches others about a local scorpion	K
Ocean Pollution	Lobby City Council	3rd, 6th
Use of Water Study	Capture and utilize rain water from our roof	
Religion	Create plays showing the origin story of a variety of religions	1st
A Shark's contribution to the ecosystem	Become activists against shark finning	2nd

The impact of music on the brain	In collaboration with a senior citizen facility, donate and load mp3 players with songs that will stimulate the minds of Alzheimer patients	6th

(see the appendix for more project descriptions and program information from project exhibitions from 2014-2017)

Comparison Schools

The population of Innovations Academy is diverse, unique and **unlike any other school** in San Diego. We are diverse because, as a commuter school, our students come from 160 different San Diego County neighborhoods bringing with them a rich composition of lifestyles, religions, hobbies, languages, family economies, structures and histories. We are also unique because our subgroups do not match with the schools surrounding us and even with our district.
Only 5% of our students would be in the neighborhood school where the highest number of our students would otherwise attend (Miramar Ranch). This percentage is not high enough to make a valid comparison. There are actually more students who live outside of SDUSD than attend any one school. We are not similar in size of school,Additionally, our ethnic populations, subgroup populations or grade level configurationsare not the same. And finally, our subgroup populations do not align. For example, IA has almost double the percentage of special needs students than at any other school and we are half the size of other schools!.

Fig. 6

Comparison Category	K-8	Elementary			Middle Schools			
	IA	Miramar Ranch	Sandburg	Hage	Challenger	Marshall Middle	Wangenheim	SDUSD
Enrollment	390	758	663	700	984	1619	905	128,040
Subgroups								
Disabled Students	20%	8%	11.7%	9%	9%	7%	11%	12%
Socioeconomically Disadvantaged	26%	15%	38%	36.8%	42%	12%	56%	59.5%
English Learners	3%	12.7%	27.7%	25%	8.6%	2%	13%	23.9%
African American	3.1%	3.3%	1.2%	5.9%	3.9%	1.9%	5.7%	8.7%
Native American or Alaskan	0.3%	0.1%	0.2%	0.4%	0.2%	0.1%	0%	.2%
Asian	4.4%	21.2%	28.5%	26%	26.5%	24.6%	20%	9%
Filipino	1.8%	3.6%	16.9%	17.3%	24%	4.4%	22.4%	5%
Hispanic or Latino	19.5%	16.2%	12.5%	17.6%	16.7%	12%	26.5%	44%
Pacific Islander	0.8%	0.0%	0.2%	0.1%	0.8%	0.3%	1.2%	.4%
White	59%	42.1%	24.3%	19.7%	15.5%	46%	10.8%	23.7%
Two or more races	11.3%	13.2%	16.3%	12.4%	12.3%	10.5%	13%	7%

Fig. 7

Innovations Commuter Population by Residential Origin	
General Data	
Number of Home Schools and Neighborhoods	106
Number of Home Districts	15
Number of Students Residing in Poway	122
Number of Students Residing in SDUSD	202
Number of Students Outside of SD and Poway	36

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Districts	

Fig. 8

Enrollment Based on Home District
Innovations Academy Enrollment Based on Neighborhood School

Student School District	# of Students at IA
Cajon Valley (Elementary)	2
Carlsbad	1
Encinitas	1
Escondido	11
La Mesa-Spring Valley	8
Lakeside	1
Poway	121
Ramona	3
San Marcos	2
San Pasqual	1
Santee	3
SDUSD	142
Solana Beach	1
South Bay Union	2

SDUSD Neighborhood School	# of IA Students	Poway Neighborhood School	# of IA Students
Adams Elementary	2	Turtleback Elementary	1
Alcott Elementary	3	Adobe Bluffs Elementary	3
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Salk Elementary	1	Sunset Hills Elementary	1
Sandburg Elementary	18	Tierra Bonita Elementary	10
Sequoia Elementary	2	Turtleback Elementary	1
Spreckles Elementary	1	Twin Peaks Middle	4
Tierrasanta Elementary	2	Valley Elementary	5
Toler Elementary	1	Westwood Elementary	3
Vista Grande Elementary	1	Willow Grove	1
Walker Elementary	4		
Washington Elementary	2		
Whitman Elementary	4		
Challenger Middle	15		
Wangenheim Middle	13	Non Poway, Non SDUSD	
Correia Middle	1	Schools	13
Standley Middle	3		
Taft Middle	4		
Muirlands Middle School	1		
Roosevelt Middle	3		
Lewis Middle	1		
Marshall Middle	16		
Marston Middle	3		
Bell Middle School	1		

Fig. 9

Academic Achievement

Academic success in a K-8 school can be determined by examining a variety of data. Our track record of success is measured through growth, performance and preparation for high school. We have created an alternative model that has brought the joy of learning and motivation to continue to do so to hundreds of children and hope to their families as a result.

Below, we will share a variety of measures, including but not limited to the following;

- o   CAASPP data

- o   DRA assessment data (K-3)

- o   NWEA MAP data , including report on new math program

- o   Student academic performance first semester in high school

- o   Scores of students with longevity at Innovations Academy

- o   Project Presentations

- o   Attendance and Suspension/Expulsion Data

- o   Student attitude toward learning, Parent Satisfaction

- o Measurable Student Outcomes from our charter

CAASPP

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-Like many schools, we have been wrestling with the new Smarter Balanced Assessment and looking for ways to prepare children in an inquiry-based environment to better indicate their depth of understanding on the CAASPP. Since we have not yet achieved the CAASPP scores that we believe best represent our students' depth of learning, we ~~are using~~have been able to analyze ~~the~~ multiple measures below to ~~share~~demonstrate the successful academic achievement of our students. We will continue to explore changes in curriculum and programmatic structure until our CAASPP scores align with the rest of the data.

Fig. 10
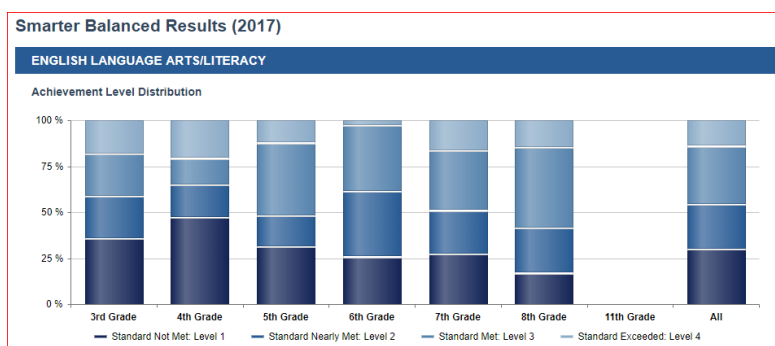
Fig. 11
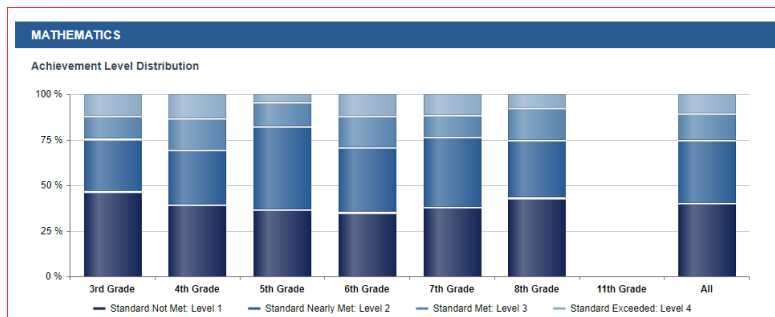
As ~~we are struggling, so~~a comparison, ~~is the state overall. B~~below find the CAASPP scores for IA and for the state.

Fig. 12

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades
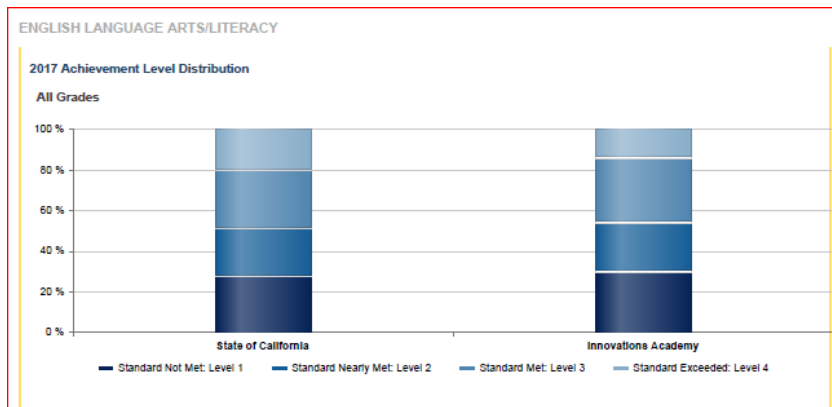
English Language Arts State ~~Comparison of ELA state of California and IA~~

Fig. 13

~~state of California and IA~~
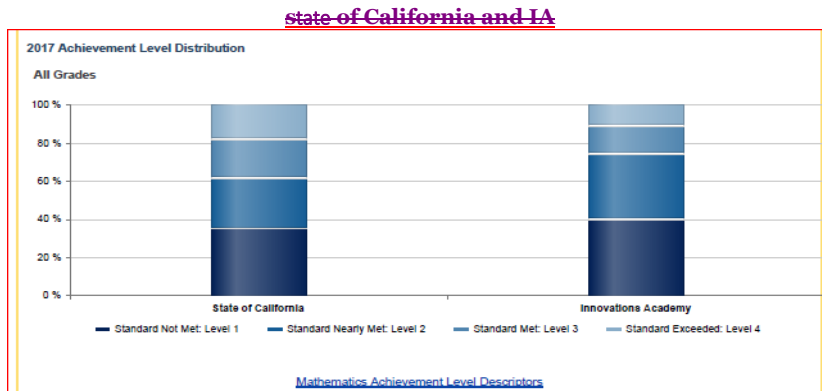
Comparison of Math CAASPP data state of California and IA

~~Comparison Schools~~

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	K-8	Elementary			Middle Schools			
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Socioeconomically Disadvantaged	26%	15%	38%	36.8%	42%	12%	56%	59.5%
English Learners	3%	12.7%	27.7%	25%	8.6%	2%	13%	23.9%
African American	3.1%	3.3%	1.2%	5.9%	3.9%	1.9%	5.7%	8.7%
Native American or Alaskan	0.3%	0.1%	0.2%	0.4%	0.2%	0.1%	0%	.2%
Asian	4.4%	21.2%	28.5%	26%	26.5%	24.6%	20%	9%
Filipino	1.8%	3.6%	16.9%	17.3%	24%	4.4%	22.4%	5%
Hispanic or Latino	19.5%	16.2%	12.5%	17.6%	16.7%	12%	26.5%	44%
Pacific Islander	0.8%	0.0%	0.2%	0.1%	0.8%	0.3%	1.2%	.4%
White	59%	42.1%	24.3%	19.7%	15.5%	46%	10.8%	23.7%
Two or more races	11.3%	13.2%	16.3%	12.4%	12.3%	10.5%	13%	7%

, andSan Diegocause our subgroups do not match with the schools surrounding us

So, in order to show academic growth, we will share

CAASPP data

DRA assessment data (K-3)

AP , including report on new math program

 (K-2)

Project Presentations

, Parent Satisfaction

Measurable Student Outcomes

Overall

School Year	Fall enrollment	Grade Levels	API Growth	State Rank	Similar Schools Rank	ELA proficiency	Math Proficiency	CAASPP ELA % met or exceeded	CASSP Math met of Exceeded
2010-11	_	K-8	707	2	___	53%	34.7%	___	___
2011-12	_	K-8	743	1	1	53%	30.1%	___	___

2012-13	_	K-8	744	2	1	54.5%	32.6%	___	___
2013-14	_	K-8	___	_	_	___	___	_	_
2014-15	_	K-8	___	_	_	___	___	46%	31%
2015-16	_	K-8	___	_	_	___	___	49%	31%
2016-17	_	K-8	___	_	_	___	___	45.54%/51.22%	24.66%/30.06%
2017-18	_	K-8	___	_	_	_	_	_	_

Increasing Academic Achievement

School Year	**Fall enrollment**	**Grade Levels**	**API Growth**	**State Rank**	**Similar Schools Rank**	**ELA proficiency**	**Math Proficiency**	**CAASPP ELA % met or exceeded**	**CASSP Math met of Exceeded**
2010-11	_	K-8	707	2	___	53%	34.7%	___	___
2011-12	_	K-8	743	1	1	53%	30.1%	___	___
2012-13	_	K-8	744	2	1	54.5%	32.6%	___	___
2013-14	_	K-8	___	_	_	___	___	_	_
2014-15	_	K-8	___	_	_	___	___	46%	31%
201	_	K-8	___	_	_	___	___	49%	31%

5-16								
2016-17	_	K-8	__	_	_	__	__	45.54%/51.22%	24.66%/30.06%

Under the Charter Schools Act, "the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

~~Innovations Academy students have shown increases in academic achievement in the following ways:~~Developmental Reading Assessment K-3

The Developmental Reading Assessment (DRA) is administered in the fall and spring of each year. The following are the results of the DRA administration for grades K-3 for the 2015-2017 school years. 98%-100% of students made growth from fall to spring each year (see appendix for specific data).

Fig. 15

2015-16				
Grade	Average Growth	Median Growth	Mode	
K	7.2 levels	7 levels	8	
1	7 levels	6 levels	6	
2	12.8 levels	13 levels	14	
3	8.2 levels	7 levels	7	
K-3	% of students making gains in DRA levels			100%

2016-17				
Grade	Average Growth	Median Growth	Mode	
K	Average DRA level end of year is 12 (early reader)			
1	7	6	6	
2	7.85	8	10	
3	7.35	8	10	
K-3	% of students making gains in DRA levels			93%

NWEA MAP Testing: Significant subgroup progress analysis

Innovations Academy students have shown increases in academic achievement in our two principal ethnic subgroups.

IA students are making consistent, significant standards-based academic gains. A detailed look at the NWEA MAP test achievement data of our two largest student subgroups based on ethnicity reveals sustained growth in literacy levels of our students.

Fig. 16

Reading Performance Data: NWEA MAP testing: 2015 - 2017 Spring Results

In this chart we follow one class from 6th grade through 8th grade to study the progress of our most recent graduates who were excellently prepared to exceed at high schools across the region.

	Year, grade	IA Students' RTI Avg. Score	Norm-based RTI Avg.	IA Students' RTI Growth	Norm-based RTI Avg.
White	Spring 2017, 8th Grade	228.5	220.1	+6.1	+2.6
	Spring 2016, 7th Grade	221.2	218.2	+3.0	+3.6
	Spring 2015, 6th Grade	217.2	215.8	+2.8	+4.7
Latino / Hispanic	Spring 2017, 8th Grade	221.3	220.1	+6.9	+3.0
	Spring 2016, 7th Grade	202.9	218.2	-0.6	+3.9
	Spring 2015, 6th Grade	207.2	215.8	+4.2	+5.0

This data allows us to see the extent of the growth success made by this cohort of students.

The largest subgroup of the last 8th grade class to graduate from IA, those who ethnically identify as white, experienced stellar growth. This is partly due to the fact that the norm-based averages show students usually slowing in their growth as they move through middle school. However, both these groups ended 8th grade with their most impressive year of RTI growth in reading. Starting 6th grade at an average RTI score approximately the same as the norm-based average of 215.8, this subgroup of students ended 8th grade having achieved 228.5, **8.4% above the RTI norm average.**

The progress of the second largest ethnic subgroup, Latino/Hispanic students, was less steady, but over three years actually progressed more than the largest subgroup. In 2015,

Latino/Hispanic students were exactly 10 RTI points behind. By 2017 they had closed the achievement gap to 7.4 RTI points

A final very promising observation is that both of our largest subgroups **outperformed the norm-based average growth percentage in 2017 by more than double the expected increase**. Both subgroups left IA, according to NWEA's extensive and comprehensive comparison data, statistically better readers than the average student who takes the test.

Fig. 17

Language Usage Performance Data: NWEA MAP testing: 2015 - 2017 Spring Results					
	Year, grade	IA Students' RTI Avg.Score	Norm-based RTI Avg.	IA Students' RTI Growth	Norm-based RTI Avg.
Ethnic Subgroup: White	Spring 2017, 8th Grade	226.4	219	+8.9	+2.9
	Spring 2016, 7th Grade	218.9	217.6	+6.6	+3.6
	Spring 2015, 6th Grade	213.1	215.3	+1.2	+4.5
Ethnic Subgroup: Latino / Hispanic	Spring 2017, 8th Grade	219.4	219	+4.3	+2.9
	Spring 2016, 7th Grade	205.7	217.6	+6.0	+3.8
	Spring 2015, 6th Grade	202.3	215.3	-1.8	+4.7

Language Usage testing data from the 2017 8th grade cohort shows *achievement momentum* by both of the largest subgroups of pupils; growth accelerated in the last two years against the norm-based trend of slowing growth.

The largest subgroup, white students, saw increasing Language Usage RTI growth each year from 2015 to 2017. Projected norm-based average growth in the sSpring 2016 and 2017 tests together totalled an expected 6.5 RTI points. These students trounced this index as they grew a total of 15.5 RTI points in total in those two years.

The next largest subgroup, Latino/Hispanic students, also progressed further than projected in their last two years at IA. Their average RTI score grew from 202.3 to 219.4, outstripping norm-based projections of growth by almost an extra 50%: they gained 10.3 RTI points versus an expected 6.7 points.

Summary of subgroup analysis for last cohort of IA graduates:

Language Usage and reading academic achievement data based on the NWEA MAP test for the largest two subgroups is evidence of the successful literacy instruction PD and methods used at IA. Our students left IA and entered high school more literate than the average student, based on normed averages calculated by NWEA after studying data samples from around 150,000 students in 1000 different schools. They were also, and this is a key point, accelerating in their literacy skills, showing achievement momentum building into high school. Our analysis of 9th grade IA alumni report card and GPA averages suggests that this momentum translates into outstanding academic performance at the start of high school. Just when students across the country are starting to progress less rapidly, toward the end of middle school, our largest subgroups are continuing to improve their literacy at an above-average rate.

~~DRADevelopmental Reading Assessment K-3~~
~~The DRA assessment is administered the Developmental Reading Assessment to students in the fall and spring of each year. The following are the results of the DRA administration for the 2015-2017 school years.~~
~~The Developmental Reading Assessment (DRA) assessment is administered the Developmental Reading Assessment to students in the fall and spring of each year. The following are the results of the DRA administration for grades K-3 for thethe 2015-2017 school years. 98%-100% of students made growth from fall to spring each year (see appendix for specific data).~~

2015-16				
Grade	Average Growth	Median Growth	Mode	
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3	8.2 levels	7 levels	7	
K-3	% of students making gains in DRA levels			100%

2016-17				
Grade	Average Growth	Median Growth	Mode	
K	Average DRA level end of year is 12 (early reader)			
1	7	6	6	
2	7.85	8	10	
3	7.35	8	10	
K-3	% of students making gains in DRA levels			93%

NWEA MAP 32-8

The Measure of Academic Progress (MAP) assessment is administered in the fFfall and sSspring of each year. For the 2017-18 school year, with the launch of a new math program and structure, we tested math in both fall 2017 and wFfall 2017 and Wwinter 2017.

The MAP assessment measures growth using RIT scores. A RIT score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level.

Test data for the 2014-2017 school year is highly fluctuating however, growth can be seen in the following areas:

MAP Data

Language Usage
From the fall of 2014 to the fall of 2017, all grade spans showed improvement in **Language Usage**.

Fig. 18
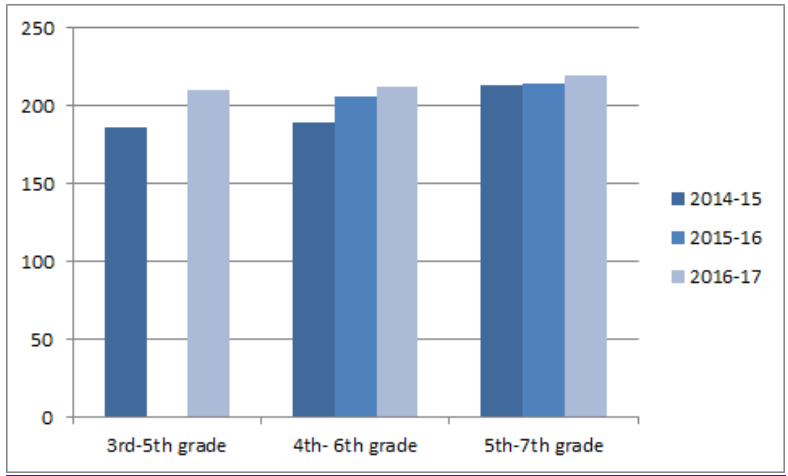
RIT Scores of IA Students in Language Usage from 2014-2017

Reading
From the fall of 2014 to the fall of 2017, the fourth grade cohort fluctuated but improved over the three year period. The fifth and sixth grade cohorts showed continuous improvement in Reading over the three year span as shown below.all grade spans showed improvement in Language Usage.

Fig. 19
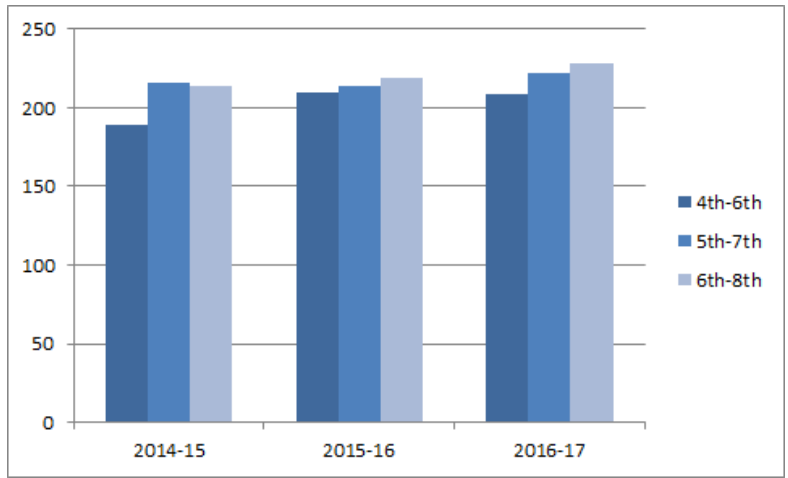
RIT Scores of IA Students in ReadingLanguage Usage from 2014-2017

Math

From the fall of 2014 to the winter of 2017, the fifth grade cohort fluctuated but improved over the four year period. The third, fourth and sixth grade cohorts showed continuous improvement in **Math** over the three year span as shown below. Note that in the fall of 2017 Innovations Academy dramatically altered its math program which will be discussed in detail in this report.

Fig. 20
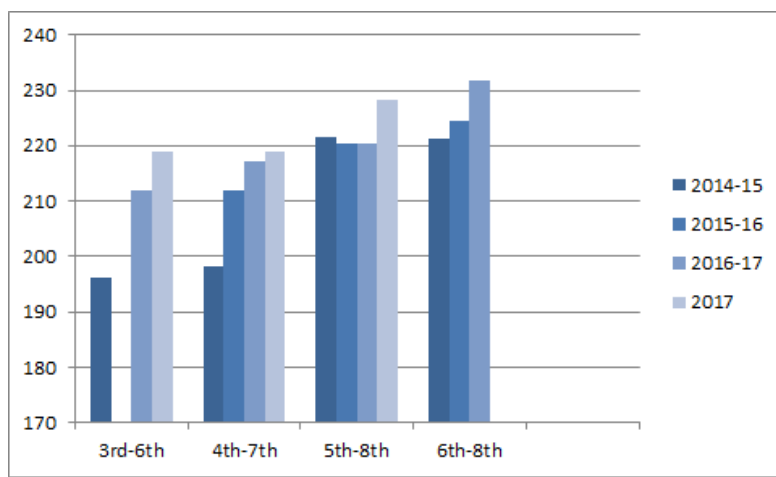
RIT Scores of IA Students in Math from Fall 2014- Winter 2017

Innovations Academy Math Program Redesign: Background

Innovations Academy is committed to an inquiry-based approach to learning in all subjects; but we realize that students need foundation skills and content knowledge before they can conduct meaningful explorations in mathematics, science, history, or any subject.

Like many schools, we have been wrestling with the new Smarter Balanced Assessment and looking for a way to prepare children to develop and express deeper mathematical understanding *and* arithmetic skills. We felt we had some effective curriculum and blended learning mathematics instruction tools in place,; but our results on the CAASPP were not showing the results we expected. A recent study from Long Beach Unified on the effectiveness of ST Math (Spatial Temporal) Math inspired us to seek expertise outside of our school which lead to a redesign of our math program in Summer of 2017.

Innovations Academy Math Program: 2017-2018 Math Program Redesign

The new model involved recommitting to a blended learning approach using ST MATH (along with other blended learning "Math Lab" tools like REFLEX MATH, which helps students develop automaticity with arithmetic & times tables; &and THINKING BLOCKS, which teaches the Singapore Math approach to multi-step problem-solving); adding an inquiry-based learning approach called TAPS (THINK ALOUD PROBLEM SOLVING) that asks students to express and apply the skills & understanding they develop in Math Lab in a coaching environment; and by implementing a "GROWTH-MINDSET" daily practice curriculum, which uses incremental progression and continuous review to teach students to believe that smart daily practice pays off, and that everyone can master the power of mathematics.

The new approach involved embedding detailed research-based progress goals into our curriculum and teaching schedule using visual trackers and teacher training. For example, ST Math progress goals from the Long Beach Unified Study: 83% of students who reach at least 70% of the ST Math Objectives by the SBAC scored at or exceeds expectations in Mathematics. (See Table 1.)

Fig. 21

83% of Students who reach ≥70% Meet or Exceed Expectations on the Smarter Balanced Math Assessment

28	Optional Objectives (choose 2nd of 6)	100%
27	Optional Objectives (choose 1st of 6)	
26	Challenge Objectives	
25	Addition and Subtraction within 1,000,000	
24	Measurement and Conversions	
23	Line Plots and Range	
22	Multi-Digit Division	

4th Quarter Targets: 7 Learning Objectives

21	Multi-Digit Multiplication	75%
20	Comparing Decimals	
19	Fraction and Decimal Equivalence	
18	Multiple Operations	
17	Advanced Shapes	
16	Parallel Lines and Parallelograms	
15	Exploring Lines and Shapes	

3rd Quarter Targets: 7 Learning Objectives

14	Lines of Symmetry	50%
13	Fraction Multiples	
12	Adding and Subtracting Fractions LI	
11	Adding and Subtracting Fractions	
10	Applying Area and Perimeter	
9	Angles and Triangles	
8	Fractions - Equivalence and Ordering	

2nd Quarter Targets: 7 Learning Objectives

7	Mixed Numbers	25%
6	Comparing Whole Numbers	
5	Rounding Whole Numbers	
4	Using Place Value	
3	Place Value	
2	Factors and Multiples	
1	Patterns in Number and Shape	

1st Quarter Targets: 7 Learning Objectives

4th Grade • 2017-2018 • ST Math Objectives

Table 1. Samples of Innovations Detailed, Research-Based Progress Goals

36

A second example of Innovations use of detailed, research-based math learning goals are the 3rd Quarter Math Lab/TAPS progress goals for Fractions (See Table 1). . These will allow Innovations Academy teachers and math coach volunteers to address a major weakness in US Math education, fraction word problems, using a blended learning approach that combines TAPS (Think Aloud Problem Solving) coaching with a Math Lab tool, Thinking Blocks.

Innovations Academy Math Program: Gains in 2017-2018 Already Impressive

By three important measures—
1. The NWEA MAP results from December 2017;
2. ST Math Progress Report from December 2017; and
3. Student & Teacher attitudes expressed daily and to the SDUSD visitors in the recent school audit,— the **new approach has already resulted in significant improvements** in Innovation Academy students' math skills, math problem-solving abilities, and attitude about mathematics. According to the NWEA Map results (see tables below) all elementary math classes are *already at or far ahead* of last year's end-of-year spring math scores, with 5 months of instruction to go. According to the ST Math internal assessment, all elementary math classrooms are *at or far ahead of last year's end of year progress* in mastering ST Math learning objectives, with 5 months of instruction to go.

Winter 2017 NWEA MAP MATH RESULTS 2nd-5th highlighted
Fifth Grade:
5th grade students (who, along with 8th grade, have the highest ST Math Progress of all Innovations grades in 2017) Winter 2017 MAP Math RIT Score is *already far higher than their end-of-year sSpring scores in 2015 & 2016*, with 5 months of math instruction to go!

Fig. 22

Winter 2017-2018	5	24	220.4	12.7	218
Fall 2017-2018	5	22	212.3	12.6	212
Spring 2016-2017	5	23	212.4	13.6	217
Fall 2016-2017	5	23	208.4	14.4	211
Spring 2015-2016	5	26	211.8	18.6	217
Fall 2015-2016	5	26	206.2	18.2	210

Fourth Grade:
4th grade Winter 2017 MAP Math RIT Score is already about equal or significantly higher thant their end-of-year spring scores in 2015 & 2016, with 5 months of math instruction to go!

Fig. 23

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	4	38	208.4	11.2	207
Fall 2017-2018	4	38	197.1	12.9	198
Spring 2016-2017	4	25	209.4	14.0	211
Fall 2016-2017	4	26	199.1	17.9	202
Spring 2015-2016	4	23	199.0	16.2	199
Winter 2015-2016	4	20	198.5	16.2	203

Third Grade:

3rd Grade is a bit behind other classrooms in ST Math progress (though ahead of last year's progress) but nevertheless their Winter 2017 MAP Math RIT Score is already about equal or significantly higher than their end-of-year Spring scores in 2015 & 2016, with 5 months of math instruction to go!

Fig. 24

Term	Grade		Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	3	*Even 3rd is ahead or equal to*	40	193.0	14.3	193
Fall 2017-2018	3	*Final Spring Scores with 4 months to go!*	41	184.8	15.2	185
Spring 2016-2017	3	*3rd progress (12.3%) is low compared to*	39	195.4	12.1	197
Fall 2016-2017	3	*other classes but already*	42	189.1	13.8	190
Spring 2015-2016	3	*ahead of progress for ALL of last year*	21	186.2	13.2	187
Fall 2015-2016	3	*(11.3%), which explains these results*	21	189.9	11.7	190

Second Grade:

2nd grade students' winter 2017 MAP Math RIT Score is already about equal or slightly higher than their end-of-year Spring scores in 2015 & 2016, with 5 months of math instruction to go!

Fig. 25

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	2	36	185.7	12.4	187
Fall 2017-2018	2	34	178.6	13.3	177
Spring 2016-2017	2	36	184.6	14.9	186
Fall 2016-2017	2	37	172.8	16.6	171
Spring 2015-2016	2	42	187.9	14.6	191
Fall 2015-2016	2	43	176.6	13.9	177

Note: 6th to 8th grade are also reporting great progress via the ST Math progress report and on the algebra and daily practice exams, etc.

