

**Innovations Academy Regular Board Meeting Agenda: March 2, 2021 @ 6:00 pm**

**Meeting location(s)**

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Teleconference Number (Note: Teleconferencing is by phone only)  <b>Dial-in number (US):</b> (425) 436-6381 <b>Access code:</b> 1637013#
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\*Members of the public need not state their names when entering the conference call.

**Board Attendance**

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**Others in Attendance**

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**Agenda**

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - 2nd motion- <b>Vote:</b> Approved by:
➤ Approval of prior month meeting minutes <ul style="list-style-type: none"> <li>○ Dec. 8, 2020 minutes (board packet)</li> </ul>	<b>Vote to approve past minutes -</b> 1st motion- 2nd motion- <b>Vote:</b> Approved by: 1.
➤ Public comments (3 mins per person)	
<ul style="list-style-type: none"> <li>○ Teacher briefing (Ali) Progress on second semester scheduling changes</li> </ul>	
<ul style="list-style-type: none"> <li>○ Financial update (CSMC)               <ul style="list-style-type: none"> <li>✓ Joshua Eng from CSMC will present financial information for approval of 2020-21 2nd Interim Budget (see board</li> </ul> </li> </ul>	<b>Discussion:</b> ➤

<p>packet for narrative, report and budget)</p>	
<p>➤ Action Item:</p> <ul style="list-style-type: none"> <li>➤ Approval of 2020-21 2<sup>nd</sup> Interim</li> </ul>	<p><u>Action Item 1 -</u>  <b>Discussion:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Vote:</b></li> <li>➤ 1st motion -</li> <li>➤ 2nd motion -</li> </ul> <p><b>Approval by:</b></p>
<p>➤ Director update (Christine)</p> <ul style="list-style-type: none"> <li>➤ <b>Announcements</b> <ul style="list-style-type: none"> <li>○ Enrollment is at 413</li> <li>○ Lottery is happening 3/9</li> <li>○ Facility Update: everything is still under warranty.</li> </ul> </li> <li>➤ <b>Annual Conflict of Interest Form 700 due.</b>  Board members must complete forms due by 4/1/21, you should have received an email in January from <a href="mailto:Form700@sdcounty.ca.gov">Form700@sdcounty.ca.gov</a></li> <li>➤ <b>Uniform Complaint update (see appeal decision in board packet)</b>  Update on complaint filed in August by a person not affiliated with IA. The appeal regarding the field trip fees was denied with a final determination that IA is aligned with the law.</li> <li>➤ <b>Facility Update</b> <ul style="list-style-type: none"> <li>○ Information about how things are going in our facility <ul style="list-style-type: none"> <li>■ air filtration</li> <li>■ warranty</li> <li>■ playground</li> </ul> </li> </ul> </li> <li>➤ <b>COVID-19 Update</b> <ul style="list-style-type: none"> <li>○ Information about cases and precautions</li> </ul> </li> <li>➤ <b>Learning Continuity &amp; Attendance Plan (LCP); Local Control and Accountability Plan (LCAP) updates</b>  This was a unique year and instead of the LCAP we had the LCP. We are ramping up for writing the new 3-year LCAP. We have held 2 parent meetings. This will be time for board input for goals and areas of need.</li> <li>➤ <b>Discuss the Annual District Site Visit held 2/22/21</b>  Share out district observations shared with the</li> </ul>	<p><u>Director Update: Discussion Notes</u></p>