Innovations Academy Math Program: Conclusion

From the evidence presented in Tables 2 & 3, is it evident that Innovations Academy math program is now on track to see very large improvements in our CAASPP math results for 2017-2018 academic year. We are especially happy to have achieved these results while only midway through the year and while staying true to our inquiry-based learning philosophy: improving elementary math skills and problem-solving ability while also providing students new opportunities for active exploration and engagement with mathematical concepts.
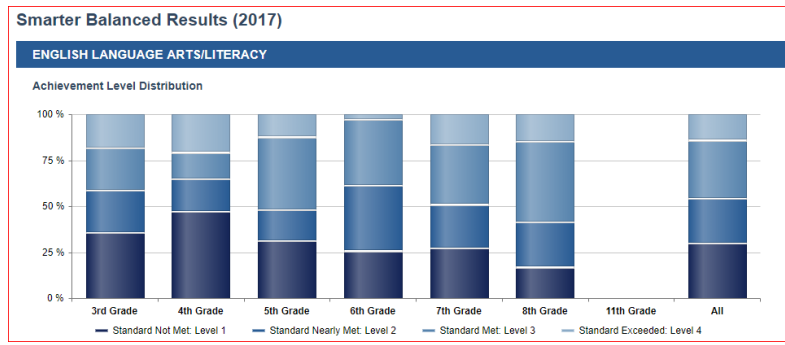
STUDENT ACADEMIC SUCCESS, 9th GRADE

CAASPP
Like many schools, we have been wrestling with the new Smarter Balanced Assessment and looking for Since we have not yet achieved for which we will continue to strivesuccess in this area, we are using the alternative assessment below of our students.s to measure our

.

way to prepare children to develop and express deeper mathematical understanding *and* arithmetic skills.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

| | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All |

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

The most recent IA graduating class of 8th graders that has received report cards is from the 2015-16 school year. We have data(first semester 9th grade report cards) from The most recent

IA graduating class of 8th graders that has received report cards is from the 2015-16 school year. We have data (first semester 9th grade report cards) from 100% of 2015-16 gradu~~100% of 2015-16 gradu~~ates.~~their first semester reports, which~~ The results are astonishing in demonstrating high school preparedness of our 8th graders.~~we believe would best show their preparedness for high school. They were kind and trusting~~We want to recognize their courage in sharing ~~enough to share that~~the data with us. ~~and so w~~We have 100% of student report cards from that year. We found that our students attended 11 different high schools: private, charter and district. The average GPA was 3.5. The two students from that cohort that had attended IA since 2008 (our first year) had GPAs of 4.0.

Fig. 26

Number of Students from 15-16 Cohort	Number of Years at IA
2 students	1 years
6 students	3 years
4 students	4 years
4 students	5 years
3 students	6 years
1 students	7 years
2 students	8 years (both achieved 4.0 GPA)

Fig. 27

Charter High Schools	GPA first semester
E3 Civic High	4.0 *
E3 Civic High	4.0
E3 Civic High	4.0
E3 Civic High	4.0
E3 Civic High	3.7
SET Charter High	3.3
Health Sci High & Middle College	2.9
Health Sci High & Middle College	3.2
High Tech High SD	4.0
High Tech High SD	4.0
High Tech High SD	3.3
High Tech High SD	3.0
Escondido Charter High School	2.2
San Diego Unified High Schools	GPA First Semester
Mission Bay High School	3.8**
Scripps Ranch High School	3.8

Scripps Ranch High School	3.5
Scripps Ranch High School	4.0
Clairemont High School	4.0 *
Private and Other High Schools	**GPA First Semester**
Cathedral Catholic High School	3.7
Poway High School	2.1
Ramona High School	3.2
Ramona High School	3.5
Average GPA	3.5
Average GPA per subject	
ELA	3.4
Math	2.9
Science	3.5
History	3.8
*students attending IA sincestudent of IA since 2008	** student of IA since 2009

High Quality Project Based Learning

Innovations Academy students interact with professional experts, collaborate with community organizations and participate in numerous field study experiences. This chart reflects the growth of our program but cannot begin to describe the purpose and depth of learning provided by these experiences. When students are interacting with an expert, either to gather information, to get feedback about their work or to generate ideas about how they can make a contribution, they are having to work at high levels. The project descriptions, lists of guest experts and specific field study experiences can be found in the appendix.

Fig. 28

Project Success	Projects per class	Prof Experts	# Field Study Experiences

2013-14	2	26	23
2014-15	3	23	75
2015-16	4	20	116 field trips
2016-17	4	75	144
2017-18 (1/2 year)	4	36 and counting	56 and counting

Other Indicators of Academic Achievement

Suspension and Expulsion Rates

Innovations Academy has maintained a suspension rate lower than that of the district, county and state. We have never expelled a student.

Fig. 29

Suspensions	Innovations	SDUSD	SD County	State
2016-17	1.4%	3.3%	2.8%	3.6%
2015-16	0.3%	3.4%	2.7%	3.7%
2014-15	0.0%	3.7%	3.0%	3.8%
Expulsions				
2016-17	0.0%	.05%	.06%	.09%
2015-16	0.0%	.05%	.06%	.09%
2014-15	0.0%	.06%	.07%	.09%

Attendance Rates

Innovations Academy has maintained a strong attendance rate of over 95%.

Fig. 30

School Year	Annual Attendance Rate
2013-14	95.59%
2014-15	96.44%
2015-16	96.89%
2016-17	96.34%
2017-18 (P1 report)	97.17%

PARENT AND STUDENT INPUT

Survey Results

Innovations families are passionate and proud of their school which makes for a strong school culture as demonstrated by participation in and results from our parent surveys. Our Parent Connection Association runs multiple gatherings, parents volunteer in the classrooms, parents

are drivers on our field study experiences and we have consistent 95-100% attendance at our Exhibition Nights and Student Led Conferences.

PARENT SURVEY RESULTS	PERCENT AGREE OR STRONGLY AGREE
90.4% of IA families responded to the following survey questions and these are the results.	
Innovations Academy creates an environment that supports a love of learning.	99.11%
My child feels safe at school.	99.56%
My child is being prepared for his/her academic future.	95.98%
My child enjoys going to school	97.23%
The academic work my child is doing is meaningful.	97.33%
My child is learning social emotional/relationship skills that support collaboration.	99.12%

IA uses student surveys regularly to gauge the experience of our most important clients.

STUDENT SURVEY RESULTS	PERCENT AGREE OR STRONGLY AGREE
I get academic help at school.	92.6%
I am challenged academically.	74.9%
My teacher cares about me.	97.8%
I learn how to work with other at school.	93.1%
I am not afraid to make a mistake at school.	80.9%
IA is a place where mistakes are opportunities to learn.	96.7%
When I am at school I am able to get help when I need it.	93%

Measurable Student Outcomes Report

Fig. 33

School Year	Fall enrollment	Grade Levels	API Growth	State Rank	Similar Schools Rank	ELA proficiency	Math Proficiency	CAASPP ELA % met or exceeded	CASSP Math met of Exceeded
2010-11	-	K-8	707	2	—	53%	34.7%	—	—
2011-12	-	K-8	743	1	1	53%	30.1%	—	—
2012-13	-	K-8	744	2	1	54.5%	32.6%	—	—
2013-14	-	K-8	—	-	-	—	—	-	-
2014-15	-	K-8	—	-	-	—	—	46%	31%
2015-16	-	K-8	—	-	-	—	—	49%	31%
2016-17	-	K-8	—	-	-	—	—	45.54%/51.22 %	24.66%/30.06 %
2017-18	-	K-8	—	-	-	-	-	-	-

Goal: Students will show measurable progress towards mastery of the Common Core Standards.

Goal: Students will read and understand grade-level-appropriate material.

Goal: Students will demonstrate proficiency in computational and procedural mathematical skills at grade level.

*~~Outcome: By the end of their third year at IA, 85% of students will score at or above the proficient level on the CST. *Students scoring below proficient will be given access to additional support services~~Outcome: By the end of their third year at IA, 85% of students will score at or above the proficient level on the CST. *Students scoring below proficient will be given access to additional support services*

In Figures 18—, 19 —&, 20 —it was demonstrated that students made progress over a period of the last three years towards mastery in the areas of language, reading and math on the MAP test which is an assessment that is aligned to the CCSS.

The effects of a progressive education show up over time. When we look at the MAP test data we see that our 7th and 8th grade students outperformed the projected growth of the national norm group in every year except one, but even in that year they still showed growth. Because this happens so consistently across years, it reflects the delayed but effective academic impact of our school.

Fig. 34

Science Test	5th grade %Proficient or Advanced	8th grade % Proficient or advanced
2014	56%	66%
2015	70%	87%
2016	56%	58%
2017	Pilot test- no data available	Pilot test- no data available

For details about academic progress based on standardized tests, go to the "Academic Achievement CAASPP and NWEA MAP" sections at the beginning of the Executive Summary.

Outcome: 100% of our projects will have outcomes aligned with the Common Core Standards.

Outcome: 100% of students will demonstrate understanding of specific concepts at the closing of each project on a project rubric

Report: (met)
-One hundred percent of IA students participated in a minimum of two projects during the school year. Every teacher collaborated with at least one other teacher and met with at least one administrator to discuss each project ahead if time to evaluate the skill level of the project, how to differentiate each particular project and to discuss the standards as they were applied within the project and the assessment to be given. We will continue to use this format as it works well to create well rounded, standards based projects

Outcome: Students will provide evidence of progress in mastery of the Common Core Standards in a Presentation of Learning (POL) given each semester.

Report: (met) 98% of students presented a POL that included how each child addressed the standards in their learning based on teacher records.

Outcome: 85% of students will show measurable progress or have met proficiency on the school selected basic skills assessment.

Report: (met) Over 85% of students showed improvement based on words per minute and reading level as seen in the shared assessment data document (see Appendix for DRA information).

Goal: Student writing will demonstrate a command of language at grade level

Outcome: Student pre to post writing rubric scores will show measurable improvement.

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Report: Based on data collected in a shared document, over 80% of students showed significant improvement on their writing rubric scores from fall to spring each year. Of those showing slower improvement, 5% were already high on the rubric. See Appendix for a copy of the Rubric.

Goal: Innovations Academy will have active, monthly connection with families.

Outcome: 95% of parents will assist during the school year

Outcome: 90% of families will attend a school conference or Family Night per semester.

Report: (met) At least one parent or guardian of 100% of our students assisted in one school event as evidenced by volunteer and participant sign in sheets. 100% of parents attended a student lead conference during the school year or an Exhibition Night. Teachers showed outstanding flexibility when parents needed schedule adjustments in order to attend a student conference at night or early mornings.

Outcome: 95% student attendance rate

Report: (met)

Innovations Academy has maintained a strong attendance rate of over 95%.

Fig. 35

School Year	Annual Attendance Rate
2013-14	95.59%
2014-15	96.44%
2015-16	96.89%
2016-17	96.34%
2017-18 (P1 report)	97.17%

Outcome: 100% monthly contact between parents and staff

Report: (met) All teachers documented one blog entry per week sent to parents and guardians in which subject matter information was given, assignment details and suggestions for how to help students achieve. The entries were posted on the school website in case of email issues.

Outcome: 100% of families will receive a communication from the school administration weekly.

Report: (met) Every Sunday during each school year an email, text and phone message was sent by an administrator with information about the upcoming week, due dates, events, fundraisers, academic and parent information. The email was then posted to the website under the NEWS tab.

Goal: Students will make a purposeful impact in the community

Goal: Students will make a contribution in society through a service project.

Outcome: 100% of students will assist in a community project

Report: (met) Not every project offers assistance in the community so Innovations Academy teachers selected a minimum of one project that would have a service component to it. The projects were reviewed by administration and within teacher dyads.

Outcome: 100% of students will write a formal letter to a community organization, community leader or professional expert during the course of the school year.

Report: (met) Acknowledgement and appreciation letters were sent by students for each professional guest expert that assisted their class. Additionally, students incorporated letter writing campaigns into projects and requests for information and materials. Letters for requests are displayed at Exhibition.

Outcome: 100% active involvement in school tutoring, cleaning, and set up of events as measured by teacher records

Report: (met) Each class was assigned a clean up task and then tasks were rotated. This improved the cleanliness of the lunch areas. A variety of grades were assigned the task of setting up for assemblies. Each class 4th and above was assigned tutoring of a younger student in our "Buddy" program.

Outcome: 100% of students will participate in a project that engages professional experts as access to relevant knowledge and skills.

Report: (met) All classes have at least one professional expert during the year. 70% of classes had a professional guest expert to work with them on more than one project each year. Records of professional experts is kept in a schoolwide doc (see Appendix)

Goal: -Students will be freely self-expressed & take responsibility for their own choices.

Outcome: A minimum of 85% of students will rate themselves average or above on a school created self-concept questionnaire at the end of the year.

Report: (adjusting assessment) Teachers assess students during the first week of school and again at the end of the year and counts the number of positive shifts. We are not sure if this is an honest measurement because it is well known that people often write they think is "supposed" to be written. We are finding the large majority of students to be improving in at least one area, however, we are also seeing an overall increase in our student population of anxiety and lack of self-regulation. We will continue to use this self concept inventory to take a snapshot but we do not feel this is a quality indicator of success in our program or not.

Outcome: 100% of students in grades 2 and above will make significant choices within projects. These choices can include: topic, medium of presentation and role within a group project, collaboration on project deadlines and rubrics.

Report: (met) Professional development time is spent discussing how to offer choice and continue to make sure there is academic challenge. 100% of students who are completing projects are given at least one choice during each project. If a student is exhibiting or speaking up about wishing to negotiate any aspect of the project, teachers engage that student in seeking a solution.

Outcome: Students will take ownership of classroom behavior, organization and functionality. This will be demonstrated through students creating the majority (51+%) of the agenda for Class

Council each week, generating class rules and evaluating the rules at least twice during the school year

Report: (met) As evidenced by classroom meeting logs, students are putting 90% of the agenda items for problem solving. Class Council meetings for this type of discussion happen twice per week.

Goal: Students will demonstrate the skills of literate, confident communicators.

Goal: Students will listen critically and respond appropriately to oral communication

Outcome: 100% of students will give end of semester Presentations of Learning to students, parents and staff showing improvement in at least 2 areas of the presentation rubric by the end of the year.

Report: (nearly met) There have been < 2% of students who do not complete a Presentation of Learning. If a student does not make the scheduled time, the teacher follows up with the parent and creates a time around the family's schedule. Therefore we have approximately 98% of students presenting. Of those students, all improve in at least one area. If improvement is not demonstrated then the student will be required to repeat the presentation after editing and improving on it.

Outcome: Presentation of Learning rubrics demonstrate appropriate student responses to questions fielded during Presentations of Learning.

Report: (met) All students give a Presentation of Learning. At the end they are required to take at least three questions. If they are not able to answer the question, they are required to seek the response and return to the class to share.

Goal: Students will apply mathematical skills in real world settings

Outcome: 100% of students will present a project deliverable that demonstrates the application of math within the project.

50

Report: (met) Students present project work after each quarter. In presenting work at least one project will have statistical information or data collected that is required to be accurately displayed for interpretation, therefore 100% of students are meeting this goal within project work and exhibition.

Goal: Students will develop historical knowledge and cultural understanding

Outcome: 100% of students will give a presentation containing information regarding another culture.

Report: (met) In our Explorations Program our students practice the skills of public speaking, performance and dance. Each class will have one trimester during the year when they are taking the Explorations class. Each class performs a cultural segment as part of the culmination activity. Additionally, approximately 50% of project work is on a historical or social science theme, often covering cultural content.

Science:
Goal: Students will develop their own questions and perform investigations in Science
Goal: Students will show an understanding of the Scientific Method

Outcome: Student will reflect appropriate use of the scientific method on a Science Project Rubric

Outcome: Student science project rubrics will show the formulation of questions and the performance of a scientific investigation

Report (met) All Innovations Academy students use FOSS kits to run science experiments for which the scientific method is followed. Additionally, approximately 50% of project work at the school is in the area of science *therefore all students follow the scientific method and use investigation in their work.*

Goal: Students will use technology for completing personal and academic tasks

Outcome: A minimum of 3 different technology applications will be used in project and activity based learning during the course of each school year.

Report: (met) In grades 2-8 students have 1:1 Chromebooks and access technology daily for their project work, whether it be to gather information, to store information, to access guest experts or to produce a final product, technology is thoroughly incorporated into the project curriculum. For final products our students have created documentaries, published books, made podcasts, websites, vlogs, stop motion animation and public service announcements.

Goal: Students maintain a level of physical fitness to improve health and performance.

Report: (fluctuating) As seen in the graphs below, our students fluctuate from high to low at times. The area of most concern is the Aerobic Capacity. We have noticed that the way this is tested, running, is resisted among many students of this age as they do not have the desire to

run laps for any period of time. In August 2016, we hired a PE coach who works weekly with our students and weekly with the teachers demonstrating activities for PE.

Physical Fitness Percent Students in the Healthy Fitness Zone (HFZ)

Fig. 36

Grade 5	2013-14	2014-15	2015-16	2016-17
Aerobic Capacity	88.9%	44%	16%	48.1%
Body Composition	86.1%	100%	80%	85.2%
Abdominal Strength	88.9%	100%	86%	85.2%
Trunk Extension	100%	85.3%	93.3%	77.8%
Upper Body Strength	66.7%	70.6%	96.7%	59.3%
Flexibility	88.9%	76.5%	96.7%	77.8%

Grade 7	2013-14	2014-15	2015-16	2016-17
Aerobic Capacity	81.1%	52%	9%	37.2%
Body Composition	81.1%	88%	34%	74.4%
Abdominal Strength	83.8%	80%	38%	88.4%
Trunk Extension	97.3%	88%	36%	76.7%
Upper Body Strength	75.7%	56%	38%	62.8%
Flexibility	86.5%	60%	28%	79.1%

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Request

Innovations Academy appreciates the collaborative, professional relationship that has been built over the past ten years with the district. We support students from all over San Diego and bring students from other districts into this alternative that is being provided through charter education. We request a renewal to continue these relationships.

We request that we be able to continue to provide an alternative approach to learning in the form of progressive education with a constructivist philosophy in a setting where purposeful learning, self-expression and compassionate connection come to life in a truly beautiful way. We welcome your presence on our campus to speak with students and teachers, observe learning and experience the choice you are approving in this charter.

If there are any questions, please feel free to reach out to me at 858-271-1414. Thank you for the professional staff that takes time to inform and engage with us. Thank you again for this opportunity to serve children and families. Please see our project work and letters of support from current and former students and their parents in the Appendix. And finally, thank you, the Board, for your review and consideration of our charter renewal.

Sincerely,

Christine Kuglen

Director, Innovations Academy
10380 Spring Canyon Rd.
San Diego, CA 92131

ELEMENT ONE: Educational Program

"A description of the educational program of the school, designed among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st Century, and how learning best occurs. The goals identified in that program shall include the

objective of enabling pupils to become self-motivated, competent, and lifelong learners." 47605 (B) (5)(1)

Mission

At Innovations Academy we powerfully create our lives through self-expression, compassionate connection, and purposeful learning.

Vision

Democracy was best defined by Abraham Lincoln as a government of the people, by the people, and for the people. The vision of Innovations Academy is to uphold these values inside the school setting.

A truly democratic school must be of the people. To be of the people is to be about the people. This means that we must address each student comprehensively - that is intellectually, socially and emotionally - in order to provide a quality education. We believe that these three components of learning all share an equal standing in the education process.

By the people, means empowering students to be a cause in the matter of their own education. Students will aid in developing their own curriculum as well as maintaining student government and assessing their own progress. They will learn about the value of their community by being active participants in it. Their input is valued like that of any person.

For the people maintains that the goal of our community is to work towards not only the common good but also for the individual needs of each student in order to enable them to become self-motivated, competent, and lifelong learners. Parents, teachers, and staff are invested in the school as a community. To see the children growing, learning, and finding personal satisfaction in their lives is at the forefront of our mission.

With this in mind, it is the vision Innovations Academy Charter School to:

- eEnsure that students will enjoy learning

- sStrive for academic excellence

- fFoster the development of the whole child

- hHonor children with choices in their own learning

- hHelp children discover their individual talents and interests

- mModel respect of self, others, and community

- dDevelop the natural human desire to cooperate

- cCreate depth and meaning in learning

- bBuild on the natural love of learning that is inherent in all human beings

-

We believe:

- that fun is a valuable component in the learning process

- everyone can learn and achieve

- each individual has intrinsic worth

- in personal responsibility and accountability

- in high expectations for learning

- in the value of a supportive, nurturing community

- that in valuing and utilizing diversity, we can achieve common goals

- effective communication is essential

Innovations Academy Guiding Principles:

Innovations Academy educational program is driven by three guiding principles: Purposeful Learning, Compassionate Connection and Self-Expression. These guiding principles speak to the needs of students in grades K-8. All three principles connect to our mission: to be a place where students powerfully create their own lives. All three principles permeate every aspect of learning at Innovations Academy. This is an overview of these principles and the components we have injected into our program to support them.

Purposeful Learning:

"Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. These standards set forth the content that students need to acquire by grade level."[1] The State Board of Education adopts the standards that are addressed in California's public schools and Innovations Academy is dedicated to supporting students to master the standards. Innovations Academy takes the ~~content~~ Common Core standards, Next Generation Science Standards, all curriculum frameworks and ~~and~~ all other adopted standards and creates a curriculum that gives an understanding to students of the purpose for the learning of these standards. ~~-~~When ~~students give purpose to their own learning~~purpose is clear, learning takes place with greater ease. We begin with a wide variety of individualized and standard assessments that help the staff, the students and their families discover where ~~they~~ students are on the spectrum towards mastery ~~of the standards~~. This transparency helps all team members (parent, student and staff) be empowered to purposefully engage in learning.

Small class size, parent education and involvement, a highly engaged staff, a strong basic skills program integrated into a Project Based Learning environment and implementation of a neuroeducational program all contribute to providing access for all students to master the standards.

Children begin at young ages to model after the adults in their lives. We believe that exposure at a young age to what adults actually do in the real world stimulates a desire

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[1] [http://www.cde.ca.gov/be/st/ss/index.asp] California State Board of Education Content Standards (Jan. 2008)

to master the skills needed to model after these adults. ~~Two c~~Components that incorporate this modeling are:

- Regular participation of Professional Experts as mentors and guides within projects designed to expose children to the real world experiences of a variety of trades and careers ~~and~~

- Field study experiences integrated into projects during which students interact with content off campus directly related to the project area of study-

- Participation in a Project Based Service Learning (PBSL) program in which ~~projects are connected to real world challenges and situations through field trip experiences~~student academic learning is directly connected real adult work.

- Participation in an on campus Explorations Program led by experts in the subject area. These have included ballroom dance, chess, robotics, performing arts, media arts, Spanish, fine arts, ceramics, nature studies, woodworking, yoga and gardening.

-

~~During the project work~~Project Based Service Learning gives student learning the purposeful context necessary for high academic achievement because~~,~~ students work in teams ~~interact and work~~ with professional experts ~~in their field of expertise. In PBSL, students work in teams~~ to explore real-world problems. ~~and create~~Each project culminates in a product or presentation~~s to share what they have learned~~that shares mastery of academic content and showcases student final products. The Service Learning component of PBSL shows students how their learning can contribute to the community at large. Dr. Maxine Greene states that, "Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate, and play articulate roles in the public space"[2] (please see section VI for more information on these curriculum components).

> **Comment [C1]:** Check in the appendix

Compassionate Connection:

Connection to oneself, others, and the community is a critical step in

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[2]Greene, Maxine, "The Role of Education in Democracy", Educational Horizons, Vol. 63 (Special Issue), pp. 3-9. (1985)

becoming an articulate, educated person. "Developing strong partnerships among schools, families, businesses, and community and religious groups is the best way to make our educational system thrive," according to the U.S. Department of Education.[3]

Our program supports students to develop~~ing~~ a connection to themselves and their families by implementing a strong social emotional curriculum in which the focus is examining who one is and who one can be. All students become a part of a team that learns and practices communication and relational skills. Then these skills are used in a real life community: the school and their families. Families are supported through a strong parent support program ensuring parents have access to these same skills.

With skills in hand, our students then connect to others in our school community. This connection will be fostered by small school and class size. Smaller classes facilitate personalized learning. Smaller classes are a major step toward ensuring every student is engaged in the learning process.

Another reflection of the implementation of this principle at Innovations Academy is helping children access and connect with a larger community. Certainly our school is a community but we believe that bringing the larger communities of San Diego and the world into our school, and likewise getting the children involved in larger communities is a crucial part of lifelong learning and compassionate connection. It ~~will~~ exposes children to a purpose for learning that often gets lost in a curriculum.   Professional experts from the community ~~will be~~are invited to mentor students, share their knowledge and expertise and serve as consultants for projects.   During service learning projects students ~~will be~~ tap~~ping~~ into the needs of the community and explore~~ing~~ ways to meet those needs. (see Eelement 1one for more information on these curriculum components).

Components of Compassionate Connection in the IA curriculum:

- Daily morning meetings that include a greeting, a share, a team building activity and a morning message.

- Class Council meetings in each class that include learning the structural elements of conflict resolution and collaborative problem solving in a classroom community and using them to solve problems.

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[3] [http://www.edutopia.org/best-results-schools-need-partners] Edutopia Staff, "For Best Results: Schools Need Partners", George Lucas Educational Foundation (Sep. 2000)

- The maintenance of a Solution Center staffed by a professional expert in the areas of mindful practices, conflict resolution, collaborative problem solving and relationship based discipline.
-

Self-Expression:

Being able to communicate concepts, knowledge and skills is as important as mastering them. Learning the power of effective communication is an important life skill. Being freely self-expressed means knowing how to effectively and appropriately communicate one's struggles and successes in a variety of situations. The encouragement of self-expression is incorporated continuously throughout the learning environment at Innovations Academy. The students (and families) are empowered to engage in their own learning, teach others, communicate freely, explore their talents and interests and learn the skills and information necessary to do so.

Our program directly empowers families to be primary educators of themselves and their children. Additionally, all students are expected to participate in project selection, interact with professional experts throughout the curriculum, dialogue about their learning and participate in team discussions. Our social emotional program teaches students the skills involved in learning how to set their own goals and evaluate their progress each day.

The skills necessary to having freedom of self-expression are learned within the context of our social emotional program and lived throughout the day in the environment of our school. Small class size and multi-age team learning (our Class Buddy Program) create an environment in which to practice these skills. Engaging in the Explorations Program and working on projects that involve interacting with various communities of the world also provide the practice necessary for mastery of these oral language skills.

Part of self-expression is learning our strengths and talents. At Innovations Academy we create time and place for exploration of talents and interests -through our PBSL program in which students can play various roles from selection to completion of many projects and in our Explorations Program during which students develop a range of skills. These skills can later be applied for success in their local and world communities.

Components of Self-Expression in the IA Curriculum

- Pedagogy that involves methods that encourage student voice and choice.

- Morning Meetings in which all students share thoughts, opinions and ideas.

- Class Council meetings during which students create the agenda, acknowledge themselves and others and generate possible solutions to community challenges.

- Strengths assessment and personal goal setting as part of the curriculum.

- PBSL that incorporates student voice and choice in a variety of ways.

- An ample Explorations program that allows students to discover and practice different skills and talents.

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ELEMENT ONE: Educational Program

"A description of the educational program of the school, designed among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st Century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." 47605 (B) (5)(1)

1. (a) Students to Be Served

Many families are looking for a student centered learning experience that is rich in innovation and creativity. They want their children to be happy, eager to go to school and love learning. Innovations Academy parents want the entrepreneurial and leadership focus that a project based learning environment provides. They care deeply that their children learn the communication and conflict resolution skills offered in a strong social emotional program and implemented throughout the school discipline structure. Flexibility is also important. Social trends show that more mothers and fathers are looking for and attaining flexible work schedules in order to spend more time with their children.[4] We draw from these communities.

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[4] [http://pewsocialtrends.org/assets/pdf/WomenWorking.pdf] "Fewer Mothers Prefer Full-time Work", Pew Research Center (Jul. 2007)

Each family is unique. Families have diverse goals, such as supporting a child who is either gifted or has special needs, supporting a child who chooses to specialize in academic or extracurricular areas, traveling regularly, and keeping a family focus while a parent is serving our country. We also draw from this community.

Parents are the primary educators of their children and will mean more to a child over the course of their life than anyone. Many parents are taking a hands-on approach to their children's education which is reflected by a yearly increase of up to 15 - 20% in the homeschool population since 2001[5]. We draw from homeschooling families who desire a collaborative approach in the education of their children.

Independent study programs have been able to meet the needs of many families with regards to offering flexible scheduling. It has been noted on the homeschooling newsgroups and in the local San Diego community that more people are coming to homeschooling that want to share the responsibility of educating their children. Some independent study programs lack the level of support and structure that many parents desire and that Innovations Academy makes possible with our 2-day and 3-day options. Our population has and will continue to encompass these families.

To meet the needs of families who desire flexible scheduling, Innovations Academy has implemented a supported hybrid scheduling model that creates a team of educators: the parent, the student, and school personnel. This model combines flexible scheduling choices and provides multiple supports for parents wanting to contribute to their child's education. Our home learning community program has grown from 10 students to 53 students over the past 9 years. For the hybrid schedule, families choose an onsite two, three, or five day program. Those who are onsite part time have a contract to cover the days they are not in school.

Innovations Academy has attracted families who were currently enrolled in or were considering private schools. These families often want small class sizes and an innovative curriculum. Innovations Academy offers both of these, and we have enrolled students from the private sector back into public education.

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[5] [http://www.census.gov/population/www/documentation/twps0053.html] Kurt J. Bauman, "Home Schooling in the United States: Trends and Characteristics", Population Division U.S. Census Bureau, Working Paper Series No. 53 (August 2001)

In addition to these families, over the past five years, we have attracted families who believe the learning modalities of their children would be best served by a project based hands-on approach. These are students who typically do not do well in a conventional classroom where students read, write and compute all day long via paper and pencil. In project based and activity based learning there is a significant amount of natural movement, flexibility in methods of learning and demonstration of learning. This contributes to the successful classroom integration of a variety of learning differences and special needs.