board and the administrative team.	
<p>➤ Board Items:</p> <p>➤ <b>Bylaws and Board Terms: Review and Determine Possible Updates (see board packet)</b></p> <p>Review bylaws for possible needed updates/changes. Board Term Review: Board terms discussed and updated as needed.</p> <p>➤ <b>Introduction of nominee for teacher representative to the Board of Directors.</b></p> <p>The teacher representative position is open and the teachers have selected a representative.</p>	
➤ Action Item: Update Board Terms	<p><u>Action Item 2 -</u> <b>Discussion:</b></p> <p>➤ <b>Vote:</b></p> <p>➤ 1st motion -</p> <p>➤ 2nd motion -</p> <p><b>Approval by:</b></p>
➤ Action Item: Bylaw changes	<p><u>Action Item 3 -</u> <b>Discussion:</b></p> <p>➤ <b>Vote:</b></p> <p>➤ 1st motion -</p> <p>➤ 2nd motion -</p> <p><b>Approval by:</b></p>
➤ Next board meeting	
○ Confirm date of next meeting	
○ Identify agenda items for next meeting	Policy updates (Safety policy, Discipline Policy,,Independent Study Policy and I.S. Master Agreement)
Meeting adjourned	

The foregoing minutes were approved by the Board of Directors of Innovations Academy on \_\_\_\_\_.

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Please contact Innovations Academy Board @ [Board@InnovationsAcademy.org](mailto:Board@InnovationsAcademy.org) if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
- The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be identify themselves.

## Innovations Academy Board Minutes: December 8, 2020

### Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Public call in number Dial-in number (425) 436-6381 Access code: 1637013#
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### Board Attendance

Stephen Rosen	Nate Cooper	Faraz Sharafi				
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### Others in Attendance

Christine Kuglen	Gabriela Badillo	Michelle Bishop	Christina Keane	Sally Lutz	Joshua Eng, CSMC	
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Topic	Minutes
➤ Call to order / roll call	12/8/20, Board Meeting Started: 6:16 p.m. Board in Attendance: 1. Nate Cooper, Faraz Sharafit, Stephen Rosen Others Present: 1. Christine Kuglen, Joshua Eng, Gabriela Badillo, Michelle Bishop, Christina Keane, Sally Lutz
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - Stephen Rosen 2nd motion- Faraz Sharafit <b>Vote:</b> Approved: unanimous Aye: 3 Naye: 0 Abstain: 0
➤ Approval of meeting minutes 9/15/20	<b>Vote to approve past minutes -</b> 1st motion- Faraz Sharafi 2nd motion- Stephen Rosen <b>Vote:</b> Approved by: unanimous vote Ayes: 3 Naves: 0 Abstain: 0
➤ Public comments (3 mins per person)	MaryAnne Hawke (parent of distance learning student) expressed that she is an advocate for parent representation and would like to see more parent representation for policy and on teams developing policy such as bylaws, immunization policies and LCFF budget Sally Lutz 3rd & 5th grade parent of distance learners) spoke about having safety concerns for January return
○ Teacher briefing (Ali)	Ali was unavailable this evening
○ Financial (CSMC) (see financial summary) ✓ Approval of Revised Budget ✓ Approval of First Interim	<b>Revised Budget Discussion-IA went from a deficit of -249K to an excess of 4K due to</b> <b>Vote to approve Revised Budget</b> 1st motion- Nathan Cooper

The foregoing minutes were approved by the Board of Directors of Innovations Academy on:

Signature:

\_\_\_\_\_

<p>Report</p> <ul style="list-style-type: none"> <li>✓ Approval of Budget Overview for Parents</li> </ul>	<p>2nd motion- Stephen Rosen  <b>Vote:</b> Ayes: 3 Nays:0 Abstain: 0          Approved by: unanimous vote  <b>First Interim Report Discussion-</b>Joshua presented actuals and budget with highlights and total actuals. Showed Oct deficit which he explained has to do with timing for the school year which is typical as high expenses early in the year.  <b>Vote to approve First Interim Report</b>          1st motion- Faraz Sharafi          2nd motion- Stephen Rosen  <b>Vote:</b> Ayes: 3 Nays: 0 Abstain:0          Approved by:  <b>Budget Overview Discussion-</b> Joshua reviewed the Budget Overview for Parents giving an update with a focus on expenses  <b>Vote to approve Budget Overview</b>          1st motion- Faraz Sharafi          2nd motion- Stephen Rosen  <b>Vote:</b> Aye: 3 Naye:0 Abstain:0          Approved by: unanimous vote</p>
<ul style="list-style-type: none"> <li>○ Director update (Christine)              See Director Report for details             <ul style="list-style-type: none"> <li>✓ District Site Visit 20-21</li> <li>✓ Covid19 Update</li> <li>✓ Plans for Jan-June</li> <li>✓ Building Status</li> </ul> </li> </ul>	<p><u>Director Update</u>  <b>Discussion:</b> Christine reported that the site visit will take place 2/22/21 on ZOOM. Nathan and Danielle will be asked to participate as the district requested different board members from last year.          Christine reported that there have been no cases of COVID-19 among staff and students so far this year. We are closely following protocols of our safety plan.          Christine reported that the schedule for students will change in January. Distance learning students will only have a slight shift in schedule but will continue their hour of learning synchronously with asynchronous assignments happening throughout the day. Site Based students will attend 8:30am-3:00 pm T-F and attend online on Mondays (our usual minimum day). Teachers and administration designed this plan to provide more collaboration for teachers and more planning time so they can keep a high level of instruction going.          Our building is still under warranty and as problems arise, they are being addressed. Christine reports that she has asked the district repeatedly for SDGE bills to no avail. She has been told repeatedly that they are coming. We still need to decorate the inside of our building and obtain funds, purchase and install 3 play structures.</p>
<ul style="list-style-type: none"> <li>➤ Action item: Policies</li> <li>➤ *The policies listed for updates are all included in the handbooks. New legislation has passed that required updating of our handbooks and</li> </ul>	<p>Christine reported that the IA legal team updated the entirety of our handbooks, making changes to update them to meet new legal requirements.</p> <p>Approval of handbooks and policies listed</p>

The foregoing minutes were approved by the Board of Directors of Innovations Academy on:  
 \_\_\_\_\_  
 Signature:

<p>policies.</p> <ul style="list-style-type: none"> <li>✓ Approval Family Handbook</li> <li>✓ Approval Staff Handbook</li> <li>✓ Approval of following updated policies*: <ul style="list-style-type: none"> <li>▪ Safety Plan</li> <li>▪ Suspension/Expulsion</li> <li>▪ Title IX</li> <li>▪ Staff &amp; Student Interaction</li> <li>▪ Attendance Policy</li> <li>▪ Uniform Complaint</li> <li>▪ General Complaint</li> </ul> </li> </ul>	<p>Motion: Faraz Sharafi  Second: Stephen Rosen  Ayes: 3 (unanimous) Nays: 0 Abstain: 0</p>
<p>➤ New Discussion Items  Set meeting dates for the year. See attached proposed timeframes</p>	<p>Teacher board representative. Keely resigned at the last meeting as she is getting married and wants to focus on her teaching and she is in a new grade level. Gabriela Badillo was going to step into the position but she is now taking on a new grade level. Nate suggested that Gaby look at her schedule first and return or that we find another teacher who can fill the position.  Next meeting dates discussed. Decided on:  3/2/21, 5/25/21 and 6/15/21</p>
<p>➤ Next board meeting</p>	
<p>○ Confirm date of next meeting</p>	<p>3/2/21 at 6:00 p.m.</p>
<p>○ Identify agenda items for next meeting</p>	<p>new teacher board representative</p>
<p>Meeting adjourned</p>	<p>7:07 p.m.</p>

The foregoing minutes were approved by the Board of Directors of Innovations Academy on:  
\_\_\_\_\_ Signature:

Please contact Innovations Academy Board @ [Board@InnovationsAcademy.org](mailto:Board@InnovationsAcademy.org) if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

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The foregoing minutes were approved by the Board of Directors of Innovations Academy on:

\_\_\_\_\_  
Signature:

**Innovations Academy**  
**Board Narrative**  
**March 2, 2020**

**Approval of 2nd Interim Report**

The 2nd interim is a report sent to the district to show your latest budget as well as what your actual data is from the period of July 2020 to January 31, 2021. Attached are two documents that correspond to this: The “Jan 2021 Board Report – Innovations” and the “FY 2020-21 Second Interim Report - Innovations”.