Enrollment

Historical Enrollment
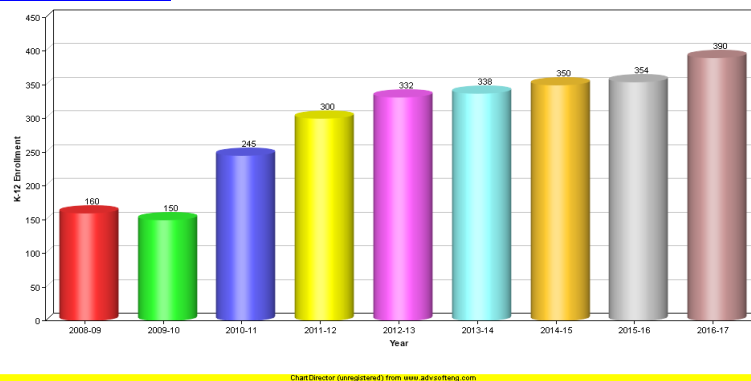
Enrollment Based on P1 Reports

Fig. 37

Program	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Full Time	291	306	297	298	324	307
Independent Study	64	45	54	64	69	68
Total	355	351	351	362	393	375

Enrollment Based on P2 Reports

62

Fig. 38

Program	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Full Time	294	281	289	300	317	N/A
Independent Study	59	45	60	72	65	N/A
Total	353	326	349	372	382	N/A

Projected Enrollment

Fig. 39

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	38	40	43	45	45	45
1	45	40	45	50	50	50
2	44	45	45	50	50	50
3	50	45	50	55	50	50
4	45	50	50	55	50	50
5	33	45	50	55	55	55
6	30	35	50	55	55	55
7	42	30	40	50	55	55
8	45	45	35	40	55	55
TOTALS	372	375	408	455	465	465

Our growth has been slower than anticipated. The recent downtrend is primarily the result of the uncertainty of our school's future site location which leaves families without the information they need to commit to Innovations Academy. This is in addition to the changing demographics of San Diego.

Our goal has been and continues to be to expand to have two classrooms of each grade level (we are two short at this time) in our five day program. Currently we have 2 of each K-4 and 7-8. The purpose for this size is to create collaborative experiences for teachers as they develop projects and other curriculum in teams and to create student community collaboration between each of the two grade level classrooms. There will continue to be approximately 2-3 students in each of our K-2 classrooms enrolled in the three day program. Additionally, our Home Learning Community (2 day program) will remain 20% or less of our total population.

Current and Projected Number of Classrooms

Fig. 40

	K	1	2	3	4	5	6	7	8	HLC
Current	2	2	2	2	2	1	1	2	2	<20%

At Final Capacity	2	2	2	2	2	2	2	2	2	<20%

Report on Progress:

During the first year at Innovations Academy we had a total of 180 students. During our second year we had 200 students. We have never had over 25 students per class.

In addition, we have our Home Learning Community which grew from 10 students in our second year to 49 in our current year. These are independent study students who have their own class twice per week on site. Like all public schools we also offer Independent Study to any students who may need it for medical, familial, or other extraneous circumstances that may arise.

The chart below shows population over time

Student Population Over Time									
	K	1	2	3	4	5	6	7	8	Total Students
Year 1	30	19	27	16	16	16	13	14	11	162
Year 2	24	22	26	19	22	23	22	21	15	194
Year 3	33	23	26	38	21	29	43	25	22	260
Year 4	27	33	30	31	45	24	50	39	20	299
Year 5	44	26	33	32	32	45	37	50	36	335

Innovations Academy has changed facilities several times, locating at the Kroc Center in the College Area of San Diego for the first year, Mission Valley the second year, in East Mission Valley (Allied Gardens) for its third year. Currently we are leasing space from SDUSD in Scripps Ranch.

Our four location changes were challenging yet they also allowed us to work with shifting demographics. Below is a chart reflecting the demographic changes over our first four years.

Demographic History (in percentages)	2008-09	2009-10	2010-11	2011-12
African American	25	7	6	5
American Indian	2	1	1	1
Asian	2	2	3	4
Filipino	1	1	2	1
Hispanic or Latino	21	30	32	21
White	47	46	48	57
Two or More Races	N/A	10	5	10
Free and Reduced Lunch	17	26	22	25
English Learners	10	10	7	10
Students with Disabilities	14	15	14	18

Student Demographics

By Neighborhood

Since our launch in 2008, Innovations Academy has been a commuter school, drawing students from all over San Diego County. Unlike many public schools (charter and district), Innovations Academy is not a neighborhood school. Our charter is written to give an alternative choice to families that want a unique, student centered, progressive school.

During our first five years we drew from 59 different SDUSD schools with 87 students originating in other school districts. Since our move to Scripps Ranch this diversity has grown. ~~Every year, for the past four years we have drawn students from a diverse cross section of neighborhoods in San Diego County. We currently have 87 students from out of district. The remaining students come from 59 different SDUSD schools from across San Diego. It has been consistent over the past four years that we have students from 50-60 SDUSD schools.~~ Over the past five years our enrollment has broadened to serve students from 106 different neighborhood schools in 15 different school districts (see charts below). Our students come from 43 SDUSD schools, 29 Poway schools and 13 other districts from around SD County.

Fig. 41

Innovations Data 2017-18	
General Data	
Number of Neighborhood Schools	106
Number of Neighborhood Districts	15
Number of Students Residing in Poway	121
Number of Students Residing in SDUSD	201
Number of Students Outside of SD and Poway Districts	36

Fig. 42

Enrollment Based on Home District	
Student School District	**Number of Students at IA**
Cajon Valley (Elementary)	2
Carlsbad	1
Encinitas	1
Escondido	11
La Mesa-Spring Valley	8
Lakeside	1
Poway	121
Ramona	3
San Marcos	2
San Pasqual	1
Santee	3
SDUSD	201
Solana Beach	1

South Bay Union	2

Fig. 43

Innovations Academy Enrollment Based on Neighborhood School			
SDUSD Neighborhood School	# of IA Students	Poway Neighborhood School	# of IA Students
Adams Elementary	2	Turtleback Elementary	1
Alcott Elementary	3	Adobe Bluffs Elementary	3
Bay Park Elementary	1	Bernardo Heights Middle	7
Birney Elementary	3	Black Mountain Middle	9
Cadman Elementary	3	Canyon View Elementary	5
Clay-Hardy	1	Chaparral Elementary	6
Dingeman Elementary	10	Creekside Elementary	1
Doyle Elementary	3	Garden Road Elementary	3
EB Scripps Elementary	1	Highland Ranch Elementary	3
Ericson Elementary	11	Los Penasquitos Elementary	2
Fay Elementary	1	Meadowbrook Middle	9
Fletcher Elementary	2	Mesa Verde Middle School	10
Gage Elementary	1	Midland Elementary	7
Garfield Elementary	1	Morning Creek Elementary	6
Hage Elementary	11	Oak Valley Middle School	1
Hancock Elementary	1	Painted Rock Elementary	2
Hickman Elementary	6	Park Village Elementary	2
Innovation Middle	1	Pomerado Elementary	5
Jerabek Elementary	4	Rolling Hills Elementary	4
Juarez Elementary	6	Shoal Creek Elementary	6
Mason Elementary	11	Stone Ranch Elementary	1
Miramar Ranch Elementary	22	Sundance Elementary	3
Salk Elementary	1	Sunset Hills Elementary	1
Sandburg Elementary	18	Tierra Bonita Elementary	10
Sequoia Elementary	2	Turtleback Elementary	1
Spreckles Elementary	1	Twin Peaks Middle	4
Tierrasanta Elementary	2	Valley Elementary	5
Toler Elementary	1	Westwood Elementary	3
Vista Grande Elementary	1	Willow Grove	1
Walker Elementary	4		
Washington Elementary	2		
Whitman Elementary	4		
Challenger Middle	15		
Wangenheim Middle	13	Non Poway, Non SDUSD	
Correia Middle	1	Schools	13
Standley Middle	3		
Taft Middle	4		
Muirlands Middle School	1		

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|			
Roosevelt Middle	3		
Lewis Middle	1		
Marshall Middle	16		
Marston Middle	3		
Bell Middle School	1		

By Subgroup

As previously mentioned, Innovations is a unique school with a unique population. In addition to drawing from a large number of neighborhoods from around San Diego County, our population is unique by subgroup.

Special Education

Though the average percent of special education students per school, per city, per county and state is 8-10%, ever since relocating to Scripps Ranch, our school average is 20%. The number of students with disabilities is not evenly spread across each classroom. In some of our classes as many as 50% of the students have learning disabilities.

Special Education Enrollment Comparison

Fig. 44
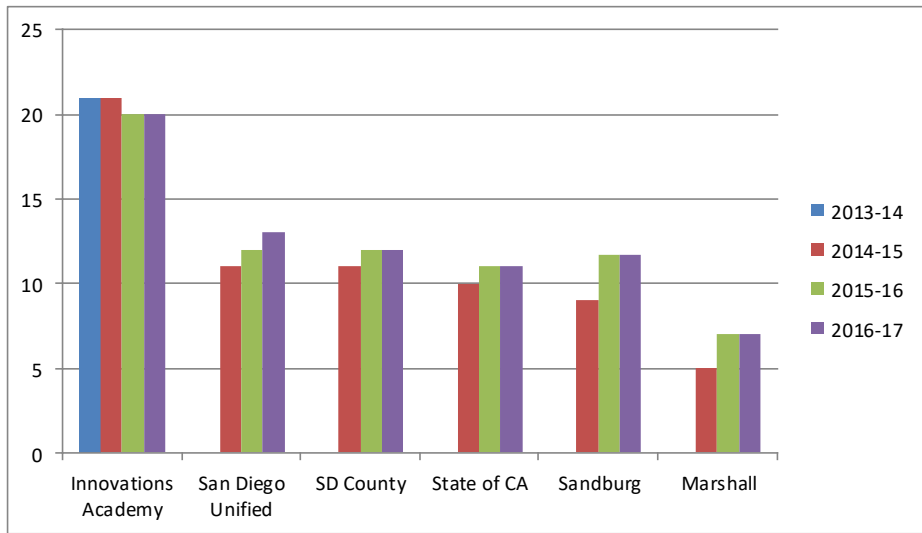
Innovations Academy Demographics by Subgroup

Fig. 45

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
English Learners	7	2%	12	3.3%	14	3.5%
Foster Youth	3	.8%	0	0%	0	0%
Homeless Youth	3	.8%	1	.2%	0	0%
Migrant Education	0	0%	0	0%	0	0%
Students with Disabilities	73	21%	71	20%	78	20%
Socioeconomically Disadvantaged	92	26%	82	23%	102	26%
All Students	350		354		390	

Moving Forward:
Ultimately Innovations Academy plans to expand to two classrooms per grade level with additional Home Learning Community classes.

	K-3	4-6	7-8	Total Students
Year 6	120	150	110	380
Year 7	120	175	110	405
Year 8	140	175	110	425
Year 9	160	175	115	450
Year 10	160	175	140	475

Demographics by Ethnicity

Fig. 46

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
African American	12	3.1%	12	3.4%	12	3.1%

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Native American or Alaskan	3	0.9%	1	0.3%	1	0.3%
Asian	8	2.3%	9	2.8%	17	4.4%
Filipino	4	1.1%	6	2.0%	7	1.8%
Hispanic or Latino	60	16.9%	65	18.6%	76	19.5%
Pacific Islander	2	0.6%	3	0.8%	3	0.8%
White	231	66%	223	63%	230	59%
Two or more races	30	8.6%	40	11.3%	44	11.3%
Total Enrollment based on Dataquest reports	350		354		390	

An Educated Person in the 21st Century:

We, at Innovations Academy, believe that to be an educated person in the 21st century means to understand oneself so that one can make a meaningful contribution to society. Those who can think critically, creatively solve problems, pose questions and have social emotional skills become leaders of the 21st century.

- Think Critically – An educated person in the 21st century is bombarded with images, opinions, and data from which making informed choices is critical. An educated 21st century person should have a discerning mind in which to make competent decisions.

- Creatively Solve Problems – Thinking creatively is taking an approach that is newly invented. Creative problem solvers should be able to independently create innovative approaches as well as coordinate with others about ideas to recognize the individual contributions that people make to a group to maximize potential. Thinking creatively requires one to be self-motivated to look for new ways to solve problems.

- Pose questions – A principal part of the learning process is through asking questions as well as recognizing that a single person does not have all the answers. In order to be a lifelong learner, a 21st century person, has to continue to ask questions to further their development.

- Social Emotional Skills- Being self-aware and socially aware as well as having the communication tools to collaborate are critical to an educated person in the 21st century.

How Learning Best Occurs

We, at Innovations Academy, believe that learning is inherent to being human. Studies have shown that prenatally children are learning about their environment and the people around them.[6] This continues throughout life by the continued development and configuration of neural pathways. It has been shown that environment contributes in a qualitative way to learning and that is what we foster at Innovations Academy.

In particular, we believe that learning best occurs when:

- It is recognized that learning is a process. This process begins with exploring individual interests, setting goals and achieving them.

- There is freedom of choice through a diverse curriculum.

- Students are encouraged to learn in multi-age groups in which they can contribute to each other with knowledge. They can also grow socially by interacting with peers of different ages.

- Learning modalities are respected and integrated into daily teaching.

- Intellectual, social, emotional, and physical components are integrated in the learning experience.

- Parents, students, and teachers collaborate as an educational team.

- There is strong family involvement in the educational process ~~through our Student Support Program as well as volunteering at the school.~~

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[6] [http://www.birthpsychology.com/lifebefore/earlymem.html] David B. Chamberlain, "Prenatal Memory and Learning", Birth Psychology (1995)

- Class sizes are small within a small school setting. A survey of a host of different studies concluded that small class size has the largest impact in the early grades, and that while all students gain from smaller classes, traditionally disadvantaged students gain the most and carry these gains into the upper grades and beyond.7

- Students are given personal attention both academically and personally.

- The learning environment is safe and supportive.

- Instruction is student centered; students are maximally involved in the learning process.

- Learning is connected to the student's personal experience.

- Learning gives the student a purpose in their community. This will drive their education forward because students can see the difference that their learning makes in their daily lives.

- Students are encouraged to challenge themselves through goal setting.

- Technology is fully integrated into the curriculum. The use of the internet and educational software will be used to support classroom instruction, assessment, project development, communication with parents, and teacher designed curriculum materials.

- Relationships in the local community are fostered. This can take the form of   programs enabling students to visit nearby businesses and organizations or programs where people from these organizations come into the school to run activities.

- There is mastery, autonomy and purpose for the learner.

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7 Biddle, Bruce J.; Berliner, David C. "Small Class Size and Its Effects." Educational Leadership, v59 n5 p12-23 (Feb. 2002)

The target population is expected to continue to come from a cross section of families of San Diego County. These families will be looking for a school that offers diversity, choice in scheduling with a rigorous high variety curriculum, and one in which family is an integral part of the learning community. We expect to continue to attract families who value hands-on experiential learning with a strong social emotional program. We expect our population demographic to continue to be reflective of the community in which we are based with a diverse cross section of neighborhood families drawn to our program.

Many families are looking for diversity and innovation in education. Innovations Academy parents are looking for the entrepreneurial and leadership focus that a project based learning environment provides. Social trends show that more mothers and fathers are looking for and attaining flexible work schedules in order to spend more time with their children.[8] Other families have diverse goals, such as supporting a child who is either gifted or has special needs, supporting a child who chooses to specialize in academic or extracurricular areas, traveling regularly, and keeping a family focus while a parent is serving our country. Parents are taking a hands-on approach to their children's education reflected by a yearly increase of up to 15 – 20% in the homeschool population since 2001[9]. We intend to draw from homeschooling families who desire a collaborative approach.

Independent study programs have been able to meet the needs of many of these families with regards to offering flexible scheduling. It has been noted on the homeschooling newsgroups and in the local San Diego community that more people are coming to homeschooling that want to share the responsibility of educating their children. Independent study programs lack the level of support and structure that many parents desire and that Innovations Academy makes possible. Our population has and will continue to encompass these families.

To meet the needs of families who desire flexible scheduling, Innovations Academy has created a supported hybrid scheduling model that creates a team of educators: the parent, the student, and school personnel. This model combines flexible scheduling choices and provides multiple supports for parents wanting to contribute to their child's education. As noted previously, our home learning community program has grown from 10 students to 48 students over the past 3 years.

For the hybrid schedule, families choose between an onsite two, three, or five day program. Those who are onsite part time have a contract to cover the days they are not in school.

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[8] [http://pewsocialtrends.org/assets/pdf/WomenWorking.pdf] "Fewer Mothers Prefer Full-time Work", Pew Research Center (Jul. 2007)

[9] [http://www.census.gov/population/www/documentation/twps0053.html] Kurt J. Bauman, "Home Schooling in the United States: Trends and Characteristics", Population Division U.S. Census Bureau, Working Paper Series No. 53 (August 2001)

Innovations Academy has attracted families who were currently involved in or were considering private schools. These families often want small class sizes and an innovative curriculum. Innovations Academy offers both of these, and we have enrolled students from the private sector back to public education.

In addition to these families, over the past five years we have attracted families whose children have learning modalities in which a project based hands-on approach will serve their children best. In project based and activity based learning there is a significant amount of natural movement, flexibility in methods of learning and demonstration of learning. This contributes to successful integration of a variety of learning differences into a classroom.

The environment at Innovations Academy will continue to support and encourage parents who have not previously considered themselves capable teachers of their children. By having flexible scheduling options the community will be exposed to the idea that a quality education can be specialized to meet the needs of each family. Even within individual families, children can have their own unique schedule that meets their needs while maintaining a high quality program for everyone.

1. (b) Description of Educational Program

As a community of learners, Innovations Academy believes that in order to achieve unprecedented academic excellence a student's foundation must be grounded in a self-confidence composed of an ability to freely communicate, an unwavering ability to relate to others, and the ability to apply one's knowledge and skills to contribute to the self and others. We have developed a strong program in which Aacademic and Ssocial eEmotional Program thatlearning areis interwoven throughout all aspects of the school community.learning.

-Our curriculum is grounded in a constructivist philosophy with three significant components that are described in depth below: 1) Foundations of Academic Excellence (standards aligned Project Based Service Learning, and activity based hands-on skill building and rich Explorations classes), 2) A Strong Social Emotional Curriculum and 3) a Flexible Scheduling Model.

A. Foundations of Academic Excellence

Common Core Standards

Innovations Academy understands that the Common Core Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. All of our curriculum, whether purchased or generated on site, will support the Common Core Standards and all subject frameworks as approved by the State Board of Education.

The State Board of Education, along with the former State Superintendent of Public Instruction, Delaine Eastin, help define the role of the California State Standards in our school:

"Standards describe what to teach, not how to teach it. Standards-based education maintains California's tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers - with the full support and cooperation of families, businesses, and community partners - are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students."[10]

At Innovations Academy, we believe that it is a privilege to honor the children of California with quality inquiry based instruction following the Common Core (CCSS) and other adopted Sstandards. We understand that with privilege comes responsibility and, we act with integrity to maintain these standards by:

- Holding teachers accountable for implementing the Stateall adopted California State Standards while giving them the flexibility to do so with freedom and responsibility. They are supported in doing so by being provided time for curriculum development during the school week. Teachers are trained in alignment of project based units with curriculum standards. Teachers are also provided with materials and resources that are aligned with the Common Core Standards and California Frameworks.

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- Providing staff with professional development on the Common Core and other Sstandards for their subject matter and grade levels at a minimum of once per year.

-

- All speakersGuest Experts, and Explorations Program teachers from the community, are given access to a copy of the the adopted standards (Common Core, NGSS) Standards that are applicable to their area of expertise. This enables them to best plan the presentation of their materials. A staff member is responsible for

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[10] [http://www.cde.ca.gov/be/st/ss/mthmessage.asp] California State Board of Education: Mathematics Content Standards (Jun. 2007)

communicating the importance of the ~~implementation of the Common Core Standards in all curricular areas~~alignment of project work and areas of study with standards.

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- There is a transparent presentation of the adopted standards (Common Core Standards, NGSS etc.) to children and families in a meeting during the first month of school to help students align with academic expectations.

- -

- Our Independent Study Contract informs parents about the standards and how they can implement the mastery of these standards in their independent study work. The Home Learning Community team, guided by a staff member, will ensure the quality of independent study work meeting the ~~Common Core~~CCSS and other adopted Sstandards.

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Project Based Service Learning

Innovations Academy is an activity based, hands on Project Based Learning School. Project Based Learning is an approach to teaching in which students explore real world questions and problems using inquiry. All classes participate in Project Based Service Learning units in which students work in groups to make an impact in their community:

> In project based learning, students try to answer a question - one that has relevance for them - that is greater than the immediate task at hand. Students conduct research using a variety of sources, from the internet to interviews with experts...like adults trying to solve a problem, they don't restrict themselves to one discipline but delve into math, literature, history, science - whatever is appropriate to the study.[11]

These projects will encompass basic skills as well as research and inquiry into multiple subject areas concurrently. It is essential that projects make a contribution in the community.

In addition to projects, hands on activities will be ongoing. These activities build skills and concepts, reinforce previous learning and develop skills needed for upcoming projects.

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[11] [http://www.edutopia.org/start-pyramid] Diane Curtis, "Start with the Pyramid: Real-World Issues Motivate Students", George Lucas Educational Foundation, (Nov. 2001)

On a monthly basis teachers will collaborate during the minimum day to develop Project Based Service Learning curriculum across grade levels.

Throughout the school year, Innovations Academy has repeated opportunities for ~~Family Nights and Exhibition Nights where~~ students, staff, teachers, and parents to assess progress through shared~~shared~~ discussion~~,~~ activities and view~~ing~~ project work, in addition to report cards that are issued twice a year. We hold two exhibitions, Student Led Conferences, and a portfolio review. ~~.~~During th~~ese~~~~is~~ ev~~tim~~ents, students present their progress to the community. Students, teachers, and staff share about what is working for them in our community as well as what they woul~~'~~d like to create in the future.

Activity Based Learning

At Innovations Academy we recognize that children develop skills through a variety of methods. For this reason we ~~actively~~ integrate learning through hands on activities, play based activities, role playing and other engaging activities. These activities take plac~~e~~e ~~both~~ concurrent to projects and ~~in between projects.~~
as part of project learning.

Activity based learning is a broad description for learning in a hands on way. An example of using activity to teach is to have students use their arms to make acute and obtuse angles instead of filling out a worksheet or workbook in which students label obtuse and acute angles. Other examples are having students act out the meanings of vocabulary words, perform Reader's Theater for Social Studies and complete science experiments instead of reading from a textbook.

Activity based learning involves~~ncorporates~~ multiple modalities and allows children to incorporate natural aspects of play in their learning.

Explorations Program

Our Explorations Program exposes students to a variety of areas of study. Classes in art, media arts, performing arts, music, chess, nature studies, gardening, foreign language and more are offered in this program. This exposure allows students to discover new areas of strength and explore an assortment of experiences while acquiring ways of self expression.

B. Social Emotional Program

Wisdom tells us that since humans are social beings, we learn best in a supportive community. At Innovations Academy we offer a Social Emotional Program that teaches exceptional communication skills. These skills also lead to success as a life-long learner.

Our goal has been to create a learning environment wherein everyone can cultivate the skills to approach one another with the intent to share knowledge and work together towards common goals by leveraging~~means of~~ our diversity and shared resources. We have successfully found and implemented several strong social emotional components into our daily academic program. These strong components of our program,~~programs,~~ which have been and will continue to be fully implemented, are identified and described below:
~~.~~

~~The following curriculum has been fully implemented and will continue to be strong components of our program:~~

Responsive Classroom~~12~~:

The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies.

Guiding Principles

Seven principles, informed by the work of educational theorists and the experiences of practicing classroom teachers, guide the Responsive Classroom approach:

~~12~~ ~~http://www.responsiveclassroom.org/about/aboutrc.html~~

* The social curriculum is as important as the academic curriculum.

* How children learn is as important as what they learn: Process and content go hand in hand.

* The greatest cognitive growth occurs through social interaction.

* To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.

~~* Knowing the children we teach individually, culturally, and developmentally is as important as knowing the content we teach.~~

Knowing the families of the children we teach and working with them as partners is essential to children's education.

~~* Knowing the families of the children we teach and working with them as partners is essential to children's education.~~

How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

~~* How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.~~

Since 1981, thousands of classroom teachers and hundreds of schools and school districts have used the Responsive Classroom approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using Responsive Classroom practices report increases in student learning, motivation, and responsibility, and decreases in problem behaviors.

Northeast Foundation for Children, Inc., a non-profit 501(c)3 organization in Turners Falls, Massachusetts, is the developer of the Responsive Classroom approach and offers professional development services and publications for educators.

Classroom Practices[13]

At the heart of the Responsive Classroom approach are ten classroom practices:

Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

Interactive Modeling - teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility

Academic Choice - increasing student learning by allowing students teacher-structured choices in their work

Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity

Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

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[13] http://www.responsiveclassroom.org/about/aboutrc.html

Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students

"The Responsive Classroom approach provides prime evidence that social and emotional teaching strategies, when well-constructed, lead to improved classroom behavior and academic growth."

— Roger Weissberg, President, Collaborative for Academic, Social, and Emotional Learning (CASEL), and Professor of Psychology and Education, University of Illinois at Chicago[14]

Positive Discipline

What is Positive Discipline?[15]

Positive Discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities. Based on the best-selling Positive Discipline books by Dr. Jane Nelsen and co-authors Lynn Lott, Cheryl Erwin, Kate Ortolano, Mary Hughes, Mike Brock, Lisa Larson and others, it teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents, teachers, childcare providers, youth workers, and others).

Recent research tells us that children are "hardwired" from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline teaches.

Jane Nelsen gives the following criteria for "effective discipline that teaches":

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[14] http://www.responsiveclassroom.org/about/aboutrc.html
[15] http://www.positivediscipline.com/what-is-positive-discipline.html

FIVE CRITERIA FOR POSITIVE DISCIPLINE

1. ~~1.~~ Helps children feel a sense of connection (belonging and significance)

2. ~~2.~~ Is mutually respectful and encouraging (kind and firm at the same time)

3. ~~3.~~ Is effective long -term (Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive)

~~4.~~ Teaches important social and life skills (respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community)

4.

~~5.~~ Invites children to discover how capable they are (encourages the constructive use of personal power and autonomy)[16]

~~**8 to Great** For our middle school students, Innovations Academy has selected a special program targeted at this age group. The 8 to Great program is a proven process for success that helps middle school students make positive, healthy choices. The result is a decrease in addictive and destructive behaviors in At-Risk students as well as the achievement of new heights for students who are excelling.~~

~~With the hundreds of scripted and interactive activities (20 minutes in length) from their program, Innovations Academy will use 8 to Great as part of:~~

~~- Our Social Emotional Curriculum~~
~~- Weekly Homeroom/advisory times~~
~~- Drug and Violence Prevention Programs~~
~~- Human Growth and Development Curriculum~~
~~- Faculty In-Services~~

~~8 to Great utilizes 8 Highway tracks to direct their social emotional curriculum.~~

~~1) Get the Picture~~
~~We "Get the Picture" when we practice visualizing the end result: We think it 'till we feel it. Students learn:~~

~~A. How to get clear about what they want and focus on it~~
~~B. How they've held themselves back and how to set higher goals~~
~~C. The importance of recording what they want in words and pictures~~
~~D. To distinguish between thoughts and beliefs as well as goals and dreams~~

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[16] http://www.positivediscipline.com/what-is-positive-discipline.html

E. The power of and process for visualizing positive outcomes

2) Risk
We "Risk" when we "run to" (our dreams) rather than "run from" (our fears). Students learn:

A. How to distinguish between risking (running to) and escaping (running from)
B. To look back at risks they've taken and forward to risks they'd like to take
C. To use the phrase "If I had no fear..." for making goal-focused decisions
D. That the road to success is never a straight line and perseverance is essential
E. How each one of us can face our fears and live more authentically

3) Full Responsibility
We take "Full Responsibility" when we realize we are not victims and stop blaming and complaining. Students learn:

A. To replace BC (Blaming and Complaining) with AD (Acting and Dreaming)
B. How to move from judgment of others to acceptance and understanding
C. The power of acknowledging their part in the challenges they face
D. That when they admit that they are the problem, they become the solution
E. How to take charge of their lives and go for their dreams

4) Feeling All Our Feelings
We "Feel All Our Feelings" when we allow our "mads" and "sads" to help us take action and release the past. Students learn:

A. How to deal with strong emotions in others without getting 'triggered'
B. How grieving and allowing sorrow facilitates growth and prevents rage
C. That healthy anger is energy for change or "angergy"
D. That we always feel Mad and Sad at the same time to the same degree
E. A process for releasing rage and depression and returning to "feeling" good

5) Honest Communication
We "Honestly Communicate" when we authentically express who we are and allow others to do the same. Students learn:

A. The 4-step process for asking for what they want effectively and responsibly
B. How to disagree in a healthy manner through "I" rather than "You" messages
C. A guaranteed process for ending gossip and third party communication
D. How to listen to another's feelings without needing to fix them
E. How to express their thoughts and feelings more clearly and effectively

The 8 to Great Positive Attitude Formula: Forgive, Gratitude, Hope (FGH)

6) FGH: Forgiveness of the Past
We "Forgive the Past" when we release the negative hold of bitterness and regret on the present. Students learn:

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A. The Forgiveness Formula for forgiving self and others
B. The benefits of Forgiveness
C. The three steps of Forgiveness
D. The process of writing a Forgiveness letter

7) FGH: Gratitude for the Present
We are "Grateful for the Present" when we become aware and appreciative of the gifts of life. Students learn:

A. A daily process for staying positive in the present moment
B. The characteristics of the most grateful people
C. The benefits of Gratitude
D. The process of writing a Gratitude letter

8) FGH: Hope for the Future
We have "Hope for the Future" when we persevere despite roadblocks and uncertainties. Students learn:

A. How to replace anxiety and worry with belief in the goal/dream
B. That F.E.A.R. is simply False Evidence Appearing Real
C. The benefits of optimism vs. pessimism
D. The process of writing a Hope letter

According to a study, social and emotional skills training has been linked to fewer classroom disruptions, decreased absences, and higher grades among children (Shriver and Weissberg, 2005).[17]

Psychologist Dr. Daniel Goleman (1995) has reported that children who are better able to manage their emotions can pay attention better and absorb and remember information better. Best of all, children's emotional intelligence will serve them long after they become adults.[18]

5.

Other Resources that we currently access to maximize our Social Emotional Program:

Non Violent Communication: The Compassionate Classroom by Marshall Rosenberg Sura Hart and Victoria Kindle Hodson

[17] Shriver, T. P. and Weissberg, R. P. "No Emotion Left Behind" [Op. Ed. article]. The New York Times. (2005, August 16).
[18] Goleman, D. (1995). Emotional Intelligence. New York: Bantam.

- Discipline without Stress, Punishments or Rewards by Marvin Marshall

- Research on growth mindset, mindfulness and brain science.

__Self-Assessment__ - Goal setting and implementation are~~is~~ important to future success. We~~Our~~ support our students~~have been supported~~ to make goals and assess their progress regularly. These goals are expected to be both academic and personal. At student-led-conferences held each semester, students set and evaluate their performance and set goals with both teacher and parent present.

__Implementation of Program:__

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- Each year we have been in operation, we have had social emotional program training. Our teachers have received training in NVC, Positive Discipline, ~~8toGreat~~ and the Responsive Classroom. We also designate a monthly staff meeting to addressing our progress in the social emotional arena.

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- Each morning there is time designated to bridging Social Emotional activities into the class setting as well as integrated throughout the school day. Every class at Innovations begins the day with a morning meeting using the format of the Responsive Classroom Program.

- Students record their goals and progress. They keep this in a record form so that over the course of the school year they can see their progress. These goals are also be used for descriptive grading purposes. This takes place formally in student led conferences. It is also a part of our culture and happens as needed for particular students daily and others throughout projects.

- Our Solution Center counselor is assigned the task of maintaining accountability in our program, supporting teacher training and implementation of our social emotional program and tracking progress.

Staff development takes place on a regular basis through weekly meetings, cross teacher collaboration and conference opportunities. Innovations Academy currently holds staff meetings twice per week and we have professional development days spread throughout the school year.

C. Flexible Scheduling Model

Innovations Academy provides both site based opportunities and non-site based opportunities for students and families. There are two part time models and one full time model. Innovations Academy recognizes that attendance for independent study and site based programs are separate procedures. Our flexible scheduling model has been successful in meeting the needs of families. We have had families come into the school through the 2 and 3 day programs from a homeschooling background and then move into our 5 day program.

Part Time Models: All students attending Innovations Academy as 2 and 3 day students have a Master Agreement and follow an independent study contract. Everyone on the team is an integral part of a shared education plan. The Independent Study Contract is described below. To support the student and parent, the school provides educational materials and information. Families are provided a list of free online educational sites that support mastery of the standards, curriculum that supports the standards which can be used at home, and regular meetings and support groupsmonthly classes during which parents learn skills and receive information to meet the goals of the Master Agreement. The director and the designated independent study teachers and educational specialists are available to support the parents, answer questions, and model new skills and meet with students.

1. Home Learning Community - These students have their own class made up of only other independent study students for two days a week on site with a three day Independent Study Contract.

2. 3 Day Program - This program is for independent study families who want to be integrated into the general education classroom three days a week on site and maintain a two day Independent Study Contract.

1. 5 Day onsite Project Based Learning, Explorations Program, and differentiated skills instruction five days a week on site. This program is a full time seat based model.

3.

Home Learning Community:

(Two Day on site schedule with Three Day Independent Study Contract.)

Students attend class on site two days per week. On these days, students share their learning from home with peers as well as get the support of a credentialed teacher. The teacher facilitates project based learning activities, hands-on activities and teaches social emotional skills to cover the Content Standards both in school and at home. Students participate in fieldtrips during the week.

Home Learning Community students are also welcome to join the Explorations Program and other enrichment classes and activities. The Home Learning Community students have actively engaged community artists, scientists[19], musicians, dancers, martial artists and other professionals and experts from various fields to share their expertise as needed in the classroom

Attendance on these two days will provide the opportunity to:

● Develop valuable mentorships with members of the local community.

● Provide models of real world applications of curriculum and standards.

● Practice social and communication skills.

● Explore students' interests in depth.

● Expose students to various subjects, careers, trades, and ideas.

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[19] San Diego Science Alliance offers community contacts and standards based materials: http://www.sdsa.org/cs/sdsar/query/q/2435?subjects=general_sci,earth_sci&grade=k_6&x-template=sdsar.search.form

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- The Independent Study Contract is an extensive document developed at the beginning of the school year by the credentialed teacher, the student and the student's parent/guardians. This agreement is built from a combination of baseline assessments of academic skills/knowledge, information gathered from the parents and input from the student. This document then guides the student as they study and master the knowledge and skills addressed in the Content Standards. The independent study meetings have allowed parents to have a voice in the ways that collaboration best occurs for each student and family.

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- Research shows that parent participation in education is very closely related to student achievement. In "A New Generation of Evidence: The Family Is Critical to Student Achievement," Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education.[20]

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- One sample per subject is turned in ~~at the meetings that are held on campus~~per Education Code regulations timing and content.

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- Meetings are scheduled on the master agreement.

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[20] [http://www.chci.org/chciyouth/resources/pdf/NewWaveofEvidence.pdf] Anne T. Henderson, Nancy Berla, "A New Generation of Edivence: The Family is Critical to Student Achievement", Washington DC: Center for Law and Education (1994) and Anne T. Henderson, Karen L. Mapp, "A New Wave of Evidence: The Impact of School, Family and Community Connection on Student Achievement" Austin TX: Southwest Educational Development Laboratory (2002)

- Parents and students have access to their teacher between monthly meetings via designated office hours and/or email.

- All curriculum support needed by families to fulfill on their Independent Study Contract is currently provided by the school. These families also have access to our onsite facilities including our resource library and computer equipment.

Three Day Program:

(Three Day on site schedule with Two Day Independent Study.)

- On Tuesdays, Wednesdays, and Thursdays all three day students participate in the regular curriculum including Project Based Service Learning units.

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- Three day students have a Master Agreement and an Independent Study contract that reflects the work being done at home and at school.

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Three day students will have a monthly meeting with their child's teacher and submit one work sample per subject area per month. This work is coordinated alongside the teacher so that parents and teachers are collaborating to secure the best blend of learning for the individual student. We have found this collaboration to be very helpful.

Five Day on site schedule (Full time model):

The five day on site schedule is a completely site based model.   The core of the five day curriculum is our Social Emotional program, Project Based Service Learning, Activity Based Learning and Explorations Program, with differentiated instruction throughout. Students come to campus Monday through Friday and make up the majority of our school population. The arrangement~~program~~ is designed to follow the program as outlined in our program description.

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Other Components of I.A. Curriculum

Neurocognitive Educational Curriculum

Neurocognitive education recognizes that the brain and the senses work together to input information and process it. The goal of this program is to support each student to optimize the learning process.

~~1.~~ Nutrition
1.

We believe that proper nutrition is a foundation to enhance learning.[21] A healthy, well-prepared brain is one of the first essentials for learning anything.[22] We ~~Our Family Support Program~~ provides information as needed on how parents can support their children nutritionally. Over the past 4 years, we have addressed this area of our program in a variety of ways including. having ~~We have had~~ parent donated fruit and vegetable snacks as well as, we supervising the lunch schedule of the younger grades so that we can note the types of foods that are being included in lunch. W~~Then w~~e initiate conversations to support parents to improve the nutritional quality of their child's lunch and w. ~~We participate in~~ often collaborate~~ion~~ with an organic farm that delivers boxes to parents who choose to participate. Our upper grade classes have done projects in which they have designed and presented meals that are healthy and balanced. Many of our classes have visited local organic farms to learn about food production and healthy choices in addition to our garden program that is facilitated by our full-time nature studies instructor.

~~2.~~ Movement
2.

Time is provided for students to gear up their bodies and brains. Movement and exercises are important to our neurocognitive curriculum.

> "There's sort of no question about [exercise boosting brain function] now," said Dr. John J. Ratey, a clinical associate professor of

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[21] [http://www.yogakids.com/toolsforschools/articles/Nutrition,%20Physical%20Activity%20and%20Academic%20Achievement.pdf] "The Role of Sound Nutrition and Physical Activity in Academic Achievement" Action for Healthy Kids (2004)

[22] [http://www.thelearningweb.net/diet-nutrition-education.html] "Diet, nutrition, and education: The impact of diet on education - what research shows" The Learning Web (2005)

psychiatry at Harvard Medical School. "The exercise itself doesn't make you smarter, but it puts the brain of the learners in the optimal position for them to learn."[23]

Components of this curriculum may include Brain Gym[24], Rhythmic Exercises, Yogakids[25], mindful movement breaks and physical education.

BrainGym develops the brains neural pathways the way nature does - through movement. Innovations Academy will incorporate the 26 targeted activities that integrate body and mind, and improve concentration, memory, reading, writing, organizing, listening, and physical coordination. Our special ed team has worked during the past four years with our regular classroom teachers to learn exercises that can be done by the full class that optimize conditions for learning.

Rhythmic exercises can be utilized to stimulate the cerebellum and the neocortex, especially the frontal lobes in order to improve attention and control of impulses. Through providing time in the morning to incorporate these exercises we will be giving our students a great foundation for learning throughout the day. Each day at Innovations, as part of our morning meeting, students participate in activities that include movement and rhythm for focus and concentration. These activities also often include running, yoga, juggling, or games to prepare their bodies for the day ahead.

3. Multi-sensory Approach
3.

The curriculum of Innovations Academy allows children to approach the Common Core Standards in many different ways. This affords our student population multiple exposures to material, engagement with materials on different levels, and real life applications of the subject matter (for example, children are reading and following mathematical directions from a cookbook in class, discussion with a chef; creating and writing up their own invented recipe, and in the end they could create a recipe book that is sold in local book stores).

4. Learning Styles and Modalities

23 Debra Viadero, "Exercise Seen as Priming Pump for Students? Academic Strides", Education Week (Feb. 2008)
24 [http://www.yogakids.com/toolsforschools/docs/Educational%20Kinesiology%20-%20Research%20Summaries.pdf]
BrainGym, The Educational Kinesiology Foundation
25 [http://www.yogakids.com/toolsforschools/goals.html] Yogakids

At Innovations Academy, learning styles and modalities are assessed and our teachers use this important data to influence the various means through which expose their students to content implemented in our curriculum. During t~~T~~he first month of school, students dents use a learning styles assessment and they study the different learning styles~~modalities~~ and take a learning styles assessment so that they can use this information when they are studying throughout the year.

A community partnership with San Diego State University has given students across the grade levels the option of participating in research studies that will look at cognitive abilities in student populations. The students that have chosen to participate receive a free evaluation that can help them understand their child's cognitive journey.

Each student has an academic portfolio that they develop with their teacher which includes one work sample per subject area per month.

Professional development will take place through the year in consideration of learning styles and personal assessment.

Core curriculum from the California State Standards and Common Core Standards will be offered to students through a variety of learning styles and modalities.

5. Brain Based Learning
Mindfulness
In the last two years, mindfulness has been introduced into all classrooms through a few minute mindful meditation practice two times a day. Currently teachers are learning to implement an integrative process of helping students to be mindfully present and aware of their thinking throughout the day. There is empirical evidence that these practices are positively associated with psychological health. "These effects ranged from increased subjective well-being, reduced psychological symptoms and emotional reactivity, to improved regulation of behavior."
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3679190/

Family Support Program

Our Family Support Program serves as our parent education tool. Components of our Student Support Program include Coffee Connections, Family and Exhibition Nights, an open door policy for parents, and encouraging volunteerism through parent committees.

Throughout the year, parents are invited to participate in Coffee Connections where we showcase a particular curricular area or theme. The sessions will be based on a topic that is connected to a current theme at school and the specific interests of the parents in attendance. Such topics may include but are not limited to: curriculum, methods of instruction, our school's goals and mission, how to work with your children at home, nutrition, developmentally appropriate behavior, brain-based learning, rhythmic movement, etc.

Parents assist the school in various ways: fundraising, on campus support with activities and events, supporting classroom teachers, and off campus support through making connections and partnerships in the community.

Family Partnerships are also encouraged in the Innovations Academy community. These partnerships serve to bring different families together whether it is through carpooling, social engagements, or local park days. At Innovations Academy we will provide information at the start of the year on how families can connect and interact.

Instructional Methods

Innovations Academy is a progressive school that follows constructivist philosophy and methodologies. Curriculum and instruction at Innovations Academy are designed to assess and address the needs of individual diverse learners and foster the natural learner in every individual. Our multi-dimensional program provides personal attention to the student, the freedom to follow individual interests while evaluating their progress and mastering self-assessment techniques, and brings meaning to learning by engaging them in real-world projects.

Instructional methods in all courses:

- Allow students to inquire, research, explore and experiment to develop questions, hypotheses and explanations, (Mafune, n.d.);

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- Encourage students to work individually, with partners and in groups in order to develop the personal and learning skills required in each scenario, (UIUC, 2004, McLaughlin, 1996);

- Include student-centered projects and inquiry-based learning to develop real- world connections, (PBL, 2003 and McLaughlin, 1996);

- Provide for structured, guided, and individual practice, (Bloom, 1987);

Use multimedia as effective learning tools, (Grabe & Grabe, 2004);
-

- Provide individual mentoring time with the Explorations Program and professional expert speakers

- School Wide differentiated instruction for Basic Skills

- Project Based Learning will incorporate Service Learning

- Social Emotional Curriculum (reference)

- Neurocognitive Educational Curriculum (reference)

- Activity Based Learning

- Discussion and Socratic Seminars

- ~~Ongoing assessment of student performance through rubrics, checklists, writing samples, surveys, Presentations of Learning and Student Led Conferences.~~
- Ongoing assessment of student performance through rubrics, checklists, writing samples, surveys, peer feedback, Presentations of Learning and Student Led Conferences.

Differentiated Instruction

The National Center on Accessing the General Curriculum states, "Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom

teaching is a blend of whole-class, group, and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms."[26]

Carol Ann Tomlinson, an American educator, author and speaker best known for her work with differentiated instruction education techniques asks us to consider the following.

> Today's classrooms are becoming more academically diverse in most regions of the United States (and elsewhere, for that matter). Many, if not most, classrooms contain students representing both genders and multiple cultures, frequently include students who do not speak English as a first language, and generally contain students with a range of exceptionalities and markedly different experiential backgrounds. These students almost certainly work at differing readiness levels, have varying interests, and learn in a variety of ways?

> Psychologists tell us that a student learns only when a task is a little too hard for that student. When a student can do work with little effort, and virtually independently, that student is not learning, but rather rehearsing the known. When a student finds a task beyond his or her reach, frustration, not learning, is the result. Only when a task is a bit beyond the student's comfort level, and the student finds a support system to bridge the gap, does learning occur. This optimum degree of difficulty for learning is referred to as a student's zone of proximal development. Considering today's diverse classrooms, it is unlikely that a teacher will be consistently able to develop one-size-fits-all learning experiences that are in the zones of proximal development of all students in a particular class.

> Brain research suggests that when tasks are too hard for a learner, the brain "downshifts" to the limbic area of the brain that does not "think," but rather is designed to protect an individual from harm. Also, when tasks are too easy for learners, those learners do not show thoughtful brain activity, but rather display patterns that look more like the early stages of sleep. Only when tasks are moderately challenging for an individual does the brain "think" in a way that prompts learning. Once again, teachers will find it difficult to consistently find single tasks that are moderately challenging for all learners in a class that includes a range of readiness and experiential levels.

[26] http://www.cast.org/system/galleries/download/ncac/DifInstrucNov2.doc

It is likely that male and female learning patterns and preferences vary. The variance probably has biological, cultural, and environmental origins. There is also, of course, great variety among both male and female populations in regard to learning. Nonetheless, it is likely counterproductive to assume that gender is an irrelevant factor in what individuals learn and how they learn.

Culture has an important bearing on how individuals learn. While it is clearly not the case that all members of a given culture learn in similar ways, it is the case that learning environments and procedures that are comfortable for many members of one cultural group may not be so to many members of other cultural groups. Students whose classrooms are a cultural misfit often do poorly in school. In classrooms where varied cultural groups are represented, a single approach to teaching and learning is unlikely to serve all students well. In fact, because students in any cultural group also vary, even classrooms that are more culturally homogeneous would benefit from multiple approaches to teaching and learning.

Student motivation and task persistence increase when students can work with topics that are of personal interest. Modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence. Encouraging students to link required learning to that which is personally interesting to them seems an important modification for teachers in most classrooms.

The opportunity to learn in ways that make learning more efficient is also likely to make learning more effective. Attention to a student's preferred mode of learning or thinking promotes improved achievement.[27]

At Innovations Academy differentiated instruction uses learning centers, independent study, tiered assignments, flexible grouping, individually paced learning paths and other strategies to meet the learner at their level of readiness. An example of this at Innovations iis the implementation of individually paced learning offering students in our second grade class various spelling lists of varying difficulty (ranging from 1st grade words to sixth

[27] Tomlinson, C. A. (2003). Differentiating instruction for academic diversity. In J. M. Cooper (Ed.), Classroom teaching skills, 7th ed (pp 149-180). Boston: Houghton Mifflin.

~~grade words) at a spelling center for students to choose from. Teachers monitoring progress regularly challenge and support children at different levels so that each child is working in an optimal challenge zone for learning to spell.~~

Core Curriculum

Innovations Academy believes that teachers work best with materials that they are familiar with and work with their teaching style. ~~-~~Teachers are encouraged to generate their own materials a~~nd~~~~s well enabling them to~~ design curriculum to meet our students' needs. As a resource, our teachers may use California Department of Education Adopted Instructional Materials, Enrichment Materials, and teacher created materials.

Modern technology has made available to us a vast amount of resources through the internet. All teachers ~~will~~ have access to the internet for curriculum development and instruction.

Our teachers each have a laptop, projector~~,~~ ~~and shared~~ doc cam and sound amplification system so that they can bring those internet resources directly to the students.

Below ~~is~~ each core subject is addressed along with our educational philosophy on each core area as well as foundational instructional materials.

Mathematics:

People have recognized for quite some time that there is a crisis in American education in the area of mathematics. ~~ The U.S. is not generating enough students with a strong mathematics background to meet the need for the many industries that rely heavily on mathematics, including science, engineering, finance, and education, among others.[28]~~ -In addition, California is facing a crisis in its shortage of math and science teachers.[29] At Innovations Academy we are fully committed to preparing all students, regardless of their life-

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[28] ~~[http://knowledge.wpcarey.asu.edu/article.cfm?articleid=1351] "Do the math: U.S. companies face shortage of technical talent." Knowledge@W.P. Carey (Jan. 2007)~~

~~[http://wistechnology.com/article.php?id=1495] Still, Tom, "Action now can help avoid the coming shortage of math and science grads." Wisconsin Technology Network, (Jan. 2005)~~
[29] [http://www.ccst.us/news/2007/20070305TCPA.php] "California Faces Critical Shortage of Math and Science Teachers", California Council on Science and Technology, (Mar. 2007)

long goals, with a strong mathematical background as well as the self-confidence necessary to approach mathematics with ease.

One of the main factors~~problems~~ holding back students at all levels of mathematics is that they have not mastered the fundamentals adequately. "The American Mathematician William Thurston wrote that: 'People who skip ahead in the curriculum often have gaps in their background which only show up later. At that point, the person may be too embarrassed to admit the gap and tries to fake understanding. This regularly leads to disastrous results.'"[30] Our Social Emotional Curriculum is designed to strengthen relationship and class culture leading ~~will encourage~~ students to be more open about the concepts and ideas that they do not fully understand, so that we can catch problems before bad habits are formed, and ensure that all students have a complete understanding of the material before moving on. This thoroughness is extremely important as math is a subject in which new material builds very strongly on previous material.

Mathematics at Innovations Academy includes:

- Daily practice curriculum, which uses incremental progression and continuous review
- Use of software in a blended learning model to develop automaticity with arithmetic & times tables
- An inquiry-based learning approach called TAPS (THINK ALOUD PROBLEM SOLVING) that asks students to express and apply the skills aloud in a coaching environment
- Embedded progress goals into visual progress trackers for all curriculum to give students autonomy and purpose in mathematical practice.
- Open ended math problems

- ~~Basic skills instruction for mastery of algorithms~~

- Mathematical inquiry and practical application through PBL
-

Innovations Academy teachers have access to various math curriculum materials such as Math Solutions~~, and~~ Key Curriculum Press, Beast Academy and Saxon Math to design differentiated

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[30] [http://arxiv.org/pdf/math/0503081v1] Thurston, William P. "Mathematical Education", Notices of the AMS, Vol. 37, pp. 844-850, (1990)

~~instruction~~lessons, math centers, progress trackers and menus to meet individual student needs.

Innovations Academy teachers have access to a variety of software tools such as Reflex Math, STMath, Motion Math, Thinking Blocks to support student learning.

We also give students the opportunity to participate in other math-oriented activities, which can include math competitions, and math-focused presentations.

Our mathematics program focus:

- Mastery of the Common Core Standards

- Differentiated instruction so that all learners are appropriately challenged.

- Helping students to overcome math anxiety and building self-confidence by working with mathematics in a supportive atmosphere.

- Developing skill at communicating mathematics both verbally and through writing, and helping students to view mathematics as a language.

- Using mathematics to strengthen logical reasoning which can be applied in all areas of life.

- Developing the ability to explain and defend mathematical understanding

- Developing and cultivating students' mathematical intuition and common sense.

- Building automaticity in fact calculation for addition, subtraction, multiplication and division

- Thinking of mathematics as a creative art, including creative problem-solving, multiple ways of solving math problems and "outside-the-box" thinking.

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These are curriculum materials we use as resources in our math curriculum:

- ST Math

- Reflex Math
-

- Saxon Math
-

- Beast Academy

- The Math Solutions program

- Math U See Curriculum
- *Glencoe/McGraw Hill California Math*(7)

Key Curriculum Press: Discovering Algebra: An Investigative Approach, CA Edition(8)

- Edward Zaccaro's Primary Grade Challenge Math, Challenge Math (Middle School), Real World Algebra

- Harold Jacobs math texts: Elementary Algebra; Geometry

- California Mathematics Framework

- Teacher created materials

Report on Progress:
After our first year and second years of operations we noticed that our Math scores were not keeping up the Language Arts scores. We researched and found that this can be typical of project based learning schools. Math is a subject that needs some rote practice. We have tried several interventions with measureable success however we are not seeing this success translate to the STAR test. Students are passing our assessments and showing improvement on our in house assessments and we believe they are making progress. Having moved each year has not allowed us to see long term growth.

Interventions 2009-2012:
- We acquired professional development services from teachers at HTH (summer 2009).
- We researched and gained access to professional development inclusion with middle-school Math/Science teachers in a district middle school math teacher training with the Math Solutions program(summer 2011).
- We created a school-wide structure for Math basic skills pullout (Computation Clinics, 2011-12 school year). All students in grades 2-8 were given a basic computation assessment. Students not proficient in any of the following areas: addition, subtraction, multiplication, division and fractions were placed in small groups that met daily to learn and practice skills. Periodically they were reassessed and those that demonstrated matery were moved to another group.

New Implementations Beginning 2012-13 school year:
- Intervention Program, "Brainology" by MindsetWorks in 5th-8th grades.
- We have determined a Mathematics Intervention program 2012-13 school year (Math-U-See) that is being used in a small group format with students scoring below the 50% on the initial MAP assessment with a recommendation by the teacher and a confirmation program placement exam. Math-U-See is a manipulative based RTI program that is skills based, not grade level based. It will be used for small group instruction with students in grades 3-8.
- Innovations Academy is currently working with the Math Solutions Professional Development team to bring support to IA teachers who provide Math instruction. We are also in dialogue with the Expeditionary Learning Schools (ELS.org) to receive support for mastery of mathematical skills and concepts within a project based learning environment.
- We have redirected our cross age tutoring groups to focus on math skill building. In these groups older students are partnered with younger students for math support and enrichment. This benefits both students in the area of math.
- We have specifically designated teachers for Math instruction for 3rd through 8th grade enabling the teachers to focus on fewer content areas.
- All of our math teachers are now focusing the first 20 minutes of every math period on rote skill instruction, something we have never done before.
- Teachers meet twice per week for professional development. At least twice per month the teachers are broken into subject alike teams to mentor each other. This provides math teachers the time to collaborate specifically on math instruction.

- ~~Teachers have been assigned a lesson planning buddy in order to leverage collaboration to improve lesson design.~~

Reading/English/Language Arts:

At Innovations Academy we realize that excellent and enthusiastic readers have an edge on learning. Achieving a strong foundation in phonemic awareness, reading fluency, and comprehension is of the utmost importance to foster and encourage active readers.

With this in mind, it is extremely important that our primary grade teachers are all trained in proper reading techniques so that there is consistency among our staff. This will ensure that proper reading techniques are being mastered by students.

Reading is a significant component of our English/Language Arts program. Throughout projects, students work with professional experts from the writing community such as authors, proof readers, and journalists. Students participate in fieldtrips to theatre groups and performances to expose them to living Language Arts. Students participate in projects that encompass English/Language Arts which may include making a school book of creative writing, performing plays from classical literature, writing letters to a penpal, etc.

Writing will be enhanced predominantly through Writers Workshop techniques such as the Writer's Workshop design by Lucy Calkins. This program emphasizes focusing on student's interests in writing, organizational skills, graphic organizers, and writing prompts.

Students in our program will also benefit from small group writing and reading exercises that are appropriate for their grade achievement level.

Our Reading/English/Language Arts program focus:

- Structured Literacy instruction

- Mastery of the Common Core Standards

- Reader's Workshop techniques by Lucy Calkins

- Differentiated instruction so that all learners are appropriately challenged.

- Ensuring that all lower grade students ~~master a strong phonetic~~ have strong phonemic awareness~~base~~

- Using a structured literacy approach to reading throughout the grade levels

- Writing daily through the use of journals and portfolios

- Developing students' talents in creative writing which will aid in their self-expression at school.

- Building students reading comprehension through the use of class discussion and dialog on reading topics as well as experiences that build vocabulary and understanding

- Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures.
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These are some of the texts we use as resources in our Reading/English/Language Arts program:

- Writer's Workshop and Reader's Workshop program by Lucy Calkins ~~Literature~~

- Fran Claggett, Louann Reid, and Ruth Vinz: Daybooks

- Teacher generated materials

- Internet resources

- Words Their Way

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- California Reading and Language Arts Framework

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- Original works of fiction and nonfiction, poetry and songs

These are some software programs used to support our English Language Arts Program:
- Reading A-Z
- Epic Books
- Bob Books
- Reading Eggs
- Wet-Dry-Try

<u>Science:</u>

Younger students exhibit a remarkable ability to learn new languages. One could say that science has its own language, with a myriad of terms and technical definitions. Our goal in our science curriculum is to tap into students' potential for language acquisition while simultaneously emphasizing the conceptual foundations of science: science as exploration and

experimentation, and the scientific method as a means of developing and advancing human knowledge.

Our curriculum emphasizes learning science through exploration and interest in the natural world. Outdoor activities, including field trips to nearby natural areas are an integral part of our program. Such activities create an opportunity to directly explore concepts in biology, ecology, and earth science, and lay a foundation for connecting other areas of science to this more tangible knowledge.

Project based learning provides students with hands on activities to explore a field as well as to do field work in certain topics, such as native California horticulture. Service Learning provides students with the opportunity to make a difference in their community by contributing the knowledge that they have obtained to make a difference. One such opportunity could be making a school garden to maintain native Californian plants and insects.

Our Science program focus:

- Mastery of the ~~Common Core~~Next Generation Science Standards

- Differentiated instruction so that all learners are appropriately challenged.

- Using students' innate curiosity about the world around them as a resource for motivating the study of science.

- Emphasizing the role of science as a process of asking and answering questions about how the world works, and encouraging students to ask their own scientific questions.

- Creating an awareness of the natural world and developing skills of identification and classification of the things around us.

-

- Creating projects that explore relevant, real world science topics

- Connecting more abstract scientific concepts to tangible things that can be directly observed in one's daily life.

- Emphasizing ecological thinking and systems thinking as a way to understand complex systems.
  -

IA uses a wide range of materials including but not limited to state approved texts and resources as well as ~~These are some of the texts we utilize as resources in our science curriculum:~~:

  - ~~Any state approved Science textbook such as Macmillan/McGraw-Hill Schools Division: *California Science*(K-5) or Glencoe/McGraw-Hill *Focus on Science*(6-8)~~

  - Edward Zaccaro's *The Ten Things All Future Mathematicians and Scientists Must Know.*

  - Joy Hakim's *The Story of Science*

  - David Macaulay's *The Way Things Work*

  - Foss kits ~~for hands on science~~ for Physical, Life and Earth Science

  - Teacher created materials

  - California Science Framework

  - Internet: podcasts, videos and documentaries

~~organizations such as the SD River project, studies within Rancho Penasquitos Reserve, partnering with Wildlife Rescue of San Diego, Environmental Services of San Diego, alternative energy companies etc. We believe that student work can often be tied to real community needs and intend to establish more community partnerships to this end.~~

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History/Social Science:

History and Social Science are integral to understanding our own present perspectives in the world.

Students learn about history and social science through an integrated understanding of what is happening during the time period. We believe that "why" is one of the most powerful questions to both ask and answer. Students will be encouraged to use the scientific method in their history and social science studies to inquire into the nature of global happenings.

In addition to students learning geography, we find that it is also important for students to understand the economic and agricultural resources available to different areas and how those resources shape the culture of said geographic location. Overall, our philosophy is that students should have a full understanding and appreciation of what is happening within a society to understand the history behind it.

Students participate in democratic decision making throughout the school year. Students learn how to make and enforce rules that benefit our community. This will encourage them to be good citizens not only in the classroom but in the world.

Our History and Social Science program focus:

- Mastery of the ~~Common Core~~adopted sStandards for history and social science

- Differentiated instruction so that all learners are appropriately challenged.

- How ecology influences culture.

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- Building civic mindedness.

- Geographical awareness and content mastery

- Encouraging students to question how cultures came to be.

- Making students aware of the many influences that shape history.

- Making connections between past and present events.

- Hypothesizing on the outcomes of theoretical historical changes.
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- These are some of theIA uses a wide range of texts and resources we use as resources in our history and social science curriculum including but not limited to state approved texts and resources as well as:

- History Alive program (http://www.teachtci.com/)

- Macmillan/McGraw-Hill - California Vistas (K-6)

- Glencoe/McGraw-Hill - Discovering Our Past (Grades 6 - 8)

- Maps, globes, compasses
- Teach Interact Simulations and Reenactments
- Readers Theater

- California History and Social Science Framework

- Internet Resources

— Teacher created materials

Report on Progress:
The Social Sciences are easily studied within a project based learning environment. Some Innovations Academy Social Studies are: designing and presenting a history and culture fair, researching and raising funding for support of tribes that are developing environmental conservation programs, ancestry research, recreating California within a classroom, and creating festivals from various cultures have helped students assimilate content in meaningful ways.

Social Studies are also integrated well with Language Arts. The study of Islam led to a student presentation to Muslim elders. Building a Native American village for three tribes allowed students to compare and contrast Native American cultures and holding a debate about the U.S. Constitution are examples of students mastering the content standards in a hands-on learning environment at I.A. over the past 4 years.

Plans for the Future:
We have discovered that guest speakers are a way to make Social Studies more relevant to our students. We have set the goal of having at least one speaker for each project and themes of study. We have begun to utilize parent volunteers to help us set up these speaking engagements. As with Science, we believe that outside organizations can support the real world connection that is so important to project based learning. Our plan is to connect with organizations such as Veteran's groups, community cultural organizations and community support organizations.

-

Physical Education:

At Innovations Academy we believe that the brain is fully supported and ready to learn once the body is alert and focused. Through our Neurocognitive Curriculum students participate in movement to encourage cognitive functioning.

Students also learn about not only how the body works and its parts, but also how the brain functions so that they understand our current understanding of optimal learning. This includes teaching students about proper nutrition and health.

With a strong foundation in health and nutrition, students can be encouraged to make healthy choices for themselves on a daily basis. Physical education makes a profound

impact on how we live out our daily lives which many people do not begin to appreciate until their health is failing. Our students will understand the complexities and importance of maintaining proper health and nutrition.