The “Jan 2021 Board Report – Innovations” summarizes the 2<sup>nd</sup> interim in a more reader friendly manner while the “FY 2020-21 Second Interim Report - Innovations” is what the district requires to be sent to them also summarizing the 2<sup>nd</sup> interim.

Please see the attached labeled “Jan 2021 Board Report – Innovations” and note page 2. As of January 31, 2021, actual net income was a deficit of <\$151,114> while the budgeted net income for this period was a deficit of <\$265,771>, creating a favorable variance of \$114,657. The budget was based off the latest board approve budget from December 2020.

Reasons of the variance regarding revenues are primarily due to timing, as funds have been received prior to when they were originally budgeted for. Reasons of the variance regarding expenses are primarily due to timing as well, as funds are being spent behind their budgeted time. Thus the net income does not imply any new revenues or new expenses at this particular point, but indicates the variances are due to timing.

On the same report labeled “Jan 2021 Board Report – Innovations” please note page 3. As of January 31, 2021, the school’s cash on hand was \$2,267,231.

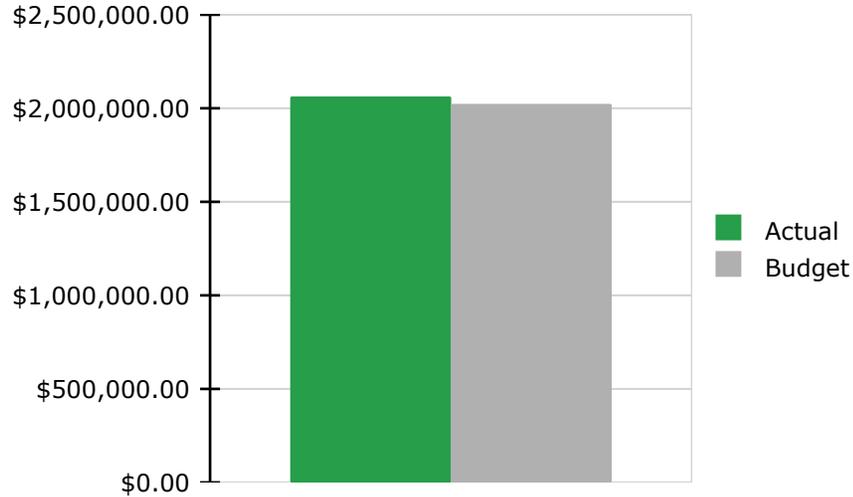
On the same report labeled “Jan 2021 Board Report – Innovations” please note page 4. As of January 31, 2021, the school’s current liabilities was \$96,223. As of January 31, 2021, the school’s fund balance or Net Assets was \$2,390,709.

Please see the attached labeled “FY 2020-21 Second Interim Report - Innovations”. This is the report to be sent to the district. Looking at the yellow highlighted line item labeled: “**2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)**” and column F labeled “Total Actuals through 01/31/21”, there you will have the schools total fund balance or Net Assets which equals \$2,309,709 in agreement with the “Jan 2021 Board Report – Innovations”.