Our Physical Education program focus:

- Mastery of the Common Core Standards
- Body and brain awareness
- Proper nutrition and health
- Making healthy choices
- Physical activity to stimulate optimal learning

These are some of the texts we plan to use as resources in our physical education curriculum:

- Brainology Program by Mindset Works
- BrainGym Materials
- YogaKids (see Neurocognitive Curriculum)
- Teacher created materials
- California Physical Education Framework

Report on Progress:
Innovations has successfully diversified physical education. We have given instruction in movement, dance, capoeira, hiphop, sports of all kinds and outdoor games. We have had a before school running club, after school basketball and outdoor games involving aerobic exercise before, during and after school. We currently have a full time certified Physical Education teacher at Innovations Academy.

Plans for the Future:
PE at Innovations Academy focuses on the acquisition of skills and the familiarization of rules in a variety of sports. Students practice basic and advanced skills associated with a collection of sports that mirrors the seasonal change of high school athletics and gives students wide exposure. These experiences give students the freedom to pursue a variety of sports recreationally and competitively should they so choose. Our program emphasizes teamwork, confidence, courage and resilience as students pursue the challenges that come with acquiring skills in a new sport. Such opportunities allow us to continue to emphasize the importance of a growth mindset on the field and court as we would inside of a classroom. Ultimately, students learn from their successes and failures as they continue to improve through smart practice habits that involve the steady reinforcement of learned skills through repetition. Innovations plans to continue to provide an active physical education program in which students master physical movement as well as they do academic skills. Our plan, at this time, is to continue to employ a full time physical education teacher who collaborates with our teachers and provides physical education instruction to children in grades K-8. PE at Innovations Academy focuses on the acquisition of skills and the familiarization of rules in a variety of sports. Students practice basic and advanced skills associated with a collection of

sports that mirrors the seasonal change of high school athletics and gives students wide exposure. These experiences give students the freedom to pursue a variety of sports recreationally and competitively should they so choose. Our program emphasizes teamwork, confidence, courage and resilience as students pursue the challenges that come with acquiring skills in a new sport. Such opportunities allow us to continue to emphasize the importance of a growth mindset on the field and court as we would inside of a classroom. Ultimately, students learn from their successes and failures as they continue to improve through smart practice habits that involve the steady reinforcement of learned skills through repetition.

Performing Arts, ~~and~~ Fine Arts, Media Arts:

We believe that all art forms are valid methods of demonstrating one's learning.

Our school ~~will~~ provides an environment where students have an opportunity to engage in musical or performance art activities. Students may also participate in creating their own performances combining music and choreographed dance.

Students have opportunities to participate in Fine Arts. Professional experts can be invited to join us to not only share their art with students but also to engage them in making their own creations. Students ~~will~~ incorporate fine arts into their project presentations.

Our Fine and Performing Arts program will focus on:

- Mastery of the Common Core Standards

- Exploration of various musical instruments and forms.

- Cultivating an appreciation for world music, dance, and theatrical forms.

- Creating student performances through group collaboration.

- Connecting the arts to world events, history, and other core curriculum areas.

- Integrated arts and music throughout core curriculum projects and activities

- Use of technology in art and music, including open-source software for music composition and graphic design

Teacher created materials

-

Our s

Students learn a vhariety of skills as they utilize in our media arts lab to create and edit projects with documentaries, publicas they create docume

 service announcements, podcasts, and the like. These art forms serve to further enhance and strengthen our focus on student self-expression by allowing students to demonstrate academic understanding in a variety of formats. elf-expression

Our Fine and Performing Arts program will focus on:

- Mastery of the Common Core Standards
- Exploration of various musical instruments and forms.
- Cultivating an appreciation for world music, dance, and theatrical forms.
- Creating student performances through group collaboration.
- Connecting the arts to world events, history, and other core curriculum areas.
- Integrated arts and music throughout core curriculum projects and activities
- Use of technology in art and music, including open-source software for music composition and graphic design
- Teacher created materials

Report on Progress:

Despite financial challenges, Innovations Academy has continually given access to students in the area of art and performance art. We have done this by utilizing parent skills and talents and inviting professionals to share with our children. We have had performances by musicians on campus, we have four teachers who are musicians who teach clubs on campus, and we have incorporated performance art in social studies and language arts through skits and plays.

Curriculum and Scope and Sequence

All students at Innovations Academy will master the Content Standards in the following core subjects:

- Mathematics
  -

- Science
  -

- English/Language Arts
  -

- History/Social Science
  -

- Physical Education
  -

- Fine and Performing Arts
  -

(Please see Section V under Core Curriculum for further detail.)

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At Innovations Academy:

• All core courses are designed beginning with the Common Core Standards;

• Student outcomes are specifically aligned with the Common Core Standards;

• Assessments are developed to align with the Common Core Standards;

• Curriculum is developed and compiled that has been shown to be effective with the target student population and aligned with Common Core Standards

Innovations Academy Sample K-5 Schedule:

Fig. 47

Monday (Min.imum Day) (minimum day)	Tuesday	Wednesday	Thursday	Friday
Morning Meeting Math Instruction Writers' Workshop	Morning Meeting Clubs Core Academic Instruction Math and Language Arts School Meetings Lunch Science and Social Studies Projects integrating other Core Subjects Class Meeting, Art, Media Arts, Physical Education rotations			

Innovations Sample 6-8 Schedule:

Fig. 48

Monday	Tuesday	Wednesday	Thursday	Friday

~~Morning Meeting~~ ~~**Clubs**~~ ~~Math/Science Block Group A — Humanities Block, Group B*~~ ~~**School Meeting**~~ ~~Math/Science Block Group B — Humanities Block, Group A*~~ ~~Lunch~~ ~~Integrated Project Block Groups A and B*~~ ~~Continued Project Work, Class Meeting, Service Learning Work*~~ ~~*Media Arts, Physical Education, Art inserted one day per week on rotations~~Morning Meeting Math Instruction (min. 75 minutes) Writers' Workshop	Morning Meeting Math (min. 75 minutes) ~~/Science Block Group A — Humanities Block, Group B*~~ ~~School Meeting~~ Class meeting ~~Math/Science Block Group B — Humanities Block, Group A*~~ Lunch ~~Integrated Project Block Groups A and B*~~ Mindful~~l~~ness Writers' Worksh~~h~~op Project Spanish *Media Arts, Physical Education, Art inserted one day per week on rotations

Teachers at Innovations Academy have the responsibility to adjust the schedule according to student needs and remain flexible and collaborative with other teachers in this regard.

Innovations Academy School Calendar:

Innovations Academy follows the traditional school year similar to the calendar of the San Diego Unified School District. We reserve the right to make adjustments to our calendar for professional development and student needs. We will submit a final calendar to the district by August 1 for each school year.

We will meet the minimum number of school days as designated by law. Our school day calendar will meet or exceed the instructional minutes required by the California Department of Education.

PLANS FOR ADDRESSING THE NEEDS OF ALL LEARNERS

Plan For Students Who Are Academically Low Achieving

At Innovations Academy, low achieving students are identified through a variety of measures. We utilize the CAASPPSTAR CST scores, (below basic and far below basic), MAP assessment, below average performance on basic skills tests, parent and student input, and teacher observations.

Teachers, with the support of teaching assistants, use individualized instruction as well as small group instruction to support struggling students towards mastery of skills and academic improvement. Student progress is monitored through formative and summative assessmentsin an ongoing manner and adjustments are made to the interventions as necessary. Students participate in goal setting meetings with their parents, the teacher and other staff as necessary. If a student fails to make adequate progress they are referred to the SST (Student Success Team/Student Study Team).

Low achieving students who are not making progress will be referred to the Student Success/Study Team (SST) process. The School will set up a Student Success/Study Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The school will also recognize the need for an SST in the event of a direct request from the parent. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions. Before progressing to a full IEP evaluation, SST recommendations will be implemented for a month to note student academic progress. From there it will be noted if they need to have an IEP assessment.

The structure of Innovations Academy supports low achieving students with:

- Small class sizes

- Teacher assistants

- Differentiated Instruction
- The use of curriculum progress trackers which allow a student to work at their own pace
- The teaching of self-regulation skills and built in movement throughout the day~~throughout our program~~ which adjusts to student need

- Technology enhanced program that builds in review and ~~re~~assessment.

- Teacher and mentor availability for families through our Family Support Program.
- Tutoring offered on minimum day, weekly

- Innovative scheduling that allows for individualized instructional support.
  -

Response to the needs of low achieving students include:

- Innovative scheduling which allows for small group placement and differentiated learning within the classroom.

- Individual and small group attention that focuses on mastering the current
  - content;

- Technology assistance through the use of computer programs and tools;

- Special Education Program Supports;

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- Staff development opportunities that address the needs of low achieving students, at a minimum, yearly;

- Scheduled parent notification and involvement

Plan for Students Who Are Academically High Achieving

At Innovations Academy, high achieving students are identified by their ~~CAASPP~~STAR CST scores (Advanced), MAP assessment scores, their course performance (A), teacher and parent observations and student input. ~~Additionally, parents can choose to have their child GATE tested at a private school session through the San Diego Unified School District.~~ High Achieving students do well in our project based environment because projects provide opportunities for students to work at any level and produce individualized products that are easily differentiated and leverage a student's strengths while thinking critically and problem solving

Response to the needs of high achieving students include:

Group role configurations that allow for varying leadership tasks

- In-depth development of projects based on individual interests

- Differentiated Instruction throughout the curriculum ~~Instruction throughout the curriculum~~

- Opportunities for leadership and acquisition of mentoring skills

- o Aassigned leadership positions such as

- Student Committee Liaison

  - , Media Liaison

  - Development of Club Captain positions (example Documentary Club)
  - Flexible scheduling to allow for learning extensions outside the classroom;

    - Individual and small group conferences that focus on extension activities through the school day.

  •

- Technology that adjusts to student levels
  •

- Learning paths with individualized pacing

  • -

Plan for English Language Learners

-

Fig. 49

Innovations EL Population	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
English Learners	7	2%	12	3.3%	14	3.5%

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Innovations Academy complies with ESSA requirements and state requirements, per Ed code, with regard to English Language Learners (EL). IA meets all applicable legal requirements for EL students relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient status, monitoring and supporting reclassified students, monitoring and evaluating program effectiveness, standardized testing requirements, and solicitation of parental input.

As part of the enrollment process at Innovations Academy, parents fill out the Home Language Survey. All attempts are made to retrieve a copy of the Home Language Survey for students previously enrolled in a California public school. Based on the results, the California English Language Development Test (CELDT) and timelines are administered per regulations. Innovations Academy will transition to all assessments and timelines for the new ~~The~~ English Language Proficiency Assessment for California~~California English Language Development Tests~~ (ELPAC~~CELDT~~) requirements and timelines which include an initial assessment for EL students new to the program, and a summative assessment (ELPAC) for all English learners who have not been reclassified to be administered in the spring. ~~is then given to those students who have been identified as English Learners through the Home Language Survey. Within 30 days of enrollment, any student whose parent has indicated on the Home Language Survey that English is not the primary (first) language is tested on their English language proficiency using the ELPAC~~CELDT~~ test. During initial enrollment only, students identified as English Learners are further tested in their primary language to determine proficiencies in listening, speaking, reading, and writing. The results of each student's assessments are sent to their parents or guardians in a language they understand. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report. Services are based on their ELPAC~~CELDT~~ scores.~~

Innovations Academy uses the following criteria to determine Fluent English Proficiency for ELs consistent with legal requirements regarding standardized testing and other required assessments. IA monitors ELs to ensure ongoing academic success for reclassified students for at least three years from their reclassification date. Reclassification procedures will utilize multiple criteria in determining whether to classify student as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including but not limited to, the ELPAC
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. Currently MAP and/or CAASPP data is used for the purpose of determining this criterion.
- Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's mastery of grade-level appropriate English objectives.

- Parental opinion and consultation, achieved through notice to parents or guardians of the reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the participation of parents or guardians in Innovations Academy's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Innovations Academy monitors reclassified students for four years to ensure their continued success. The CDE has a new classification for English learners on the new California Dashboard of Ever ELs. Ever ELs are defined as current LEP (limited English proficient) students and 4 years of RFEP (reclassified, fluent English proficient) students.
- IA uses MAP data, DRA results, CAASPP data, and data from the California Dashboard to ensure that all typologies of English Learners progress academically. IA continually audits student identification and placement as well as on-going progress of English learners.

As a hybrid model, Innovations Academy's families have the choice to enroll in our full time traditional model or part time independent study model. Parents/guardians of English Language Learners will be encouraged to participate in the full time model to maximize English Language Learner onsite opportunities or be provided with additional resources to ensure maximum learning opportunities as needed.

Families who choose to enroll in our independent study model have access to English Language Learner materials to use at home as well as small group tutoring available on the days that they are not enrolled in the full time program.

The structure of Innovations Academy supports English Language Learners by:

- Small class sizes (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations)

- Differentiated instruction for English Language Learners

- Providing a Language Rich Environment through our Explorations Program, Project Based Service Learning and collaborative environment.

- Providing a Language Rich Environment throughout communications based Social Emotional Program

- K-8 program is language rich and hands on giving benefit to English Language Learning

- Specific units will be taught in our Social Emotional Curriculum on multicultural-multilingual interaction

- Family Partnerships that pair families from different cultural backgrounds to foster cultural awareness

- The use of software specifically designed to support EL students.

- Teachers will make effective use of their CLAD training.

- Project Presentations that foster multi-modalities

- Specialized explicit instruction for Ell students based on need
  -

In addition, English Language Learners specifically:

- Use of computer software to develop specific subject area language development such as Total Recall Learning for language and vocabulary development

- Small Pull Out Group Instruction for English Language Learners for development of English fluency

- Receive support in professional expert demonstrations by a designated mentor to facilitate communication and language acquisition.
- ~~English Language instruction will be taught on a pull out basis in our program.~~
  -

Innovations Academy provides English Language Learners' families with:

- Translated written communications upon request

- Translators during parent conferences as needed

- Translated parent communications as needed

- Family Partnership Program that pairs families from different cultural backgrounds to foster cultural awareness.

- Family Support Program that gives access to English Language Development to family members

- Offer community resource information for English as a Second Language classes.
  -

When Students will be Served

Each teacher will be consulted as to the most effective time to provide pull out instruction for their ELL students.

During these times English Language Learners will be provided with small group services to master English Language Learner skills.

How Students will be Monitored:

- ELPACCELDT testing at the beginning of each year

- Students will be tested in reading, writing skills, and comprehension twice per year at a minimum.

- Staff observations
  -

All credentialed teachers will be trained and licensed in:

- Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)
  -

- Ongoing staff development to address English Learner challenges
  -

Staff Meetings:

- Staff meetings will immediately follow the lunch break on minimum days and will include discussions on English Language Development progress. Additionally staff will brainstorm students' needs and achievements.
  -

Staff Development:

- One staff member will be designated as our English Language Learner Specialist. This individual will attend at least one professional development conference per school year.

- All staff will be trained by our English Language Learner Specialist.

Report on Progress:

~~Throughout our four years of operation we have had a small population of English Language Learners. Additionally our English Language Learners have parents who are bilingual. We have never had a family that does not speak at a conversationally functional level in English. We have always had a bilingual person in Spanish and English on staff. We have been successful in working with our students. Due to changes in population we have not had consistent EL students over time. We have had a staff member designated as~~ ELPAC~~CELDT~~ ~~coordinator and will continue to do so.~~

~~**Plans for the Future:**~~

Innovations Academy will continue to support the EL students in our program by continuing to look at their individual needs and address them as unique individuals. We will continue to have a designated staff member to assess and support the design of a program that suits the needs of each student.

Plan for Students with Special Needs~~pecial Education Students~~

Innovations Academy recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with SDUSD and the El Dorado County Office of Education (EDCOE) Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs, pursuant to Education Code Section 47641(a). IA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with SDUSD and EDCOE SELPA guidelines and all California laws pertaining to students with disabilities. The following description regarding how special education and related services will be provided and funded is being proposed by Innovations Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the EDCOE SELPA. The language that follows is not meant to preclude alternative arrangements between the EDCOE SELPA and IA as agreed upon in the MOU.

SELPA Affiliation

Innovations Academy operates as an independent Local Education Agency (LEA) member in the EDCOE SELPA for purposes of special education, pursuant to Education Code Section 47641(a). IA has been a member in good standing of EDCOE since September 1, 2013 (see Appendix- SELPA letter). IA reserves its right to operate as a public school of SDUSD for purposes of special education, pursuant to Education Code Section 47641(b). A change in LEA status or SELPA membership shall not require a material revision of this charter.

Innovations Academy assumes full responsibility for providing special education and related services to eligible students, in accordance with state and federal law. IA shall receive State and Federal special education funds in accordance with the applicable EDCOE SELPA fiscal allocation plan. IA shall be solely responsible for all costs above and beyond State and Federal special education funding.

Innovations Academy will follow policies and procedures of the EDCOE SELPA and shall utilize EDCOE SELPA forms and information systems necessary to identify and serve students who qualify for special education. IA agrees to collaborate with the EDCOE SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records.

Child Find

Innovations Academy understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

Innovations Academy will implement a multi-tiered instructional and support framework, referred to as Response to Intervention (RTI), prior to referring a child for an evaluation under IDEA. However, the Charter School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or an IA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in the process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. IA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

As an independent LEA for special education purposes, Innovations Academy shall be solely responsible for compliance with state and federal Child Find requirements. IA shall implement policies and procedures of the EDCOE SELPA to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Innovations Academy's internal method for referral for assessment will be the Student Services Team . Parents/guardians will be informed that special education and related services are provided at no cost to them.

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, the Charter School shall assist parent/guardian to submit a request in writing.

In the event that the Innovations Academy receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow EDCOE SELPA policies, procedures, and timelines. IA shall respond to a written request for assessment within 15 days.

If IA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment for Special Education

IA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by the Charter School. An Education Specialist employed by Innovations Academy will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

• Individual testing

• Teacher observations

• Interviews

• Review of school records, reports, and work samples

• Parent input

Innovations Academy will follow the following assessment guidelines. If a conflict with EDCOE SELPA policies and procedures exists, then EDCOE SELPA policies and procedures will govern.

● Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment

● The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment

● The student must be evaluated in all areas related to his/her suspected disability

● Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist

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● Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory

● Assessments will be delivered in the student's primary language and a qualified interpreter will be provided if needed

● Assessment tools must be used for purposes for which the assessments or measures are valid and reliable

● Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills

● A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

Innovations Academy shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. IA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

● The parent or guardian of the student for whom the IEP was developed

● The Student, if appropriate

● The Director or administrative designee

● At least one Education Specialist

● A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment

● A SELPA Special Education Representative, if appropriate

● If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

● Others familiar with the student may be invited as needed

Innovations Academy will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone. A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School. The IEP will include all required components and be written on SELPA forms. The student's IEP will include the following:

● A statement of the student's present levels of academic achievement and functional performance

● The rationale for placement decisions, including cogent and responsive explanations for the recommendations

● The services the student will receive and the means for delivering those services

● A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered

● Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)

● A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided

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● Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments

● The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances

IEP meetings will be held according to the following schedule:
● Yearly to review the student's progress and make any necessary changes

● Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
● After the student has received a formal assessment or reassessment

● When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)

● When an Individual Transition Plan (ITP) is required at the appropriate age

● When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review
The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. Innovations Academy shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed at a minimum of twice per year (which is the same minimum frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.
If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Innovations Academy will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

Innovations Academy will offer a comprehensive inclusion program that includes specialized support and differentiation within the core classrooms, or pull-out support as needed for personalized work in alignment with coursework and the students' IEP goals. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Innovations Academy will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

● The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

● The Charter School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

● For students transferring to the Charter School from another school within the same SELPA, the Charter School, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and the Charter School agree to develop and implement a new IEP.

● For students transferring to the Charter School from another school within a different SELPA, the Charter School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time the Charter School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

● For students transferring to the Charter School from a school outside of California, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, in accordance with federal and state law. IEPs as deemed appropriately by the IEP team members.

Staffing

Innovations Academy assumes responsibility for special education staffing and service delivery. IA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students and shall ensure that all special education staff hired are qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies. Innovations Academy employs Education Specialists for specified caseloads (generally per grade level.

The Education Specialists and instructional aides provide individualized instruction in alignment with students' IEP goals, a School Counselor, and a part-time (or contracted) School Psychologist. IA may also contract with other specialists or Non-Public Agencies as needed for specialized services, including but not limited to: Speech Pathology and Occupational Therapy,

Assistive Technology, Adaptive PE. All teaching staff at the Charter School are also involved in assuring that all IEPs and 504 plans are properly implemented for their students.

Special Education Training for Staff

Innovations Academy administrators, general and special education teaching staff, as well as other appropriate staff members attend professional development and/or training meetings as necessary to comply with state and federal special education laws, which may include training sponsored by the EDCOE SELPA.

IA shall seek professional development opportunities for its staff through potential trainings facilitated by internal staff members, the County Office of Education, SELPA, colleges and universities, and/or private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

The Charter School, in collaboration with SDUSD or the EDCOE SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

● A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners

● The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments

● The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom

● The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions

● The basis of exit from the Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the IA Director or Director Designee. The Director Designee will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director or Designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Innovations Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both

formal and informal dispute resolutions, at least once per year. IA will utilize the Notice of Procedural Safeguards used by the EDCOE SELPA.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. IA shall work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

Innovations Academy acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of IA's alleged failure to provide FAPE to students enrolled in the charter school. IA may also initiate a due process hearing or request for mediation with respect to a student enrolled if it determines such action is legally necessary or advisable.

Complaint Procedure

Parents or guardians also have the right to file a complaint with SDUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

The Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

The Charter School will designate at least one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Director or Director Designee (and shall include the parent/guardian, the student, a general education teacher, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. An Education Specialist, Counselor and/or School Psychologist may also attend to act as a consultant at the meeting. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular

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participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

● Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

● Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

● Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. The current 504 Plan Form is provided in The Appendix.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director or Director's Designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's cumulative file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Innovations Academy complies with all State and Federal laws for special education. The School will also comply with Special Education Local Plan Area (SELPA) and District policies on special education. Innovations Academy will provide space at the school for Special Education purposes. In addition to other responsibilities that the District might place on the school, the charter school will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, to hold Individualized Education Plan (IEP) meetings at the site, to provide space for the special education teacher to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

Innovations Academy has initially been working with the San Diego Unified School District, to provide special education services for the School's identified special education students. The School has been a member of the San Diego Unified School District Special Education Local Plan Area (SELPA). The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed.

The District has provided special education services for the School's special education pupils to the extent of the law. Specifically, the District has had the duty of serving children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEIA 1413(a)(5)]. As long as the School is an arm of the District for special education purposes, the School will pay the District the District's special education encroachment for each student. Innovations Academy will have sole financial and programmatic responsibility for Section 504 of the Rehabilitation Act of 1973.

The School reserves the right to act as its own Local Education Agency (LEA) for purposes of special education and has made appropriate notification to the District. Innovations Academy has been accepted to the El Dorado SELPA for the 2013-14 school year. We are carefully considering this option.

To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide services to all special education students. The School has a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

The School has in place a Student Success/Support Team (SST), which is comprised of parents, teachers, administrators, and other school professionals. The school recognizes that a parent can directly request a Special Education assessment.

This team follows a traditional format in screening all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions are exhausted before a student is referred to special education. A comprehensive referral form is in place that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions.

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Students may be referred for formal evaluation by the SST or by a parent. Once the referral is received, parents are sent an assessment plan for their approval within 15 days. Once the consent by the parent is received the school completes the formal evaluation and holds an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibilities (autism, deaf-blind, deafness, emotional disturbance, hard of hearing, mental retardation, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, and vision impairment), the team will make a determination of services that provides an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that will include another round of assessments.

The Education Specialist and other special education teachers and classroom teachers will work together to provide an education that meets student needs, insures that students' Individualized Educational Plans (IEP) are met and moves them to the goal of mastery of the Common Core standards in all subjects.

The IEP team is composed of the parent(s), school psychologist, the Education Specialist, other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the Ed Specialist to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at Innovations Academy will have direct instruction materials that are specifically geared towards meeting and exceeding their IEP goals. Time is given to the Ed Specialist during the instructional period to work with students per IEP needs.

Additionally, the school will continue to serve its special educationstudents with disabilities students by:

- Less than or equal to 25 students per grade (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations)

- Group instruction specific units will be taught in our Social Emotional Curriculum on - learning challenges and disabilitiesdifferences.

- Accommodations for Project Presentations and Explorations Program (such as mentoring and assistance)

- Technology assisted learning;

- Accommodations provided in regular education classes;

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- Annual in-service for teachers regarding the identification of students with

- disabilities and ways of providing education in the general education classroom.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by the classroom teachers and will be reviewed annually.

Report on Progress:

Special Education has been an ongoing difficulty at Innovations Academy due mainly to staffing issues. Our special education numbers are consistently higher than the norm at 14% - 18%. The Special Education services provided by the district have been inadequate (not enough staff for the number of cases, unable to meet timelines), inconsistent (midyear staff changes every single year of operation) and of questionable quality (paraprofessionals who are not punctual, spend an inordinate amount of time on their phones or lack initiative to engage with students, education specialists who have no training in Project Based Learning and who do not align with our philosophy). Upon moving into the Scripps Ranch area our population increased significantly and varied over the course of the year from 17% - 21%. Despite these obstacles, which were out of our control, we have worked hard to develop a strong relationship with the designated district staff, provided extra after school tutoring to students and hired additional paraprofessionals. We took steps to initiate the hiring of our own paraprofessionals (2011-12 school year), which had considerable impact on the cohesion of our team and the ability of the director to hold staff accountable. We appreciate the district's flexibility to continue to utilize this option. For the

2012-13 school year we have hired our own paraprofessional team as well as one Ed Specialist, continuing to strengthen our ability to meet the needs of all learners.

Plans for the Future:

Innovations Academy applied to the El Dorado SELPA for the 2012-13 school year and was accepted. We were advised to wait an additional year since we were still adjusting to a location change and getting to know the population as well as understanding how to meet the needs of a large population of special needs children. Our plan is to join the El Dorado SELPA and continue to develop a high quality special ed program that meets the needs of our students.

We continue to have a designated specialist on staff that manages the SST process and the 504 process.

An Educated Person in the 21st Century:

We, at Innovations Academy, believe that to be an educated person in the 21st century means to understand oneself so that one can make a meaningful contribution to society. Those who can think critically, creatively solve problems, pose questions and have social emotional skills become leaders of the 21st century.

- Think Critically – An educated person in the 21st century is bombarded with images, opinions, and data from which making informed choices is critical. An educated 21st century person should have a discerning mind in which to make competent decisions.

- Creatively Solve Problems – Thinking creatively is taking an approach that is newly invented. Creative problem solvers should be able to independently create innovative approaches as well as coordinate with others about ideas to recognize the individual contributions that people make to a group to maximize potential. Thinking creatively requires one to be self-motivated to look for new ways to solve problems.

- Pose questions – A principal part of the learning process is through asking questions as well as recognizing that a single person does not have all the answers. In order to be a lifelong learner, a 21st century person, has to continue to ask questions to further their development.

- Social Emotional Skills- Being self-aware and socially aware as well as having the communication tools to collaborate are critical to an educated person in the 21st century.

How Learning Best Occurs

We, at Innovations Academy, believe that learning is inherent to being human. Studies have shown that prenatally children are learning about their environment and the people around them.[31] This continues throughout life by the continued development and configuration of neural pathways. It has been shown that environment contributes in a qualitative way to learning and that is what we foster at Innovations Academy.

[31] [http://www.birthpsychology.com/lifebefore/earlymem.html] David B. Chamberlain, "Prenatal Memory and Learning", Birth Psychology (1995)

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In particular, we believe that learning best occurs when:

- It is recognized that learning is a process. This process begins with exploring individual interests, setting goals and achieving them.

- There is freedom of choice through a diverse curriculum.

- Students are encouraged to learn in multi-age groups in which they can contribute to each other with knowledge. They can also grow socially by interacting with peers of different ages.

- Learning modalities are respected and integrated into daily teaching.

- Intellectual, social, emotional, and physical components are integrated in the learning experience.

- Parents, students, and teachers collaborate as an educational team.

- There is strong family involvement in the educational process through our Student Support Program as well as volunteering at the school.

- Class sizes are small within a small school setting. A survey of a host of different studies concluded that small class size has the largest impact in the early grades, and that while all students gain from smaller classes, traditionally disadvantaged students gain the most and carry these gains into the upper grades and beyond.[32]

- Students are given personal attention both academically and personally.

- The learning environment is safe and supportive.

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[32] Biddle, Bruce J.; Berliner, David C, "Small Class Size and Its Effects." Educational Leadership, v59 n5 p12-23 (Feb. 2002)

- ~~Instruction is student centered; students are maximally involved in the learning process.~~

- ~~Learning is connected to the student's personal experience.~~

- ~~Learning gives the student a purpose in their community. This will drive their education forward because students can see the difference that their learning makes in their daily lives.~~

- ~~Students are encouraged to challenge themselves through goal setting.~~

- ~~Technology is fully integrated into the curriculum. The use of the internet and educational software will be used to support classroom instruction, assessment, project development, communication with parents, and teacher designed curriculum materials.~~

- ~~Relationships in the local community are fostered. This can take the form of   programs enabling students to visit nearby businesses and organizations or programs where people from these organizations come into the school to run activities.~~

ELEMENT TWO: Measurable Student Outcomes

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program." 47605 (B) (5) (2) Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by te charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school. California Education Code Section47605(b)(5)(B).

The Charter School has clearly defined schoolwide outcome goals in compliance with California Education Code Sections 47605(b)(5)(B) and 52060(d)

Student and Subject Outcomes/LCAP ~~Goals~~

Commitment to Innovation Academy's educational philosophy will empower our students to achieve the following measurable student outcom~~ese goals,~~ which are aligned with the LCAP, charter goals ~~Common Core Standards~~ and with the school's mission, vision and definition of what it means to be a 21st century learner. As stated in Education Code Section 47605(b)(5)(B), "the pupil outcomes align with the state priorities that apply for the grade levels served, or the nature of the program operated, by the charter school."

~~Students will attain the following goals:~~	~~Performance and Growth Outcomes~~
~~Students will show measurable progress towards mastery of the Common Core Standards.~~	~~• 100% of our projects will have outcomes aligned with the Common Core Standards.~~ ~~☐ 100% of students will demonstrate understanding of specific concepts at the closing of each project on a project rubric~~ ~~☐ 85% of students will show measurable progress or have met proficiency on the school selected basic skills assessment.~~ ~~☐ Student pre to post writing rubric scores will show measurable improvement.~~ ~~• Students will provide evidence of progress in mastery of the Common Core Standards in a Presentation of Learning given each semester.~~

Students will attain the following goals:	Performance and Growth Outcomes
Innovations Academy will have active, monthly connection with families	☐ 95% of parents will assist during the school year ☐ 95% student attendance rate ☐ 100% monthly contact between parents and staff ☐ 100% of families will receive a communication from the school administration weekly. 90% of families will attend a school conference or Family Night per semester.
Students will make a purposeful impact in the community	• 100% of students will assist in a community project • 100% of students will write a formal letter to a community organization, community leader or professional expert during the course of the school year. • 100% active involvement in school tutoring, cleaning, and set up of events as measured by teacher records • 100% of students will participate in a project that engages professional experts as access to relevant knowledge and skills.
Students will be freely self-expressed & take responsibility for their own choices	☐ A minimum of 85% of students will rate themselves average or above on a school created self-concept questionnaire at the end of the year. ☐ 100% of students in grades 2 and above will make significant choices within projects. These choices can include: topic, medium of presentation and role within a group project, collaboration on project deadlines and rubrics. ☐ Students will take ownership of classroom behavior, organization and functionality. This will be demonstrated through students creating the majority (51+%) of the agenda for Class Council each week, generating class rules and evaluating the rules at least twice during the school year

Students will attain the following goals:	Performance and Growth Outcomes
Students will demonstrate the skills of literate, confident communicators.	100% of students will give end of semester Presentations of Learning to students, parents and staff showing improvement in at least 2 areas of the presentation rubric by the end of the year.
Students will read and understand grade level appropriate material.	❑ 85% of students will show measurable progress or have met proficiency on the school selected basic skills assessment. ❑. ❑ 100% of students will respond to grade level appropriate material according to their learning style. ❑. ❑ 85% of students will score at or above proficient on the CST
Students will read and respond to a variety of significant works of children's literature	❑ 100% of student portfolios will have entries relating to at least 3 different works of literature according to teacher records.
Students will listen critically and respond appropriately to oral communication	❑ Presentation of Learning Rubrics- demonstrate appropriate student responses to questions fielded during Presentations of Learning.
Student writing will demonstrate a command of language at grade level	❑ Writing rubrics used to assess writing samples will show that 85% of students demonstrate a proficient level in at least two areas by the end of the year. ❑ 85% of students will score at or above proficient on either the STAR writing assessment or the school writing assessment.
Students will demonstrate proficiency in computational and procedural mathematical skills at grade level.	❑ By the end of their third year at IA, 85% of students will score at or above the proficient level on the CST. *Students scoring below proficient will be given access to additional support services
Students will apply mathematical skills in real world settings	❑ 100% of students will present a project deliverable that demonstrates the application of math within the project.

Students will attain the following goals:	Performance and Growth Outcomes
Students will develop historical knowledge and cultural understanding	☐ 100% of students will give a presentation containing information regarding another culture.
Students will make a contribution in society through a service project.	☐ 100% of students will be evaluated on a project in which a demonstrable contribution was made in a specified community.
Students will develop their own questions and perform investigations in Science	☐ Student science project rubrics will show the formulation of questions and the performance of a scientific investigation.
Students will show an understanding of the Scientific Method	☐ Student will reflect appropriate use of the scientific method on a Science Project Rubric
Students will use technology for completing personal and academic tasks	☐ A minimum of 3 different technology applications will be used in project and activity based learning during the course of each school year.
Students maintain a level of physical fitness to improve health and performance	☐ 75% of students will pass a school created physical fitness assessment.

Note: In the tables below, bold lettering designates changed wording of a goal, pink designates an altered goal and gray designates a new goal, white background with no bold lettering designates a continuing goal and measurable outcome.

Fig. 50

LCAP Goal #1 Develop and implement a school wide assessment plan to effectively analyze student performance data and utilize the data to improve instruction and achievement.	
Local and State Priorities	Outcomes
Local Goal: Students will show measurable increases in achievement in mathematics and literacy. State Priority #2 Implementation of academic content and performance standards and EL access State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	▪ 100% of our projects will have outcomes aligned with the Common Core Standards. ▪ 100% of students will demonstrate understanding of specific concepts at the closing of each project on a project rubric ▪ **85% of students will show measurable progress or have met proficiency on the**

	end of the year assessments. - Student pre to post writing rubric scores will show measurable improvement. - Students will provide evidence of grade level achievement in a Presentation of Learning given each semester. - **EL students will demonstrate growth through improved levels on CELDT/ELPAC or reclassification**
Students show progress over time in portfolio documentation and parents have access to that information State Priority #3 Parental Involvement State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	- 100% of students will keep a portfolio that demonstrates growth in core subjects.
Students maintain a level of physical fitness to improve health and performance State Priority #1 Quality teachers, curriculum and facilities State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	- 75% of students will pass a school created physical fitness assessment. - 100% of students will participate in a skills based physical education class and have access to quality sports equipment

LCAP Goal #2 Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm classroom management and behavioral interventions and supports.	
Goals and Priorities	Measures
Local Goal: Students will show measurable increases in achievement in mathematics and literacy. State Priority #2 Implementation of academic content and performance standards and EL access State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	- 100% of our projects will have outcomes aligned with the Common Core Standards. - 100% of students will demonstrate understanding of specific concepts at the closing of each project on a project rubric - **85% of students will show measurable progress or have met proficiency on the end of the year assessments.**

	▪ Student pre to post writing rubric scores will show measurable improvement. ▪ Students will provide evidence of grade level achievement in a Presentation of Learning given each semester. ▪ **EL students will demonstrate growth through improved levels on CELDT/ELPAC or reclassification**
Students will be freely self-expressed & take responsibility for their own choices Students will take ownership of classroom behavior, organization and functionality. State Priority #6 School Climate	▪ **A minimum of 85% of students will show growth on a school created self-concept questionnaire at the end of the year.** ▪ 100% of students in grades 2 and above will make significant choices within projects. These choices can include: topic, medium of presentation and role within a group project, collaboration on project deadlines and rubrics. ▪ This will be demonstrated through students creating the majority (51+%) of the agenda for Class Council each week, generating class rules and evaluating the rules at least twice during the school year
Students will demonstrate the skills of literate, confident communicators. State Priority #2 Implementation of academic content and performance standards State Priority #4 Student Achievement State Priority #7 Course Access State Priority #8 Pupil Outcomes	• 100% of students will give end of semester Presentations of Learning to students, parents and staff showing improvement in at least 2 areas of the presentation rubric by the end of the year.
Students will read and understand grade-level-appropriate material. State Priority #2 Implementation of academic content and performance standards State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	• **85% of students will show measurable progress or have met proficiency on the school selected skills assessment.(DRA or MAP)** • 100% of students will respond to grade level appropriate material according to their learning style. • **Students will show increased achievement state assessments**

Students will read and respond to a variety of significant works of children's literature State Priority #2 Implementation of academic content and performance standards State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	▪ 100% of student portfolios will have entries relating to at least 3 different works of literature according to teacher records.
Students will listen critically and respond appropriately to oral communication State Priority #2 Implementation of academic content and performance standards, ELL access State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	▪ Presentation of Learning Rubrics demonstrate appropriate student responses to questions fielded during Presentations of Learning.
Student writing will demonstrate a command of language at grade level State Priority #2 Implementation of academic content and performance standards, ELL State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	• Writing rubrics used to assess writing samples will show that 85% of students demonstrate a proficient level in at least two areas by the end of the year.
Students will demonstrate proficiency in computational and procedural mathematical skills at grade level. State Priority #2 Implementation of academic content and performance standards State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	▪ Student scores on school selected and state assessments will show increases in achievement *Students achieving not met or nearly met will be given access to additional support services
Students will apply mathematical skills in real world settings State Priority #2 Implementation of academic	• 100% of students will present a project deliverable that demonstrates the application of math within the project.

content and performance standards State Priority #4 Student Achievement State Priority #7 Course Access State Priority #8 Pupil Outcomes	
Students will develop historical knowledge and cultural understanding State Priority #2 Implementation of academic content and performance standards, ELL access State Priority #4 Student Achievement State Priority #7 Course Access State Priority #8 Pupil Outcomes	▪ 100% of students will give a presentation demonstrating knowledge regarding content that addresses the social sciences standards for their grade level
Students will make a contribution in society through a service project. State Priority #2 Implementation of academic content and performance standards, ELL State Priority #4 Student Achievement State Priority #7 Course Access State Priority #8 Pupil Outcomes	• 100% of students will be evaluated on a project in which a demonstrable contribution was made in a specified community.
Students will develop their own questions and perform investigations in Science State Priority #2 Implementation of academic content and performance standards State Priority #4 Student Achievement State Priority #7 Course Access State Priority #8 Pupil Outcomes	• Student science project rubrics will show the formulation of questions and the performance of a scientific investigation for 100% of students.
Students will show an understanding of the Scientific Method State Priority #2 Implementation of academic content and performance standards State Priority #4 Student Achievement	• Student will reflect appropriate use of the scientific method on a Science Project Rubric

State Priority #7 Course Access State Priority #8 Pupil Outcomes	
Students will use technology for completing personal and academic tasks State Priority #7 Course Access State Priority #8 Pupil Outcomes	▪ A minimum of three (3) different technology applications will be used in project and activity based learning during the course of each school year.

LCAP Goal #3 Provide high quality standardized aligned materials and resources to teachers and students within facilities maintained for optimal learning.	
Goals and Priorities	**Measures**
Students will make a purposeful impact in the community State Priority #1 Quality teachers, curriculum and facilities State Priority #6 School Climate	▪ 100% of students will assist in a community project ▪ 100% of students will write a formal letter to a community organization, community leader or professional expert during the course of the school year. ▪ 100% active involvement in school tutoring, cleaning, and set up of events as measured by teacher records ▪ 100% of students will participate in a project that engages professional experts as access to relevant knowledge and skills.
Students will use technology for completing personal and academic tasks State Priority #7 Course Access State Priority #8 Pupil Outcomes	▪ A minimum of 3 different technology applications will be used in project and activity based learning during the course of each school year.

LCAP Goal #4 Develop a structure for ongoing analysis and intervention of student absences and tardies.	
Goals and Priorities	**Measures**
Innovations Academy will have active, monthly connection with families State Priority #3 Parental Involvement State Priority #5 Student Engagement	▪ 95% student attendance rate ▪ 100% monthly contact between parents and staff ▪ 100% of families will receive a communication from the school administration weekly.

	▪ 90% of families will attend a school conference or Family Night per semester.

LCAP Goal #5 Develop stronger parent partnerships through effective communication tools, increased means of input and parent education.	
Goals and Priorities	Measures
Innovations Academy will have active, monthly connection with families State Priority #3 Parental Involvement State Priority #5 Student Engagement	▪ **95% of parents will participate in a school event during the school year** ▪ 100% monthly contact between parents and staff ▪ 100% of families will receive a communication from the school administration weekly. ▪ 90% of families will attend a school conference or Family Night per semester.
Students show progress over time in portfolio documentation and parents have access to that information State Priority #3 Parental Involvement State Priority #4 Student Achievement State Priority #8 Pupil Outcomes	▪ 100% of students will keep a portfolio that demonstrates growth in core subjects.

ACADEMIC PERFORMANCE INDEX/ADEQUATE YEARLY PROGRESS

The primary school-wide accountability measures at Innovations Academy are the California Standards Tests included in the State Testing And Reporting (STAR) program. As required by federal and state law, the district will use the Academic Performance Index, as defined by California's Public School Accountability Act, and the Adequate Yearly Progress measures, as defined through No Child Left Behind, as the performance indicators for the district accountability process. Each year, Innovations Academy will be classified in terms of our performance. The School will meet the API targets as set by the accountability system in place.

The School will attain its growth target each year by doing the following:

• Perform an analysis of the previous year's scores;

• Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas;

• Analyze standards cluster results in each subject and set targets to raise an area that lags;

• Align financial and staff development resources with established target areas;

• Establish benchmarks for performance goals

• Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards;

• Focus on students who score BB and FBB and create goals to raise their scores by at least one level on the STAR test.

Report on Progress

The following 17 goals and outcomes were the goals from our first petition.

Goal 1: *Students will achieve mastery of the California State Content Standards.*
Outcome A: *Students will rate themselves at least 40% higher than at the end of the year than at the beginning.*

Innovations Academy had chosen the Piers Harris self-concept scale. Innovations Academy was successful in achieving an improvement in how students view themselves, school and their peers. We base this decision on the number of student comments and parent comments. Our performance measure as stated in the charter was the Piers-Harris Self Concept Scale. Our challenge with this rating scale is that the students were not taking it seriously. Questions such as, "I have nice hair." "I am popular with girls" distracted the students from answering the other questions seriously and were perceived as inappropriate (or taken the wrong way) by certain grade level students. Many students were reluctant to take the test and the younger students (grades 2 and below) needed significant guidance such that the teachers ended up doing the test with the whole class and taking hand counts, which brings in the influence other students may have on the data. Additionally, when we analyzed the assessment as an outcome for this particular goal, we found that a self-concept scale does not address the goal of the content standards.

We continue to believe that a child's attitude toward learning and school do impact their ability to make progress. Since the Piers-Harris Scale was not informing us, we decided to have several teachers pilot a teacher generated questionnaire in 2010-11 that we believed to more accurately determine student feelings.

In the 2011-12 school year, we began a school wide implementation of this social emotional survey and added it to the report cards. This new survey utilizes common vocabulary from our social emotional program and we feel accurately measures changes in self-perception.

Modification: This is not an accurate measurement for this particular goal so it has been moved to the area of social emotional development. Our new survey provides the information we need to assess student progress in this area and plan to continue its use and continue to share the information with parents.

Outcome B: *A minimum of 90% of students will show improvement on the Wide Range Achievement Test (WRAT).*

The WRAT was utilized by Innovations Academy for the 2008-09, 2009-10 and 2010-11 school years. It is a paper-pencil assessment tool that is given in the lower grades in a one-on-one fashion. It is scored by hand and recorded by hand. It proved to be very cumbersome, labor intensive, paper intensive and time consuming. The data from the WRAT showed that we met the goal in 2 out of 4 areas our second year and 4 out of 4 areas our third year (see appendix for data). We addressed the difficulties of using the WRAT by engaging in research that was the impulse for a change of assessment. After struggling with the WRAT for 3 years, we switched to the NWEA MAP assessment. See the appendix for detailed information on this adjustable, highly researched assessment.

Modification: We decided to leave the basic skills assessment unnamed in future goals so if a more effective assessment were to be chosen, we could then implement that assessment while remaining in alignment with our charter. We feel it is urgent that we have an assessment we can use to make curricular and placement decisions. We currently use the MAP test and we believe this can assist in data driven decision making.

Goal Data Summary

Percent of Students Tested who improved				
YEAR	Reading	WRAT: Sentence Comp MAP: Language Usage	Spelling WRAT	Math

2009-10	86.26%	100%	90.1%	86.26%
2010-11	92%	94.24%	97.31%	98%
2011-12 Statistically insignificant	Only 29% had valid scores	Only 5.7% had valid scores	N/A	Only 49.2% had valid scores

Outcome C: *A minimum of 90% of students will show improvement in a writing sample.* Innovations Academy teachers have students generate an initial writing sample at the beginning of the school year. This assessment gets scored on a rubric and placed in a student portfolio. It is shared with an ending writing sample scored at the end of the school year. Both are sent home with the report card at the end of every school year.

Outcome D: *100% of students will demonstrate understanding of specific concepts through a project presentation.*

All students are required to complete a project deliverable for each project which can be a speech, a poster, a construction, a multi-media presentation etc. This is part of the student grade and is reflected on the report card. Innovations Academy requires 100% of students to fully participate in each project.

Goal 2: *Innovations Academy will have active, monthly connection with families*

Outcome A: *100% of parents will assist during the school year.*

Innovations Academy has kept sign in sheets for events, field trips, classroom volunteers, parent guest speakers etc. We found that we have worked towards effectively meeting this goal. See teacher binders on site at school.

Outcome B: *95% student attendance rate.*

 Our last P2 report showed 95.51% attendance rate. This has fluctuated. We have instituted an email system when students are absent to communicate with parents about the importance of school. The administration checks in monthly on attendance records and makes calls to all students with 3 or more absences. See attached P2 reports.

Outcome C: *100% monthly contact between parents and staff.*

The ways that I.A. addresses this goal are many. We have weekly parent calls to families accompanied by an identical email, our teachers keep weekly updated blogs, parents connect at

pick up and drop off times, we have semester parent-teacher conferences and report cards. Our relationship with our families and our accessibility to parents is important to us. It can be challenging to continually connect with parents but the investment is worth the payoff.

Goal 3: *Students will make a purposeful impact on the community*
Outcomes

- **A:** *100% of students will assist in a community project during each school year*

B: *100% student involvement in ongoing letter writing campaign.*

D: *100% of students will get to know their community members through interviewing.*

We have successfully attained this goal in years 2-4. The challenge in this goal is to make sure that all teachers have the time and support in making connections with the community at large so that they can acquire strong models for students. Innovations Academy incorporated all of these outcomes into our project work. A challenge for us is that we noticed that the community we were most often contributing to was the community of our school. We addressed this challenge by requiring each class to have a room parent who helps the teacher make community connections for the class. We have also set a goal to broaden our community service to the neighborhood, city and world each year. There is a copy of the project spreadsheet in the appendix to access for details about the community connections.

- **Outcome C**: *100% of families will be actively involved in school tutoring, cleaning, and set up of events*

We realized early on that this would be difficult to measure if we were attempting to measure cleaning and set up by parents. We addressed this difficulty by determining that it was more important for us that our students be contributing in this fashion. We set up clean up groups that all students participate in as part of the class assignments to clean and set up. All Innovations Students participate in cross grade level tutoring. All have participated in this weekly. All I.A. students are assigned a cleanup crew on Fridays. All have fully participated in this activity as part of attendance at school.

Goal 4: *Students will be freely self-expressed & take responsibility for their own choices*

Outcome A: *80% of students will contribute to our Wednesday all school meeting.*

Outcome C: *Receiving student requests on a regular basis*

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Our whole school meetings ceased after our first year due to facility restrictions. We continued to hold class meetings twice weekly at minimum so that all students would have a voice in their learning. We resumed whole school meetings in 2011-12 and continue to hold two whole school meetings each month. Each class is assigned a meeting to create and present. Students contribute to our meetings by choosing an assembly that their class must organize. We believe that helping students have a voice is important so we modified this goal to reflect voice in class meetings and project choices.

Outcome B: This was addressed under Goal 1, outcome A. See the self-rating scale attached.

Goal 5-12 Specific Academic Goals

The following goals and outcomes refer often to the Wide Range Achievement Test (WRAT, an assessment), DISTAR(a curriculum) and CST scores. For reason of simplification, those assessments will be addressed in this section.

School Based Assessment

Innovations Academy found that the main basic skills assessment that we set out to use on a school wide basis was extremely time and labor intensive in both administering and scoring. During the 2009/10 and 10/11school years we administered the Wide Ranging Achievement Test. It is a paper-pencil often one-on-one teacher/student administered assessment making it very labor and time intensive. With the data collected, we did meet the goal, but there are holes where students were not assessed both parts of the year.

WRAT: In goal 1, outcome B, there is a chart that summarizes the data. Please refer to that chart when looking for the WRAT data throughout report on goals. Beginning the 11-12 school year, Innovations Academy adopted the NWEA MAP test, which is currently in use.

In 2011/12 school year we purchased and initiated the NWEA MAP test. This is a computer based assessment. With this type of assessment a school must have extensive wireless or direct connectivity. Our first year in a district facility with district controlled internet access created obstacles. During the 2011/12 school year we administered the NWEA MAP test to the whole school, however the results are invalid since our internet continued to go out during the testing period, Wireless internet access was not accessible and we were limited to a wall connection of which we have only 6 in each room. We have since hired at IT person who has been able to work with us to complete assessments. We will continue using the NWEA MAP test.

DISTAR: It became clear very early on that the DISTAR program was going to conflict with our project based learning and social emotional program. In order to establish strong classroom relationships (social emotional goals), transitions need to be kept to a minimum. The DISTAR program is one in which students are assessed and placed by level. Students then move to work with other students at their level. This conflicted with the multiage learning, the collaboration of students with different skill levels and the connection with teachers and other students. Younger students were impacted by daily transitions to up to 3 teachers (Math, Reading and Language). Beginning with our second year we phased out the DISTAR program.DISTAR: It became clear very early on that the DISTAR program was going to conflict with our project based learning and social emotional program. In order to establish strong classroom relationships (social emotional goals), transitions need to be kept to a minimum. The DISTAR program is one in which students are assessed and placed by level. Students then move to work with other students at their level. This conflicted with the multiage learning, the collaboration of students with different skill levels and the connection with teachers and other students. Younger students were impacted by daily transitions to up to 3 teachers (Math, Reading and Language). Beginning with our second year we phased out the DISTAR program.

Implementation Plans:

*As noted, we have hired an IT specialist to assist us and we have thus far successfully set up a local server to use for the MAP test. We are still battling with changes to the no longer static IP address but have adjusted to this by wirelessly connecting to our server using new equipment. Though costly it is important to us to gather data that we can use to accurately identify and provide additional instruction for our low achieving students.

*Portfolios: Additionally, as a constructivist school, the power of portfolio assessment is important to us. Each student has a portfolio with a content requirement of one sample per subject area per month. Parents review the portfolios at conferences twice per year and at all parent/teacher meetings. This has been in practice since 2010-11 school year and has enabled us to use portfolios to show growth, to assess skills and to share with parents the strengths and challenges of their child(ren).

STAR and CST: Innovations Academy actively participates in the statewide testing.

Students Scoring Proficient of Above on CST and Additional Data				
	ELA CST	Math CST	API Score	Students with Disabilities
2008-09	Statistically insignificant numbers		643	14%
2009-10	47.8%	33.3%	732	15%

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| 2010-11 | 53% | 34.7% | | 707 | 14% |
| 2011-12 | 53% | 30.1% | | 743 | 18% |

Innovations Academy acknowledges that we are stronger in our English Language Arts CST scores than we are in Math and we see a huge opportunity for growth in this area.

Methods for improvement- Math: Efforts we have made to improve test scores include, acquiring professional development services from teachers at HTH (summer 2009), professional development inclusion with middle- school Math/Science teachers in a district middle school math teacher training (summer 2011), creating a school-wide structure for Math basic skills pullout (Computation Clinics, 2011-12 school year), utilizing Khan Academy, a free online resource for math instruction and acquiring a Mathematics Intervention program 2012-13 school year (Math-U-See) that is being used in a small group format with students scoring below the 50% on the initial MAP assessment with a recommendation by the teacher and a confirmation program placement exam. Math-U-See is a manipulative based RTI program that is skills based, not grade level based.

Implementation beginning 2012-13 school year:

Our school plan for improvement includes utilizing a new program, accessing similar school resources and improving professional development. Innovations Academy is currently working with the Math Solutions team to bring support to IA teachers who provide Math instruction. We are also in dialogue with the Expeditionary Learning Schools (ELS.org) to receive support for mastery of mathematical skills and concepts within a project based learning environment. We already access the resources from these programs on their website.

*Another way that we are addressing this issue is by redirecting our cross age tutoring groups to focus on math skill building. In these groups older students are partnered with younger students for math support and enrichment. This benefits both students in the area of math.

*We have specifically designated teachers for Math instruction for 3rd through 8th grade enabling the teachers to focus on fewer content areas.

*All of our math teachers are now focusing the first 20 minutes of every math period on rote skill instruction, something we have never done before.

*We have increased the amount of staff development for teachers. Teachers now meet twice per week for professional development. At least twice per month the teachers are broken into subject alike groupings to mentor each other. This provides math teachers the time to collaborate specifically on math instruction.

*Implementation of small group instruction for all students scoring below 50% in 3-8 grades (see above).

Methods for Improvement- Language Arts:

Innovations Academy has utilized several methods to support our ELA program. We have adopted the Writer's Workshop process for teacher writing (2009-2012). We have engaged interns and parents to come in and read independently with low achieving students (2009-2012), we piloted a reading intervention program called Score Four(2011-12). We have acquired the MAP test (2011) which breaks down skill levels for us allowing teachers to develop instruction based on data.

New implementations 2012-13:

Our school plan for improving our test scores includes continuing to foster strategies for teaching effective writing, professional development and development of an intervention program. We are continuing with Writer's Workshop and use of interns. We have increased the amount of time for professional development.

This year we have made the acquisition of Read Naturally for intervention (see appendix). We instituted the use of three data pieces to place students in the Read Naturally program. All students who are BB or FBB receive daily 30 minute intervention.

Goal 5: *Students will demonstrate the skills of literate, confident communicators.*
Outcome: *100% of students will willingly give oral presentations following each project to students, parents and staff showing improvement in at least 2 areas of the presentation rubric by the end of the year*

Our first year, we did not meet this goal. Our second year, we had students give presentations but many were wishing to opt out due to the natural fear of presenting to an audience. Our 3rd and 4th years, we received mentoring from High Tech High through the "Collegial Conversations" professional development program. We adopted their "Presentation of Learning" format. 100% of Innovations students now give twice yearly presentations on content standards that have been addressed in their projects. We have instituted the use of a presentation of learning rubric across the grade levels. Our goal for the 2012-13 school year is to have 100% of student presentations of learning utilize this rubric and have a score registered into our school-wide document one month after the close of POL week.

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Goal 6: *Students will read and understand grade level appropriate material.*
Outcome: 85% of students will score at grade level by the end of the first year on the WRAT.

85% of students will score at grade level by the end of the first year on the DISTAR placement test. By
the end of the third year, 85% of students will score at or above proficient on the CST.

Innovations Academy has not succeeded in meeting this goal. Our main challenge that we encountered as we addressed this goal was relocation. We moved four times and the population has changed significantly each time therefore we did not have a consistent population to provide statistically significant data that could be used to assess changes that could be made to instruction. We were unable to see growth over longer than one year.

Additionally, early on we discovered that the DISTAR program was in conflict with our project based learning and social emotional program and discontinued its use after the first year.

In order to meet this goal over the next five years, Innovations Academy has set up an identification protocol that utilizes CST data, MAP data and teacher input. We also adopted the Read Naturally online program called ReadLive. During the 2012-13 school year we will have assessed all of our 3-8 grade students by mid-November using two assessments and teacher input to determine qualifications for the pull out program. Students scoring below proficient are given access to this program daily, an adult mentor to support progress, adult assistance in working with the program.

Goal 7: *Students will read and respond to a variety of significant works of children's literature*

Outcomes: *100% of student portfolios will have entries relating to at least 3 different works of literature according to teacher maintained checklists.*

This goal has been met over time. Innovations Academy discovered the first year that this outcome was being hit inconsistently across classrooms. We now have instituted a check in with teachers, written expectations for teachers that include outcomes to goals, which are distributed, discussed and signed by the first day of school. Records are kept of the literature that is read by students (see project chart in appendix).

Goal 8: *Students will listen critically and respond appropriately to oral communication*

Outcomes: Presentation Rubrics will show that 95% of students respond appropriately to questions fielded during presentations.

Teacher observation checklists will show that 85% of students are demonstrating appropriate responses to teacher requests in the classroom.

We acquired effective a presentation of learning rubric from the Buck Institute Project Based Learning resources and from High Tech High during the 11-12 school year and instituted fully by teachers. Each teacher utilizes the data gathered to encourage students who are below proficient to take on opportunities to respond to questions in class for practice. We have generated a school-wide rubric in order to manage the data as a whole school which will commence during the presentation of learning week in the 12-13 school year.

Goal 9: *Student writing will demonstrate a command of language at grade level.*

Outcome: *Teacher evaluations (using rubrics) of student portfolios will show that 85% of students demonstrate grade level appropriate writing at a proficient level.*

By the end of the third year, 85% of students will score at or above proficient on either the STAR writing assessment and the school writing assessment.

Our writing rubric is attached. All students are showing progress and improvement. We take the writing samples, assess them and they become a part of the student portfolios. We have set a goal of gathering all of the data school-wide into one location by the end of 2012-13.

Goal 10: *Students will demonstrate proficiency in computational and procedural mathematical skills at grade level.*

Outcomes*: By the end of the first year, 85% of students will score at grade level on the WRAT. By the end of the first year, 85% of students will score at grade level on the DISTAR Arithmetic placement test.*

By the end of the third year, 85% of students will score at or above the proficient level on the CST

As noted previously, the WRAT test data demonstrated that 85% of students improved on their scores. As noted previously, after year one, the DISTAR program was taken out of IA due to its incompatibility with our project based learning and social emotional program.

The CST data and response to data is found just before goal 5.

Goal 11: *Students will apply mathematical skills in real world settings*

Outcomes: *100% of students will present a project from their project based learning that demonstrates the application of math within the project.*

This goal has been meet very successfully. Most of our projects include real world applications of Math. All of the middle grades and middle school utilize an integrated approach to projects. Humanities and Math/Science teachers collaborate with each other so that all subject areas are integrated throughout projects. There is a chart in the appendix that lists projects in which mathematical skills are incorporated into projects across grade levels.

Goal 12: *Students will develop historical knowledge and cultural understanding.*

Outcome: *100% of students will give a presentation containing information regarding another culture.*

This goal was also met successfully. The data was collected on a chart which is found in the appendix.

Goal 13: *Students will make a contribution in society through a service project.*

Outcome: *90% of student project evaluation rubrics will reflect how a contribution was made in a specified community.*

Every year the teachers are required to dedicate at a minimum one of the projects to service learning. The information is charted as to naming the community served. We did not note this information on a rubric due to the nature of service being in the design of the project. We have now put in place the requirement that all project outlines define the service aspect and the teacher project evaluation detail the service learning aspect. We continue to feel this is an important goal that meets our mission and the vision of Innovations Academy.

Goal 14: *Students will develop their own questions and perform investigations in Science*

Outcome: *95% of student science fair project rubrics will show the formulation of questions and the performance of a scientific investigation.*

Student Science Fair projects will reflect appropriate use of the scientific method on Science Project Rubric

By the end of the second year, 85% of students will score at or above proficient on the CST.

The first outcome has been met. The science based projects at Innovations Academy are numerous. Please see the appendix project chart for examples.

The second outcome has not yet been achieved, however, our CST scores have steadily improved.

Innovations Academy CST Science Scores
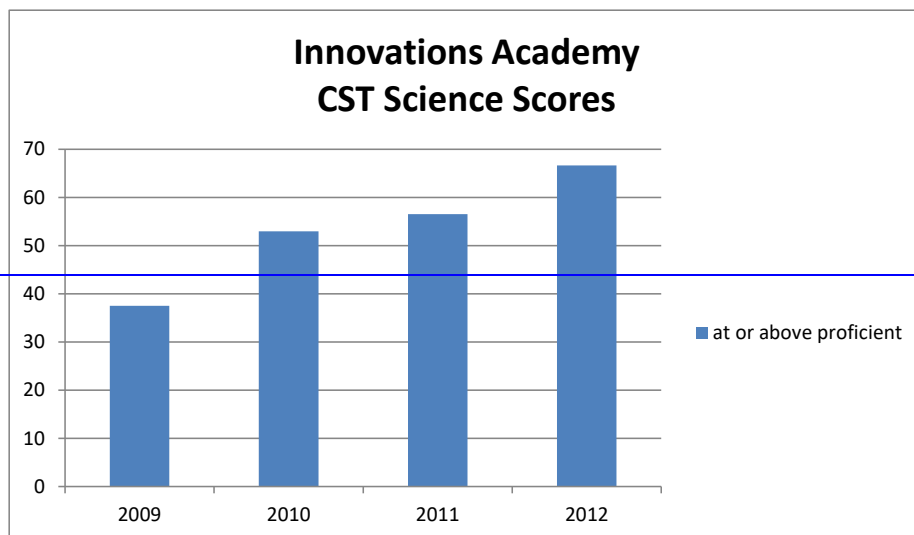
Goal 15: Students will use technology for completing personal and academic tasks

Outcome: 90% of students will respond affirmatively to the use of technology in their lives on a questionnaire.

90% of students will show a completion rate of 90% of technology tasks as assessed by teachers and parents using a checklist of technology skills based on the California State Standards.

Innovations Academy has steadily improved on this outcome over time. Our first year, we were only able to acquire 1 laptop per classroom. Access to technology for research and project

presentation is vital in a project based learning environment. By dedicating the resources and research towards this goal, Innovations Academy now has 1 laptop per 2 children in grades 3-8. Our K-2 classrooms have desktops utilized for skill building and research. All of our classrooms have a projector and we have doc cams accessible to all teachers.

We never utilized a survey for technology but we have met the goal by allowing, encouraging and instructing students on the use of technology as a tool. Our students have used technology to create project deliverables using animation, moviemaking, photography, power point presentations, blogs, website development, architectural software and Google documents and forms. They have used Khan Academy for Math instruction and we are now using the internet for reading intervention. We have contracted a full time Media Arts teacher and built a sound studio and media lab on campus.

Goal 17: Students maintain a level of physical fitness to improve health and performance

Outcome: 75% of students will pass the school created physical fitness assessment.

Innovations Academy has included physical fitness each year. In 2008-09 we were located at the Kroc Center and we took part in all of the sports that the facility had to offer (ice skating, skateboarding, basketball, swimming and track). The following two years were more difficult due to the lack of an outdoor play space but we created P.E. walk-n-talks, set up our own basketball nets, ping pong and developed fitness activities that occupied less space such as capoeira, calisthenics, karate and yoga. We have grown to hire a full time, credentialed P.E. teacher. This teacher will develop and implement a physical fitness test for the school. Innovations Academy will continue to participate in the Fitness-gram assessment.

ELEMENT THREE: Methods of Assessment

"The method by which pupils' progress in meeting these pupil outcomes is to be measured."
47605 (B) (5)(3)

Innovations Academy's academic program is standards-based and data driven.

The California State content and performance standards, our charter mission, vision , goals and expected outcomes and multiple sources of data form the basis of the school's teachings, . Like all public schools, Innovations Academy will comply with all state (API) and federal (AYP) assessment requirements applicable to charter schools. Innovations Academy adheres to all state testing requirements, including provisions of AB484/2012 and any revisions of Education Code that are applicable to charter schools. We also believe that student progress and success is

most accurately measured using a variety of assessments as well as authentic student work. Performance assessments are evaluated with the use of portfolio work and rubrics and are analyzed on a regular basis to help drive the school's educational program. ~~This assessment~~Assessment is used to inform students and parents about the standards for student work.

Assessment is the process of gathering evidence of student learning to inform education related decisions, to support student growth and progress. Standardized testing is only one source of assessment. Innovations Academy will utilize a variety of formative and summative assessments in order to continually create vigorous, meaningful learning experiences and to measure the progress of students on the learning continuum.

~~Innovations Academy utilizes the following assessment and reporting tools:~~

~~AYP goals as specified by No Child Left Behind.~~

~~Full participation in the STAR program including the The California Standards Tests (CST), California Alternate Performance Assessment (CAPA), and the California Achievement Tests 6th Edition (CAT/6) survey to measure academic achievement;~~

~~A school selected basic skills assessment to measure reading, language and mathematics for grade achievement.~~

~~Student journals~~

~~An annual school-wide writing assessment and the STAR writing test for 4th and 7th graders;~~

~~ELPAC~~~~CELDT~~ ~~to measure progress for ELL students;~~

~~Annual portfolios of student-selected work, reflections, and goals;~~

~~School-created student questionnaires regarding attitudes, goals, and interests;~~

~~Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects;~~

~~School-maintained records of attendance and suspension~~

~~Fitness-gram and school developed physical fitness assessment.~~

~~Assessment~~

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Innovations Academy found that the main basic skills assessment that we set out to use on a school wide basis was extremely time and labor intensive in both administering and scoring. During the 2009/10 and 10/11school years we administered the Wide Ranging Achievement Test. It is a paper-pencil often one-on-one teacher/student administered assessment making it very labor and time intensive. With the data collected, we did meet the goal, but there are holes where students were not assessed both parts of the year.

In 2011/12 school year we purchased and initiated the NWEA MAP test. This is an online assessment. We found that even for online testing which is technically easier, if we don't have internet access or if it is spotty it makes testing very difficult. Our first year in a district facility with district controlled internet access created obstacles. During the 2011/12 school year we administered the NWEA MAP test to the whole school, however the results are invalid since our internet continued to go out during the testing period, The SDUSD IT department would not allow us wireless access and we were limited to a wall connection of which we have only 6 in each room. We will continue using the NWEA MAP test.

Implementation Plans:
*This year we have hired an IT specialist to assist us and we have thus far successfully set up a local server to use for the MAP test. We are still battling with changes to the no longer static IP address but have adjusted to this by wirelessly connecting to our server using new equipment. Though costly it is important to us to gather data that we can use to accurately identify and provide additional instruction for our low achieving students.
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*Portfolios: Additionally, as a constructivist school, the power of portfolio assessment is important to us. We have designated portfolios on display for each student. There is a requirement of one sample per subject area per month. Parents review the portfolios at conferences twice per year and at all parent/teacher meetings. This has been in practice since 2010-11 school year and has enabled us to use portfolios to show growth, to assess skills and to share with parents the strengths and challenges of their child(ren).

Innovations Academy will utilize a number of methods of measuring our academic and school-wide success. Some of those measures will include:

State Mandated Tests
Innovations Academy participates in the California Assessment of Student Performance and Progress (CAASPP) Program. In addition, English Learners will take the California English Language Development Test (CELDT), and transition to the new California English Language Proficiency Assessment for California (ELPAC). Students in 5th and 7th grades will participate in the Physical Fitness Tests (PFT). Like all public schools IA will comply with all state and federal assessment and accountability requirements applicable to charter schools. IA will continue to

certify that enrolled students have participated in all state assessments in a manner that is consistent with other SDUSD district pupils. Both aggregate and disaggregate data from the CAASPP Program will be used to inform instruction at both the individual and classroom level and will be used to measure student progress toward mastery of Common Core State Standards. Innovations Academy complies with the performance expectations and provisions of all state and federal accountability systems including the provisions of the federal Every Student Succeeds Act (ESSA).

Innovations Academy Assessments

Fig. 51

Assessment Name	Content Measured	Grade Levels
California Assessment of Student Performance and Progress (CAASPP)	English Language Arts/Literacy Mathematics	3-8
California Science Test (CAST)	Science	5,8
California English Language Development Test (CELDT) which will be replaced by the English Language Proficiency Assessment for California (ELPAC)	English Language Proficiency	Students whose home language is not English
Fitnessgram Physical Fitness Test	Physical Fitness	5,7
NWEA Measure of Academic Progress (MAP)	Reading, Language, Mathematics	2-8
School Developed Math Assessment	Math	K-1
Developmental Reading Assessment (DRA)	Reading/Literacy	K-8
Schoolwide Writing Assessment	ELA-Writing	K-8
Portfolios	Core Subjects	K-8
Presentation of Learning	The integrated subject matter and skills of the specific project	K-8
Teacher Observation	All subjects	K-8

Innovations Academy Additional Methods of Assessment
Assessment is an ongoing process of both formal and informal measurements. Innovations commits to the utilization of a variety of methods to best gauge the progress and growth of our students. These may include but are not limited to:
- Project Assessments and Presentations
- Teacher and student generated project rubrics
- Presentation of Learning evaluations
- Parent and student surveys
- Teacher created assessments and records

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- Student progress trackers
- Student final project work
- Class, school and community presentations
- Displays of student art, media art and ceramic work
- Survey results of professional experts who have interacted with our students

Goals and Performance Outcomes	Methods of Assessment
Students will show measurable progress towards mastery of the Common Core Standards. • 100% of our projects will have outcomes aligned with the Common Core Standards. ☐ 100% of students will demonstrate understanding of specific concepts at the closing of each project on a project rubric ☐ 85% of students will show measurable progress or have met proficiency on the school selected basic skills assessment. ☐ Student pre to post writing rubric scores will show measurable improvement. ☐ Students will provide evidence of progress in mastery of the Common Core Standards in a Presentation of Learning given each semester.	• Project Assessments • Teacher generated project rubrics • Standardized Tests (i.e. CST, etc.) • School adopted writing rubric • Presentation of Learning Evaluation
Innovations Academy will have active, monthly connection with families ☐ 95% of parents will assist during the school year ☐ 95% student attendance rate ☐ 100% monthly contact between parents and staff ☐ 100% of families will receive a communication from the school administration weekly. ☐ 90% of families will attend a school conference or Family Night per semester.	• Teacher Records (sign in sheets, volunteer logs, conference logs, etc.) • Annual P2 forms • Parent Contact Logs

Goals and Performance Outcomes	Methods of Assessment
Students will make a purposeful impact in the community • 100% of students will assist in a community project • 100% of students will write a formal letter to a community organization, community leader or professional expert during the course of the school year. • 100% active involvement in school tutoring, cleaning, and set up of events as measured by teacher records • 100% of students will participate in a project that engages professional experts as access to relevant knowledge and skills.	• Teacher records and project assessments • Teacher records and school-wide logs
Students will be freely self-expressed & take responsibility for their own choices ☐ A minimum of 85% of students will rate themselves average or above on a school created self-concept questionnaire at the end of the year. ☐ 100% of students in grades 2 and above will make significant choices within projects. These choices can include: topic, medium of presentation and role within a group project, collaboration on project deadlines and rubrics. ☐ Students will take ownership of classroom behavior, organization and functionality. This will be demonstrated through students creating the majority (51+%) of the agenda for Class Council each week, generating class rules and evaluating the rules at least twice during the school year	☐ School generated questionnaire ☐ Teacher records ☐ Project Assessment ☐ Class council agendas ☐ Class surveys
Students will demonstrate the skills of literate, confident communicators. ☐ 100% of students will give end of semester Presentations of Learning to students, parents and staff showing improvement in at least 2 areas of the presentation rubric by the end of the year.	☐ Presentation of Learning Evaluations
Students will read and understand grade-level-appropriate material. ☐ 85% of students will show measurable progress or have met proficiency on the school selected basic skills assessment. ☐ 100% of students will respond to grade level appropriate material according to their learning style. ☐ 85% of students will score at or above proficient on the CST	☐ Standardized Tests (CST, school selected basic skills assessment, teacher created tests) ☐ Project Evaluations

Goals and Performance Outcomes	Methods of Assessment
Students will read and respond to a variety of significant works of children's literature ☐ 100% of student portfolios will have entries relating to at least 3 different works of literature according to teacher records.	☐ Student Portfolio Evaluation ☐ Teacher records
Students will listen critically and respond appropriately to oral communication ☐ Presentation of Learning Rubric will demonstrate appropriate student responses to questions fielded during Presentations of Learning.	☐ Presentation of Learning Evaluations
Student writing will demonstrate a command of language at grade level ☐ Writing rubrics used to assess writing samples will show that 85% of students demonstrate a proficient level in at least two areas by the end of the year. ☐ 85% of students will score at or above proficient on either the STAR writing assessment or the school writing assessment.	☐ School adopted writing rubric ☐ Standardized tests (CST, CMA, etc.)
Students will demonstrate proficiency in computational and procedural mathematical skills at grade level. ☐ By the end of their third year at IA, 85% of students will score at or above the proficient level on the CST. *Students scoring below proficient will be given access to additional support services	☐ Standardized tests ☐ Teacher created tests
Students will apply mathematical skills in real world settings ☐ 100% of students will present a project deliverable that demonstrates the application of math within the project.	☐ Project Evaluations ☐ Teacher Records ☐ Teacher Observations ☐ Classroom Presentations
Students will develop historical knowledge and cultural understanding ☐ 100% of students will give a presentation containing information regarding another culture.	☐ Project Evaluations ☐ Student Journals and project final products
Students will make a contribution in society through a service project. ☐ 100% of students will be evaluated on a project in which a demonstrable contribution was made in a specified community.	☐ Teacher Records ☐ Project Evaluations

Goals and Performance Outcomes	Methods of Assessment
Students will develop their own questions and perform investigations in Science ☐ Student science project rubrics will show the formulation of questions and the performance of a scientific investigation.	☐ Project Evaluations ☐ Teacher Records
Students will use technology for completing personal and academic tasks ☐ A minimum of 3 different technology applications will be used in project and activity based learning during the course of each school year.	☐ Technology access records ☐ Project and teacher evaluations ☐ Teacher records
Students will show an understanding of the Scientific Method ☐ Student will reflect appropriate use of the scientific method on a Science Project Rubric	☐ Project Evaluations ☐ Teacher Records
Students maintain a level of physical fitness to improve health and performance ☐ 75% of students will pass a school created physical fitness assessment.	☐ Fitness-gram ☐ School designated physical fitness test

USE AND REPORTING OF DATA

Innovations Academy uses a computer based Student Information System (SIS) to track and maintain student enrollment and attendance. To accommodate the District's needs Innovations Academy has used the district SIS, Zangle, for data reporting to the District. Innovations Academy will continue to evaluate multiple options of providers for our SIS. Innovations Academy will notify the district upon change of SIS.

The School collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians, in the following manner:

Student basic skills assessment takes place twice per year using a school-wide assessment. At the beginning of the year, students are assessed. Those scoring below proficient are given additional

assessment to determine intervention needs. School leadership, in collaboration with teachers meet to analyze all state and school assessment data. At these meetings teachers determine which students may need more aggressive support, remediation and acceleration.

In addition to formal assessments, teachers will use classroom-based observations and assessments as part of the student evaluation process.

Performance data is processed and provided to staff in a graphic or tabular format that is easily understood.

Staff receives data on student achievement during staff meetings and uses this data to help monitor and improve the School's education program. A data summary will be developed annually for gathering and analyzing various student achievement data including STAR results, classroom evaluations, the annual writing assessment for 4th and 7th graders, portfolios, and student questionnaires. A schedule identifies staff meetings in which teachers reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Additionally, the review of the performance of at-risk and low achieving students will be ongoing throughout the year. Using this data, a Student Success Team (SST) may be convened to provide support to these students by creating an assistance plan.

Parents and guardians receive data on student achievement when they meet with their child's teacher at student led conferences which are held each semester. Additionally, parents have access to student portfolio work weekly and receive information about class progress through weekly updates from teachers. Parents also receive data by attending student Presentations of Learning and Exhibition nights. Parents will receive reports on STAR testing by mail. The School Accountability Report Card (SARC) will be published annually prior to the April deadline.

The District receives data on student achievement through school reports and/or presentations to the District's Board of Education.

WASC ACCREDITATION

Innovations Academy currently holds accreditation with the Western Association of Schools and Colleges (WASC). We have held the status of initial accreditation since 2015. In Spring 2019 we will have submitted our first full self-study report and received our first full three day visit. At this time we will seek full accreditation status.

The school has maintained a consistent WASC Coordinator since 2015, who is currently beginning the coordination of involvement by all stakeholders in the various processes that are the precursor to the writing of Chapter IV of the self-study report. The other chapters are already being written by Innovations Academy administration and the WASC Coordinator.

Local Control Accountability Plan (LCAP)
Innovations Academy will use and update yearly the multiple forms of data to assess progress toward the LCAP goals outlined in Elements 2 and 3 of this charter, pursuant to Education Code Section 47606.5, using the State adopted template and following all of the timelines therein, meeting the requirements of Section 47604.33.

School Accountability Report Card (SARC)
Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, SAC, ELAC and the community at large.

SDUSD Annual Site Reviews
Each year, Innovations Academy participates in an annual Site Visit conducted by SDUSD charter school office employees. The visits consist of a thorough review of financials, compliance items, accountability procedures, safety measures, and academics. The visits and subsequent reports provided to the school help ensure IA stays on top important requirements. After each visit, the school consistently follows through with any necessary changes, corrections or adjustments to ensure all requirements are satisfied.

~~The school will seek candidacy for WASC accreditation when Innovations Academy has a facility secured for a minimum of three years. This security will enable a high quality WASC accreditation because teachers and school leadership will be able to give complete focus to the WASC process. The school's staff will prepare the report and documents necessary prior to the visit. The school will then organize focus groups and begin the 18-month process for the full self-study and schedule the full visit.. Staff will be trained in the WASC process by attending the series of three WASC workshops provided for self-study training as well as any additional training deemed necessary. Selected staff will also be urged to volunteer for Visiting Committee Team..~~

ELEMENT FOUR: Governance

"The governance structure of the school, including, but not limited to, the process to be followed by the school to insure parental involvement." 47605 (B) (4)

The governance structure of Innovations Academy is organized to
meet the educational needs of all students~~, especially the target student populations~~. Each governance element has as its purpose the supporting and advancing of the mission, vision, and stated goals of the charter.

A. LEGAL STATUS   ~~A. LEGAL STATUS~~

Innovations Academy is a 501c3 California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. As such, the School will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of Education Code section 47604 (c), the San Diego Unified School District shall not be liable for the debts or obligations of Innovations Academy. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents. The District will not be liable for any actions taken by the School. Innovations Academy will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall

maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School and the District and a copy of this policy will be available to the District upon request. Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Innovations Academy further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. (refer to the Appendix for -

~~Innovations Academy will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.~~ the Articles of Incorporation, The Bylaws and proof of active status of Corporation)
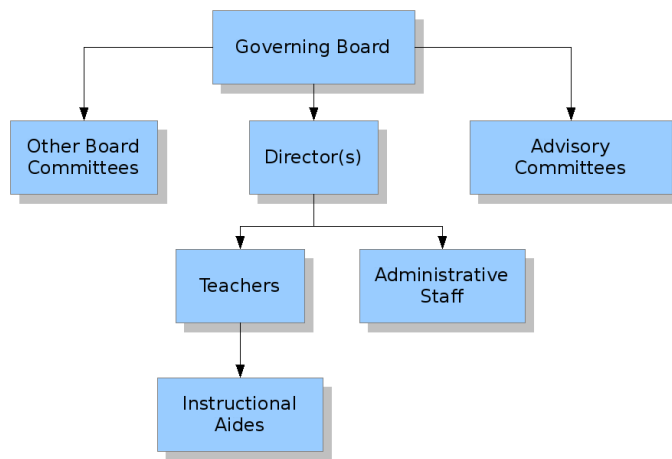
~~B.~~ CONFLICT OF INTEREST

A Conflict of Interest policy has been developed by Innovations Academy that complies with nonprofit corporation law, and shall apply to all board members and employees (refer to appendix). Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required. (see the Appendix for the Conflict of Interest Code)

~~C.~~ BOARD AND GOVERNANCE ORGANIZATION

Parent and community involvement in the governance of Innovations Academy is assured by virtue of their participation in the Board of Directors and School Advisory Committees. Innovations Academy will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws. Refer to appendix for Bylaws.

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Organizational Chart:

Governing Board

Other Board Committees

Director(s)

Advisory Committees

Teachers

Administrative Staff

Instructional Aides

*examples of other Board Committees: faculty review, curriculum development, fundraising, etc.

*examples of Advisory Committees: finance, facilities, business development, etc.

Board of Directors

The Board of Directors of Innovations Academy is the School's

Governing Board and will include no less thanapproximately three (3)- and not more thanto seventeen (17) voting board members. The Board of Directors will be selected to represent the community-at-large, higher education, the business community, legal, and families. One seat on the Board is reserved for parentss of students currently attending Innovations Academy and one seat for a current teacher. Board members will have a term of three years. A nominating committee, composed of parents, teachers, and administration, will be created to select new board members. All new members will be selected with a track record of success in their

particular sectors and a commitment to the vision of the school. Recommendations by the nominating committee will be voted on by the Board. Refer to Appendices for the list of our ~~five Founding Board Members.~~ current board members.

Board Meetings

All meetings of the Innovations Academy Board of Directors comply with the Ralph M. Brown Act, take place at least quarterly, and shall be held at a location within San Diego Unified School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Innovations Academy files. These records will be accessible for public and District review upon request.

All meetings of the Innovations Academy Board of Directors comply with the Ralph M. Brown Act, take place at least quarterly, and shall be held at a location within San Diego Unified School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Innovations Academy files. These records will be accessible for public and District review upon request. Parents and the public are always welcome and our meetings times and agendas are posted on our website and in front of the school within legal timeline compliance.

Board Delegation of Duties and Director Responsibilities

The first duty and responsibility of the Innovations Academy Board is to promote and uphold the mission and vision of Innovations Academy.

~~The first duty and responsibility of the Innovations Academy Board is to promote and uphold the mission and vision of Innovations Academy.~~

The Innovations Academy Board of Trustees shall exercise final authority on all matters concerning Innovations Academy. The Innovations Academy Board of Trustees' major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the School.

The Innovations Academy Director has the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. The Director is responsible for insuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Director reports to the Board and attends Board meetings.

Comment [CK3]: Check with Delano on this.

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--Board Training

• Individual board members attend leadership workshops and coach the board on best practices

• The board is actively seeking to add board members who will broaden the expertise of the board: law, real estate, ethnic view-points, fundraising, non- profit expertise etc.

• Board members receive training in the Brown Act yearly

• Board members receive training in educating the target student populations

• Board references legal counsel for guidelines yearly

• Board establishes committees to provide informational support.

• Board will receive regular budget and student performance reports from the director(s)

• Board will create a full set of policies to guide school personnel at the beginning of each school year.

Board Advisory Committees

The Innovations Academy Board shall establish a minimum of two School Advisory Committees as nd more if needed: Possibley committees include staff, parent, student, and community advisory committees among others. The Advisory Committees will provide advice and input to the Board on general school issues, fundraisers, and other School interests and activities, and suggest policy to the board.

MEMORANDUM OF UNDERSTANDING

The details of the working relationship between the District and the School are delineated in a Memorandum Of Understanding (MOU). The School shall retain the right to separately purchase administrative or other services from the District or any other service. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the School on the District.

AUTHORIZER OVERSIGHT~~DMINISTRATIVE SERVICES~~

The San Diego Unified School District is the authorizing district of Innovations Academy Charter School~~Where possible, and at a mutually agreed upon fee structure, the school does anticipate purchasing services from the District~~. At times the district chooses to offer services to charter schools at a cost.~~Such services may include personnel review for credential and criminal clearance purposes, police services, food services or other services that shall be available to non-profit schools.~~ The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the District provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified at law (Education Code section 47613) to compensate for such oversight services.

ELEMENT FIVE: Employee Qualifications

"The qualifications to be met by employees of the school." 47605 (B) (5) (5)

The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities through advertisements on reputable career boards and referrals. The School believes that all of its employees play a key role in creating a successful learning environment and we recruit qualified employees throughout the organization.

IA will continue its current employee hiring practices and comply with any continuing and new Every Student Succeeds Act (ESSA) legal requirement in addition to all applicable CCTC regulations. Once per year, the Highly Qualified Teacher checklist is reviewed for each teacher. IA complies with background checks for FBI background check, TB testing and retirement reporting. ~~The School conducts background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. All staff are required to have TB testing clearance.~~

Prior to the first day of employment, all employees ~~of the School~~ who may have contact with students are required to submit fingerprints (Livescan), a current TB test, and a signed copy of the Mandated Reporter Training completion form. ~~a "Mandated Reporter Acknowledgement Form."~~

Innovations Academy shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by state or federal law.

Qualifications of Employment

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will satisfy the requirements as stated in Ed Code Section 47605(I). ~~for "highly qualified teachers" under the No Child Left Behind Act.~~ As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in non-core and enrichment courses. The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The director will check all credentials prior to hiring any certificated personnel. ~~The director will annually check credentials and/or transcripts to ensure that they meet the requirements for "highly qualified teachers" under the No Child Left Behind Act for each course for which a teacher assigned.~~

Non-core teaching staff will need to provide a resume of solid experience in their subject area and of successful work with K-8 students. Such claims will be verified by letters of reference and/or phone calls to references by the director.

Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the CCTC. These documents shall be maintained on file a~~t a~~nd shall be subject to periodic inspection by the District.

-The School's key staff members will meet the following qualifications:
-The School's key staff members will meet the following qualifications:

Director Qualifications

The School's Director is the instructional leader at the School and is responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition.

The qualifications of the Director include, but are not limited to, the following:

• Superb communication and community-building skills

• Deep knowledge of curriculum development and program design

• Entrepreneurial passion in carrying out the school's vision.

• The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.

• An understanding of budget development and tracking.

• Sufficient understanding of charter school operations to monitor all "back office" operations.

• Sufficient understanding of charter school regulations to advise the governing board.

• The ability to use assessment data in analyzing school performance.

• The Director will have a minimum of two years of teaching experience.

• The ability to advise, support, and inspire teachers, staff, students and parents

• Promoting a noncompetitive environment.

• Create the opportunity for staff to express ideas.

• An understanding of Positive Discipline as a social emotional program.

• An understanding of an inquiry based approach to learning.

• Understanding of constructivist philosophy and curriculum

Teacher Qualifications

Teacher qualifications include, but are not limited to, the following:

• Must hold a California Multiple-Subject Credential ~~for the position applied for~~

• All teachers will be CLAD certified

• Must support the vision and educational program of the charter

• Must demonstrate the ability to work with the target populations

• Must be committed to student success and willing to take responsibility for student learning

• Must have an understanding of, and willingness to implement, standards-based instruction

• Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data

• Must be willing to work as a team member of a learning community

• Must be willing to support the school culture as defined by our Social Emotional curriculum.

• Must be willing to attend all mandatory professional development training
•

Office Manager Qualifications

The School's Office Manager is responsible for overall front office activities, reports to the Director, and works with students, parents, and outside parties. ~~The Office Manager will have the following qualifications:~~

Office manager qualifications include, but are not limited to, the following:

• Strong organizational, time management, and multi-tasking skills

• Strong interpersonal and communication skills

• Willingness to support the goals of the charter

• Ability to work independently as well as with a team

• Fluency in Spanish is highly desirable

• A.A. degree or equivalent work experience

• 3 plus years of experience in a fast-paced administrative support position

• Experience in school front office preferable

• Proficiency with technology and software applications

• Ability to maintain accurate records on school databases
•

Instructional Aide Qualifications

Instructional aide qualifications include, but are not limited to, the following:
•
•
•

• ~~Completed at least two years of study at an institution of higher education, or obtained an associate's (or higher) degree, or pass the Classroom Assistant Proficiency Exam -- knowledge of, and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subject areas). The California State Board of Education has determined that, for purposes of these requirements, "two years of study" is defined as 48 semester units; that the type of coursework for completion of those units is determined locally; and that the development or selection of an assessment also is a local decision.~~
• ~~Ability to do community college level work in English language arts~~
• Assist with the instruction and tutoring of students in assigned classrooms following the lead of the classroom teacher.

• Assist students during lunch, recesses, other breaks and Physical Education.

• Assist students in the afternoons on our minimum day.

• Proficient in the use of technology.

Provide support for students with disabilities as defined in their IEP and with support of an Ed Specialist

- Ability to work independently (without continuous direction) as well as with the educational team

- Have a track record of dependability

- Have a strong connection to the vision of the school

- Fluency in Spanish is highly desirable

Each local educational agency shall also ensure that all paraprofessionals working in programs supported with Title I, Part A funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.

ELEMENT SIX: Health and Safety

"The procedures that the school will follow to insure the health and safety of pupils and staff. These procedures shall include the requirements that each employee of the school shall furnish the school with a criminal record summary as described in section 44237." 47605 (B) (6)

In order to provide safety for all students and staff, the Charter School has full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

Procedures for Campus Visitors

No outsider shall enter or remain on schools grounds during school hours without having registered with the front office~~principals or designee~~, except to precede expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs. (Penal Code, sec. 627).

Procedures for Background Checks

All eEmployees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directorsmployees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Charter School complies with Ed Code Section 44830.1 related to the hiring of persons who have been convicted of a violent crime or serious felony. The Director monitors compliance with this policy. and will have TB clearance. All volunteers will be supervised by a staff member.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.
Innovations Academy follows mandated child abuse reporting provisions pursuant to Penal Code section; 11165.7et seq. As a part of compliance, all required staff subject to this provision receive child abuse reporter training, complete appropriate certifications and affirmations, and learn their responsibility as mandated reporters.

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

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Innovations Academy requires immunization of students as a condition of school attendance to the same extent as would apply if students attended a non-charter public school, Pursuant to SB 277 which phased out the personal belief exemption (Health & Safety Code section 120335), all students are required to provide records documenting immunizations as required at all public schools, Health and Safety Code Sections 120325-120375,, and Title 17, California Code of Regulations Sections 60000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis vaccine booster.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. Our medication policy can be found in our Family Handbook (located in the appendix). IA also shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members per SB 1266 IA may also provide emergency medical aid to persons who may be suffering from opioid overdose per Education Code Section 49414.3.

Vision, Hearing/Scoliosis, Diabetes

Students will be screened for vision, hearing and scoliosis by a nurse contracted by the School. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school. We also provide information on Type 2 Diabetes to the parents/guardians of incoming 7th graders which includes:

- A description of Type 2 Diabetes

- A description of the risk factors and warning signs associated with Type 2 Diabetes

- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened.

- A description of screening types and treatments and methods of prevention of Type 2 Diabetes.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall guidelines. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood Bborne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Innovations Academy follows an~~The Board shall establish a written~~ infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Suicide Prevention

Innovations Academy maintains a Suicide Prevention Policy on suicide prevention in accordance with Education Code Section 215. (see appendix)

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety .

Innovations Academy~~The Charter School~~ shall comply with Education Code Section 47610.5 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001. ~~The Charter School shall comply with Education Code Section 47610.5 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the~~

~~State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).~~ The School complies with Cal OSHA regulations.

Innovations Academy will continue to maintain safety and disaster plans appropriate to all site locations and ready for inspection. Safety plans include disaster preparedness information providing emergency procedures in case of fire, bomb threat, earthquake, or intrusion. All staff receive training on school safety plans and participate in monthly, documented schoolwide drills to practice disaster procedures. The School complies with all applicable safety laws. has developed further health, safety, and risk management policies, with consultation with its insurance carriers and risk management experts. These policies and plan are maintained on the school site and are available for Authorizer review.

Comprehensive Sexual Harassment and Anti-Discrimination Polices and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of ~~such factors as~~ race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ~~race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.~~ The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.(see Employee~~d~~ and Family Handbooks in the appendix)

Unisex Bathrooms

~~All students have access to unisex bathrooms at both school sites, in accordance with AB 1266 requirements in California. Any student is permitted to utilize the single-stall unisex bathrooms throughout the day.~~All students have access to unisex

bathrooms at both school sites, in accordance with AB 1266 requirements in California. Any student is permitted to utilize the single-stall unisex bathrooms throughout the day.

ELEMENT SEVEN: Means to Achieve a Racial and Ethnic Balance

"The means by which a school will achieve racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." 47605 (B) (7)

Innovations Academy will strive to achieve a racial balance reflective of the District and the local community. All enrollment and lottery systems will continue to be of a non-discriminatory nature. There is an annual evaluation of enrollment and an outreach plan is developed to address any issues.

Means to Achieve Racial/Ethnic Balance

Fig. 53

	2014-15		2015-16		2016-17	
	SDUSD	**IA**	**SDUSD**	**IA**	**SDUSD**	**IA**
African American	9.3%	3.1%	9.0%	3.4%	8.7%	3.1%
Native American or Alaskan	0.3%	0.9%	0.3%	0.3%	0.2%	0.3%
Asian	8.4%	2.3%	8.4%	2.8%	8.5%	4.4%
Filipino	5.3%	1.1%	5.1%	2.0%	5.0%	1.8%
Hispanic or Latino	46.9%	16.9%	36%	18.6%	46.7%	19.5%
Pacific Islander	0.6%	0.6%	0%	0.8%	0.4%	0.8%
White	23.1%	66%	23%	63%	22.9%	59%
Two or more races	5.8%	8.6%	6.3%	11.3%	0.8%	11.3%
Total Enrollment based on Dataquest reports	129,779	350	129,380	354	128,040	390

Innovations Academy will make the following measurable recruitment efforts and outreach programs. The recruitment and outreach efforts shall include:

- Innovations Academy will maintain accurate application and enrollment information on our website.

a. Innovations Academy will have community outreach through recreation centers and local community resources made and posted in adjacent communities having diverse populations.

a.

b. Innovations Academy will advertise in the print and non-print media during the open enrollment periods, depending on availability of funds: Union Tribune, San Diego Family Magazine, Public Libraries, Neighborhood Community Centers, among others.

b.

c. Innovations Academy will provide informational materials to the community and surrounding communities in both Spanish and English.

Additionally, Innovations Academy will

2 will

have an initial open enrollment period for the first year of at least 90 days.
  3. Innovations
  Academy maintain an accurate accounting of ethnic and racial balance of students enrolled in the school.

-

- Innovations Academy will eengage in ongoing recruitment and outreach efforts annually which are comparable with the first year of the charter.

- Host information sessions at a variety of times and days of the week.

ELEMENT EIGHT: Admissions and Preferences

Student Admission Policies and Procedures 47605 (B) (8)

The Innovations Academy admissions process is designed to reach out to all families and enable the school to have a diverse student body. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law. –

Prior to enrollment, families will be informed of our admissions process. P~~for the lottery,~~ ~~p~~arents are e~~x~~pected~~ncouraged~~ to attend an information session which will be held a minimum of three different days and times to accommodate schedules during enrollment months.

Guidelines:

- Innovations Academy may give admission preference to children of employees and founding members that will not exceed 10% of the student body.

- Preference may be given to siblings of admitted students.

- Innovations Academy will be open to all students including those with special education needs. The School will support the administration of special education services at the school site by the San Diego Unified School District or other selected SELPA.

- Innovations Academy will not discriminate against any student.

- Should Innovations Academy receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery.

1. An adult citizen of good standing, not otherwise employed by Innovations Academy, will testify in writing, under penalty of perjury, that he or she personally witnessed each lottery pursuant to the above, and that each was random, public and conducted as advertised. ~~The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.~~

   1.

2. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long.

1. ~~The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.~~

2.

   —Applicants will be admitted in the order their names are populated by a randomized electronic lottery program when possible. If an electronic lottery is not possible, a ~~or in a~~ lottery will be~~y~~ held at Innovations Academy facility held in a large enough space to accommodate~~for~~ all interested parties.

3.

~~2.~~ The lottery will take place on a weekday evening after the hours of a typical work day.

4.

   —

3. ~~All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.~~

   ~~4.~~ The lottery shall draw names from pools of ballots differentiated by grade level.

   —

5.

~~6.~~ —Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.

   ~~7.~~6.

   ~~8.~~ The drawing shall continue until all names for that grade level are drawn. -

   —

   ~~9.~~7.

10. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

11.8.

12.9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing, return receipt required. The letter will give the applicant three (3) days to notify the enrollment coordinator, verbally in person or in writing of the applicant's intentions. The enrollment coordinator will also make at least two attempts to contact the accepted applicant's family by phone and send one email. Those families not responding within the 3-day period will forfeit their right to enroll their student in the school for that school year. The enrollment coordinator will proceed to the next eligible candidate.

Once again, Innovations Academy shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability and any other characteristics listed in Education Code Section 220. The Academy certifies that all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. IAUDA shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular education activities and shall comply with the "free schools" guarantee as set forth in state law. Innovations AcademyThe Academy and its parent corporation shall defend, indemnify and hold harmless the District from any and all challenges alleging that admission procedures do not comport with applicable laws

13. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

ELEMENT NINE: Annual Audit

"The manner to which an audit of the financial and programmatic operation of the school is to be conducted." 47605 (B) (9)

An annual fiscal audit of Innovations Academy, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use Generally Accepted Accounting Principles ("GAAP"). The audit will be supervised by the Director. Innovations Academy will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. All exceptions and deficiencies and their remedies will be resolved to the District's standard. The Board of the School will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

Every three years the school will hire an independent firm to audit the operational and educational performance of the school. The findings of this audit will be shared with the Innovations Academy Board of Trustees as well as the District's Charter School Office.

Innovations Academy will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not exceed one percent of the average daily attendance funds provided to Innovations Academy, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.

The District agrees to allow Innovations Academy to separately purchase administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, Innovations Academy agrees to cooperate with the District in order to facilitate compliance with the Public Records Act

(Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)

Innovations Academy shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will prepare and and file with the district the following documents:

- i.O on or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.

- ii. Oon or before December 15, an interim financial report. This report shall reflect changes through October 31.

- iii. Oon or before March 15, a second interim financial report. This report shall reflect changes through January 31.

- iv. On or before September 15, a final un-audited report for the full prior year.
-

Innovations Academy shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel   and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)

-Innovations Academy shall comply with all laws establishing minimum age for public school attendance.
Innovations Academy shall comply with all laws establishing minimum age for public school attendance.
-Innovations Academy shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))
Innovations Academy shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))
-Innovations Academy will be a site-based school by SB740 standards but when independent study is provided, Innovations Academy will comply with all state laws relating to independent study as set forth in Education Code § 47612.5.

~~Innovations Academy will be a site-based school by SB740 standards but when independent study is provided, Innovations Academy will comply with all state laws relating to independent study as set forth in Education Code § 47612.5.~~
Innovations Academy offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

ELEMENT TEN: Suspension and Expulsion Policy

"The procedure by which students can be suspended or expelled." 47605 (B) (10)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Innovations Academy. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction as a last resort. This policy shall serve as Innovations Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the Innovations Academy Family Handbook and will clearly describe discipline expectations.

~~Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, intervention meetings during and after school hours, use of alternative educational environments, suspension and expulsion.~~
Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, intervention meetings~~detention~~ during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Innovations Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

~~Special Proc~~Special Procedures for Special Education Students

Special education students can be suspended or expelled just like general education students. A student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. ~~Special education students can be suspended or expelled just like general education students.~~

Innovations Academy will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Innovations Academy, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine whether:

(1) ~~1)~~ The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(2) If the conduct in question was the direct result of the school's failure to implement the IEP

If it is determined that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If it is determined that the conduct was a manifestation of the child's disability, the IEP Team shall:~~Within ten (10) school days, the school will assemble an IEP team to make a manifestation determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school would work with the district to provide an interim alternative educational setting.~~

(1) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that IA had not conducted

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such assessment prior to such determination before the behavior that resulted in a change in placement;

(2) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(3) Return the child to the placement from which the child was removed, unless the parent and IA agree to a change of placement as part of the modification of the behavioral intervention plan.

If it is determined that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then IA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. ~~Innovations Academy shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.~~

~~1.~~ Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Innovations Academy or at any other school or an Innovations Academy sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

~~2.~~ Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the student~~pupil~~:

~~a.~~ Physical Injury: Threat, Causation or Attempt of Physical Injury
C~~C~~aused, attempted to cause, or threatened to cause physical injury to another person, or aided or abetted another to ~~or~~ willfully used force of violence upon the person of another, except in self-defense.

Weapon
b.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.

Controlled Substances, Alcohol, Intoxicants

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Tobacco

Possessed, provided or used tobacco, or any item containing tobacco or nicotine or any products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

Drug Paraphernalia

Unlawfully possessed, arranged for, offered, or negotiated the sale of any drug paraphernalia.

Robbery, Extortion or Theft

e.

Involvement in a Committed or attempted to commit robbery or extortion or theft or attempted robbery, extortion or theft or receipt of school or private property. Parents may be required to pay for any losses or damage.

Vandalism

f.

Caused or attempted to cause damage to school property or private property. Parents may be required to pay for any losses or damage.

g. Stole or attempted to steal school property or private property.

h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

i.Obscene or Offensive Acts.

Committed an obscene act or engaged in habitual profanity or vulgarity, including sexual acts, even if consensual.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

Disruption or Defiancek.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Sexual Harrassment

Made unwelcome advances; requested sexual favors and/or other verbal, visual or physical conduct which is of a sufficiently severe sexual nature, has a negative impact on an individual's academic performance, or creates an intimidating, hostile or offensive environment. Committed or attempted to commit a sexual assault as defined in Penal
Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

Harrassment

o.

Harassed, threatened, or intimidated a student (or group of students) or school employee, with the actual or expected effect of disrupting class work, creating substantial disorder, or creating a hostile educational environment.

Harrassed, threatened or intimidated one or more students or school employees wwho is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that personhat student from being a witness and/or retaliating against that personstudent for being a witness.

Hate Violence

Caused, threatened to cause, attempted to cause, or participated in acts of hate against people or property, including but not limited to negative behaviors targeting members of a particular gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged.

Hazing

p.

Engaged in, or attempted to engage in, any activity used for initiation or pre-initiation into a student organization or student body related activity, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in or attempted to engage in hazing of another.

r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

s. Made terrorist threats against school officials and/or school property.

t. Committed sexual harassment.

u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Grounds for Automatic Expulsion

The following behaviors are automatic grounds for due process for expulsion:

Brandishing a knife at another person

Possession of a firearm or explosive

Selling or attempting to sell a controlled/prohibited substance

Committing or attempting to commit a sexual assault or sexual battery

Repeated incidents of fighting, violent acts, or causing seriuos injury to another person

~~Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.~~

Whether a student is given suspension or expulsion will be determined by prior record, intent and severity and determined by the director or designee ~~one of the directors~~. A Director's recommendation for expulsion will be taken to the Board for approval prior to the expulsion being levied.

~~3.~~   Suspension Procedure

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     ~~S~~uspensions shall be initiated according to the following procedures:

a. Who May Suspend

Only the Director (Principal) or the Director's designee may suspend a student.

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exist or if doing so would create stress for those involved. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended

without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

c. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel 4. Authority to Expel

A student may be expelled either by the Innovations Academy Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. Expulsion Procedures

Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

-Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

a. The date and place of the expulsion hearing;

b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

c. A copy of the School's disciplinary rules which relate to the alleged violation;

d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

f. The right to inspect and obtain copies of all documents to be used at the hearing;

g. The opportunity to confront and question all witnesses who testify at the hearing;

h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

Offenses

Innovations Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

a.   The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

b. Innovations Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

c.   At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

g. If one or both of the support persons is also a witness, Innovations Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped

depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.   A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Independent study is an alternative to classroom instruction. Students who are excluded from class-room instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance or independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to Education Code Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study only if they are also given at least one classroom instruction option.

9. Written Notice to Expel

The Director or designee following a decision of the Innovations Academy Charter School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

a. Notice of the specific offense committed by the student

b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Innovations Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

10. Disciplinary Records

Innovations Academy shall maintain records of all student suspensions and expulsions at the School.   Such records shall be made available to the District upon request.

11. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Innovations Academy as the Charter School Board's decision to expel shall be final.

12. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

13. Rehabilitation Plans

Students who are expelled from Innovations Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Innovations Academy Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Innovations Academy Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Innovations Academy's capacity at the time the student seeks readmission.

ELEMENT ELEVEN: Employee Retirement Programs

"The manner in which staff members of the charter school will be covered by the State Teachers Retirement System, The Public Employees' Retirement System or federal social security." 47605 (B) (11)

All certificated staff members will participate in the State Teachers Retirement System (STRS) - to the extent allowed by law. They shall retain all previous vested rights in STRS. This will include the Director, if certificated, and teachers. The Director will insure compliance with this provision.

All classified staff will participate in the federal social security program. . The Director will insure compliance with this provision.

The salary schedule for certificated personnel will be set up to attract highly qualified teachers, by providing salaries that are commensurate, at the entry level, with other county districts and charter schools including SDUSD.

All full time staff will be eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

ELEMENT TWELVE: Attendance AlternativesELEMENT TWELVE: Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district that chose not to attend charter schools." 47605 (B) (12)

Innovations Academy is a school of choice. As per state law, nNo student may be required to attend Innovations Academy. Students who reside within the District who choose not to attend Innovations Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Innovations Academy will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.   Innovations Academy will provide information about attendance alternatives to inquiring parents and students. Transportation is the parental responsibility for families who choose to attend Innovations Academy, unless such transportation is provided by IA at its sole discretion.

ELEMENT THIRTEEN: Return Rights of District Employees
"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." 47605 (B) (13)

District employees will have no special rights to work at Innovations Academy. Any district employee who obtains employment with Innovations Academy will have the right of return to employment in the district as per district policy and the collective bargaining agreement. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants. Innovations Academy shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence. All employees of Innovations Academy will be considered the exclusive employee of Innovations Academy and not San Diego Unified School District unless otherwise mutually agreed upon in writing. Employment by Innovations Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: Dispute Resolution
"The method by which the charter school and sponsoring district will resolve disputes." 47605 (B) (14)

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and Director of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Innovations Academy Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Innovations Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Innovations Academy.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify Innovations Academy governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

The San Diego Unified School District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of Innovations Academy prior to any observation or inspection.

Innovations Academy may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the Charter School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code.

Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the Charter School Director at which time the Charter School Director will satisfy the District as to the implementation of the necessary safety procedures.

ELEMENT FIFTEEN: ~~Employer Status and Collective Bargaining~~ ~~*Labor Relations, Employment and Collective Bargaining 47605 (B) (15)*~~

~~Innovations Academy shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA"). The charter school recognizes the employees' rights under the EERA provisions to organize for collective bargaining. The Director is responsible for compliance.~~

~~ELEMENT SIXTEEN:~~ School Closure
"A description of the procedures to be used if 47605 (B) (5) (p)the charter school closes."

The following procedures shall apply in the event Innovations Academy closes. The following procedures apply regardless of the reason for closure.

Closure of Innovations Academy will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.

The Innovations Academy Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

As applicable, Innovations Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Innovations Academy will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure. District property that is transferred to Innovations Academy together with the facilities remains District property, is not an asset of Innovations Academy, and must be returned to the District when Innovations Academy closes. (to comply with 47605(a)(1)

As soon as reasonably practical, Innovations Academy will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit.

The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

Should Innovations Academy cease operation, the assets of the Academy shall be first prioritized towards paying any debts of the Academy including any overpayment or over apportionment of state funding, and any and all fees or sums due to the authorizer. All other assets will be distributed in accord with laws and regulations in force that govern the dissolution of non-profit public benefit corporations. To the extent consistent with applicable law, the assets of the corporation shall be distributed to a California charter school, as approved by the District, with preference given to a charter school operating within the District, or if there are no charter schools operating within the state, to the District. The School will comply with all portions of EC Section 47605(b) (5) (P) and CCR, Title 5, Sections 11962 and 11962.1, The Academy will comply with all portions of EC47605 (b) (5) (P), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records". This audit will be completed within six months of school closure. Further, the Academy will notify parents, students, the California Department of Education, districts affected by the closure, and the San Diego County Office of Education.

On closure of Innovations Academy, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As Innovations Academy is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

OTHER CHARTER ELEMENTS

Staff Recruiting and Professional Development STAFF RECRUITING AND PROFESSIONAL DEVELOPMENT

Regarding staff recruitment, Schwartz (2000) recommends "a strong principal and director, and competent teachers who all believe in students' ability to learn and are committed to removing educational inequities related to sex, race, ethnic background, and disability," and that "staff members should be recruited from target populations so they can serve as role models, and they should introduce students to other role models of both sexes with backgrounds similar to theirs."

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Innovations Academy provides excellent salaries and benefits to attract highly qualified teachers. Innovations Academy makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, Peace Corps, Teach for America, and through the use of ~~i~~Internet based job posting.

Teacher quality is a major emphasis at Innovations Academy. ~~All teachers are highly qualified as specified in the No Child Left Behind Act (single subject credential in their teaching area if applicable).~~ Strong content knowledge, familiarity with the target populations, innovative and create thinkers, and willingness to support the goals of the charter are underscored in the hiring process. Our staff includes principal/staff director(s), one primary teacher per class of students, and an administrative assistant and other support staff.

On-going professional development has been shown to improve student learning. This includes:

• Differentiated Instruction Training

• Project Based Learning
• Service Learning

• Social Emotional Curriculum (8 to Great, Non-violent communication, Responsive Classroom, Positive Discipline.)

• Governance training

• Charter School development

• Neurocognitive Educational Curriculum

• Classroom Management Techniques
•

Financial Planning , Reporting, and Accountability ~~FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY~~

~~The~~ Innovations Academy relies on State and Federal funding sources to support the basic program, instruction and curriculum. As a hybrid model, Innovations Academy recognizes that we may go through the SB740 process. Additionally, grant money is used to enhance learning opportunities and provide extra activities and events. Innovations Academy teachers may participate on a Teacher Leadership Team to be trained in the financial planning, reporting and accountability necessary for charter school management.

In addition to standard reporting in accordance with Education Code Section 47604.33, Innovations Academy shall provide reports as requested from the District and County office of Education. Standard finance reports to both entities include:

By July 1st

-a preliminary budget for the current fiscal year, pursuant to subdivision (g) of section 47605 satisfies this requirement.

By July 1st

-an annual update of the LCAP as required in Section 47606.5.

By December 15th

- an interim financial report for the current year will be provided, along with a copy of the previous year's annual, independent audit. Copies of the audit will also be sent to the State Controller, CDE, along with the District and SDCOE. This interim financial report shall reflect changes through October 31.

By March 15th

-a second interim report reflecting changes through January 31.

By September 15th

-a second a final unaudited report for prior year with an annual statement of all receipts and expenditures for the preceding fiscal year.

Innovations Academy and its business management provider, currently Charter School Management Corporation (CSMC), shall maintain internal controls that are evaluated annually by an independent auditor in accordance with generally accepted audit standards. Innovations Academy contracts with an independent auditor to conduct an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statement and reporting practices. The audit is conducted in accordance with GAAP as applicable to public schools and in compliance with the audit provisions of the Schools' charters and charter school legislation. Clear audit reports are submitted to the District, County Office of Education, State Controller and CDE.

Innovations Academy Board of Directors meets routinely to review Academy profit and loss statements, cash flow projections, reports of budget to actual results, and balance sheets. It also addresses audit deficiencies, if any, formal or informal, and determines the means for resolving any such deficiencies in a timely fashion.

Information Exchange -Innovations Academy and District - Records, Reports and Visits

Innovations Academy agrees to promptly respond to all reasonable inquiries, including inquiries regarding its financial records. Innovations Academy records will be treated as public records under the California Public Records Act. The District may inspect or observe any part of Innovations Academy at any time. The District agrees it will not do so unreasonably, without notice or by causing a disruption of student instruction or Innovations Academy operations except in the case of an emergency.

Reporting

Innovations Academy will also complete the following reports in a timely manner and provide to the District as required by law:

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- CBEDS (California Basic Educational Data System)
- ADA (Average daily Attendance) Reports
- SARC (School Accountability Report Card)
- Reports pertaining to Education Code 47604.33 mentioned specifically in *Element Nine: Financial Audits.*
- CAASPP
- CALPADS (California Longitudinal Pupil Accountability Data System)
- Office of Civil Rights: Provide the information necessary for the District to submit the required data
- California English Language Development Test / English Language Proficiency Assessments for California (CELDT / ELPAC).
- FitnessGram Data
- LCAP update and summary report by June 30

Changes in these reporting requirements may be incorporated by reference into this charter when the District and the Academy mutually update their MOU.

Innovations Academy shall permit the District to inspect and receive copies of all records relating to its operation, including financial, personnel and pupil records, for articulated oversight purposes, provided that District maintains the confidentiality of such records to the extent required by law, and unless law prohibits disclosure to the District of any such records. The Academy shall promptly comply with all such reasonable written requests. Pursuant to Education Code 47607, the District shall have the right to inspect or observe any part of Innovations Academy at any time, upon reasonable notice.

Legal Status and Civil Liability Effects

Innovations Academy will be operated by a non-profit public benefit corporation. As such, San Diego Unified School District shall not be liable for its debts or obligations.

Innovations Academy and its corporation shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the Academy, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees, agents, or students. In cases of such liabilities, claims or demands, Innovations Academy at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Innovations Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law to ensure the district shall not be liable for the operation of the Charter School.

Innovations Academy purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, as part of its own insurance program. Innovations Academy insurance shall be

equivalent to the District's program with respect to limits and coverage. Innovations Academy will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Innovations Academy shall maintain at its sole cost and expense, without reimbursement, adequate policies in the areas of Comprehensive or Commercial General Liability; Comprehensive or Business Automobile Liability, Worker's Compensation; Professional or Directors Liability (Errors & Omissions); Property Insurance (including contents); and employment practices liability. Innovations Academy shall provide a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or non-renewal of any insurance coverage. Pursuant to Education Code Section 47604, the District shall not be liable for Innovations Academy's debts or obligations.

In addition, IA shall hold harmless, defend, and indemnify the District, their officers, and employees, from every liability, claim, or demand that may be made by reason of: (1) and injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default or mission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

General Liability, Insurance and Indemnification
Innovations Academy shall maintain at its own expense, general liability insurance with limits of liability of $5,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Automobile Liability
Innovations Academy shall maintain at its own expense automobile liability insurance with limits of liability of $2,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Workers' Compensation Insurance

Workers' Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over Innovations Academy's employees, and employers' liability insurance with a minimum limit of $1,000,000.

Errors and Omissions Liability Insurance

Errors and Omissions Liability Insurance conforming to the following requirements:

● Errors and Omissions Liability Insurance shall cover Innovations Academy for those sources of liability arising out of the rendering or failure to render professional services in the performance of this MOU, including all provisions regarding financial management and indemnification.

● The insurance shall be subject to a maximum deductible not to exceed $5,000/$ 1,000/25,000 deductible per claim.

● The minimum limits to be maintained by Innovations Academy shall be no less than $1,000,000/$2,000,000 per claim/annual aggregate.

Property Insurance

Property Insurance shall include coverage (including contents) to address business interruptions and casualty needs including fire and other hazards with replacement costs coverage for all assets listed in Innovations Academy's property inventory and consumables. Innovations Academy shall also pay an equitable share of the cost of insuring the structures if and when it occupies a District-owned facility in the present or future.

Employment Practices Liability Insurance

Innovations Academy shall obtain employment practices liability coverage with minimum limits no less than $1,000,000/ $2,000,000 per claim/annual aggregate, or equivalent. Any and all policies of insurance maintained by Innovations Academy shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the District and/or their respective officers, agents, employees, and representatives. The District may specify that it be named as 'separately insured. To the extent that Innovations Academy obtains insurance providing 'claims made' coverage, such coverage shall include a rider or endorsement that shall provide for coverage for no less than three (3) years following termination of the policy.

BUDGETS

The budgets reflect an initial proposal. Budget proposals will be updated in March and June with a final budget adopted in September.

FINANCIAL REPORTING

Innovations Academy utilizes the services of Charter School Management Corporation. All transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers will be entered into the accounting system using SACS numbers to organize the reporting. The September 15 final un-audited report for the previous fiscal year will be prepared by the selected back-office agency from FIS or similar accounting system. The final decision will be made prior to opening the school.

Innovations Academy will adhere to the district's reporting requirements.

1. Innovations Academy will provide the following reports as required by law:

a. CBEDS (California Basic Educational Data System).

b. ADA (Average Daily Attendance) reports J18/19.

c. SARC (School Accountability Report Card – charter schools may use their own formats).

d. Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district's "Charter School Audit Guidelines" no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school's fund.

The district shall use any financial information it obtains from the charter school, including, but not limited to the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

2. Innovations Academy will provide the following data and reports as required by the district:

a. If placed on the "Financial Watch List", monthly statements of accounts;

b. Test results for all state mandated assessments, which are:

i. STAR (Standardized Testing and Reporting).

ii. CELDTii. ELPAC (English Language Proficiency Assessments for California California English Language Development Test).

iii. SABE/2 (Spanish Assessment of Basic Education).

Changes in reporting requirements may be incorporated by reference into the school's charter when the school and district update their MOU.

INSURANCE

Innovations Academy will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size.

~~Innovations Academy purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. Innovations Academy will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy are outlined in a Memorandum of Understanding ("MOU") between Innovations Academy and the District.~~

~~ADMINISTRATIVE SERVICES~~ Administrative Services

Our charter school board utilizes Charter School Management Corporation (CSMC) for our back office and financial service operational needs. CSMC has provided support for the Innovations Academy through:

- Annual budget development,

- Cash flow projections,

- Long term financial planning

- General ledger and booking

- Accounts payable & receivable

- Payroll, retirement reporting, and benefits administration

- Local/State/Federal reporting for compliance

- ADA tracking & reporting

- Board financial reports

CSMC, founded in 2000, is the largest provider of back office support to charter schools in both California and the nation. CSMC currently supports over 100 charter schools in California, and 50 more in 7 other states. CSMC, with offices in Temecula, Los Angeles, Oakland, Colorado and Florida, supports charter schools that are currently authorized by local districts, County Offices of Education, and the State Board of Education.

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CSMC also provides clients with its cutting edge web portal, CharterVision, a 24/7 on-demand resource that provides access to all financial records and reports of the charter school. CharterVision provides in depth information, access and transparency to charter leaders and their board.

No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fund-raisers will be kept temporarily in a locked area and promptly deposited.

Facilities

Innovations Academy is under a current lease agreement for its facilities at 10380 Spring Canyon Road, San Diego, CA 92131. IA agrees to abide by all agreements and uphold its responsibilities with regard to the care and maintenance of this property. Innovations Academy will comply with Education Code section 47605.1 and 47610, when applicable, with regard to location and compliance in future facilities and current facility. Innovations Academy has secured a Facilities Grant through Proposition Z funds to secure a permanent facility by June 2019.

FACILITIES

Innovations Academy will be located in the San Diego Unified School District. The School's facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file records documenting such compliance which are available for inspection.

Innovations Academy has located at the following sites:

The Kroc Center, located at 6753 University Ave, San Diego, CA 92115
123 Camino de la Reina, San Diego, CA 92108
6540 Mission Gorge Rd. San Diego, CA 92103

Innovations Academy is currently leasing space from San Diego Unified School District. Our address is 10380 Spring Canyon Rd. San Diego, CA 92131. Our lease extends until the end of the 2014 school year at which time we have the following options:

a) Renegotiate a lease with the district

b) Submit a Proposition 39 proposal to the SDUSD

b) lease another building in the area

c) investigate options to purchase a building in the area.

Attendance

Innovations Academy shall implement an attendance and accounting system to ensure contemporaneous record keeping, which complies with state law.

District Services

Innovations Academy and the District will negotiate in good faith on an annual basis to develop a Memorandum of Understanding ("MOU") separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. Innovations Academy's purchase of goods and services, if any, from the District shall not negate the operational independence of the Academy from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Innovations Academy does not anticipate purchasing any optional services from the District other than services identified in the MOU. The District will perform all oversight functions and in accordance with Education

Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of Innovations Academy not to exceed one (1) percent of the revenue of Innovations Academy. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Transportation

Innovations Academy shall not provide transportation to and from school, except as required by law.

Mandated Cost Recovery

Innovations Academy will be responsible for recovering from the State all eligible mandated costs applicable to IA, if applicable.

Charter Revisions

Material revisions to the charter must be approved by the District's Board of Trustees. However, any proposed revisions to the charter will be presented to the District for a determination as to whether it is a material revision that must be approved by the District Board of Trustees. The District will make its determination and, if required, the District Board of Trustees will consider the revision for approval within 60 days of submission or within a time mutually agreed to.

Charter Term

The petitioners request the San Diego Unified School District Board of Trustees approve a term of this charter that shall begin for a five-year period on July 1, 2018 and end on June 30, 2023. Innovations Academy will continue to provide a needed choice for students and families who want a flexible scheduling option, small class sizes and a constructivist education in which students access a hands-on project based approach to education while learning in an environment that respects their social emotional needs. Innovations Academy justifies this five-

year term based on the strength of Innovations Academy educational design, provision of a sound education alternative to the families of San Diego and fiscal track record.

TRANSPORTATION

Transportation will not be provided by Innovations Academy. Students beyond walking distance will be encouraged to use public transportation. The school may contract with public transit system for reduced fair bus passes for students and may provide passes to free and reduced qualified students who do not live within walking distance to school.

IMPACT ON THE CHARTER AUTHORIZER

Innovations Academy will have negligible financial impact and most likely contribute positively to the San Diego Unified School District because:

Innovations Academy will be drawing its student population in part from independent study or students who are not currently enrolled in the district because they are homeschooled (filing a R-4 form with the County), independent study charters with other districts (Eagles Peak, Dehesa Charter School, etc.), or they are in private schools which do not contribute to the San Diego Unified School District.

Innovations Academy has a highly qualified and varied founding team which will lead to the success of the school.

Innovations Academy was a participant in the California Charter School Association's Charter Launch program to ensure the creation of a high quality charter school.

Innovations Academy is a non-profit corporation.

Innovations Academy will carry the appropriate insurance including liability, errors and omissions.

Innovations Academy recognizes the need for at least a District annual school visit and the designation of a District employee as liaison.

Innovations Academy is currently not in need of Proposition 39 facilities. We do reserve the right to apply for Proposition 39 facilities in the future.

To Summarize the Impact on Charter Authorizer:

Innovations Academy is being started by professionals with many years experience and will not require services from the District other than those paid for by the school.

Innovations Academy will be a small school.

Innovations Academy reserves the right to request a school site in the future.

Innovations Academy will provide a needed choice for students and families who want a flexible scheduling option, small class sizes and a constructivist education in which students access a hands-on project based approach to education.

Innovations Academy will matriculate students who are not currently enrolled in district schools.