**Book Balance:** \$2,267,231

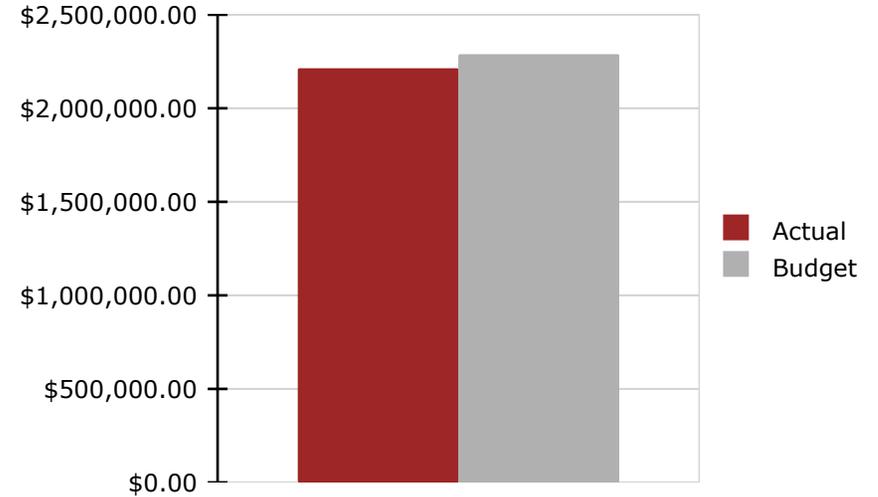
**Revenue To Date**



**Revenue Summary**

Actual	\$2,062,122
Budget	\$2,022,436
Actual to Budget	2 %

**Expense To Date**



**Expense Summary**

Actual	\$2,213,236
Budget	\$2,288,207
Actual to Budget	-3 %

### YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Lcap	All

Account Description	July - January				2020 - 2021	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
<b>LCFF</b>	\$1,660,429	\$1,663,415	(\$2,986)	-0.2 %	\$3,261,368	\$1,600,939
<b>Federal Revenue</b>	\$221,274	\$199,756	\$21,518	10.8 %	\$330,378	\$109,104
<b>Other State Revenue</b>	\$34,164	\$34,218	(\$54)	-0.2 %	\$121,443	\$87,279
<b>Local Revenue</b>	\$146,255	\$125,047	\$21,208	17.0 %	\$254,597	\$108,341
<b>Total Revenue</b>	\$2,062,122	\$2,022,436	\$39,686	2.0 %	\$3,967,785	\$1,905,663
<b>Certificated Salaries</b>	\$1,011,283	\$977,235	(\$34,049)	-3.5 %	\$1,683,246	\$671,963
<b>Classified Salaries</b>	\$375,893	\$390,331	\$14,438	3.7 %	\$699,250	\$323,357
<b>Employee Benefits</b>	\$392,347	\$405,085	\$12,738	3.1 %	\$669,557	\$277,210
<b>Total Personnel Expenses</b>	\$1,779,523	\$1,772,650	(\$6,873)	-0.4 %	\$3,052,053	\$1,272,529
<b>Books and Supplies</b>	\$223,775	\$206,476	(\$17,299)	-8.4 %	\$292,700	\$68,925
<b>Services &amp; Other Operating Expenses</b>	\$209,937	\$295,436	\$85,499	28.9 %	\$548,050	\$338,113
<b>Capital Outlay</b>	-	\$13,644	\$13,644	100.0 %	\$30,000	\$30,000
<b>Other Outgo</b>	-	-	-	0.0 %	-	-
<b>Total Operational Expenses</b>	\$433,713	\$515,556	\$81,843	15.9 %	\$870,750	\$437,037
<b>Total Expenses</b>	\$2,213,236	\$2,288,207	\$74,970	3.3 %	\$3,922,803	\$1,709,567
<b>Net Income</b>	(\$151,114)	(\$265,771)	\$114,657	43.1 %	\$44,982	\$196,096

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Lcap	All

Liquidity Ratio	23.8
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<b>Assets</b>	
<b>Current Assets</b>	
Cash	\$2,267,231
Accounts Receivables	\$22,249
<i>Total Current Assets</i>	<i>\$2,289,480</i>
<b>Fixed Assets</b>	
Construction in Progress	\$106,921
Transportation Equipment	\$102,488
Accumulated Depreciation	(\$11,957)
<i>Total Fixed Assets</i>	<i>\$197,452</i>
<b>Other Assets</b>	
<i>Total Other Assets</i>	<i>\$0</i>
<b>Total Assets</b>	<b>\$2,486,932</b>

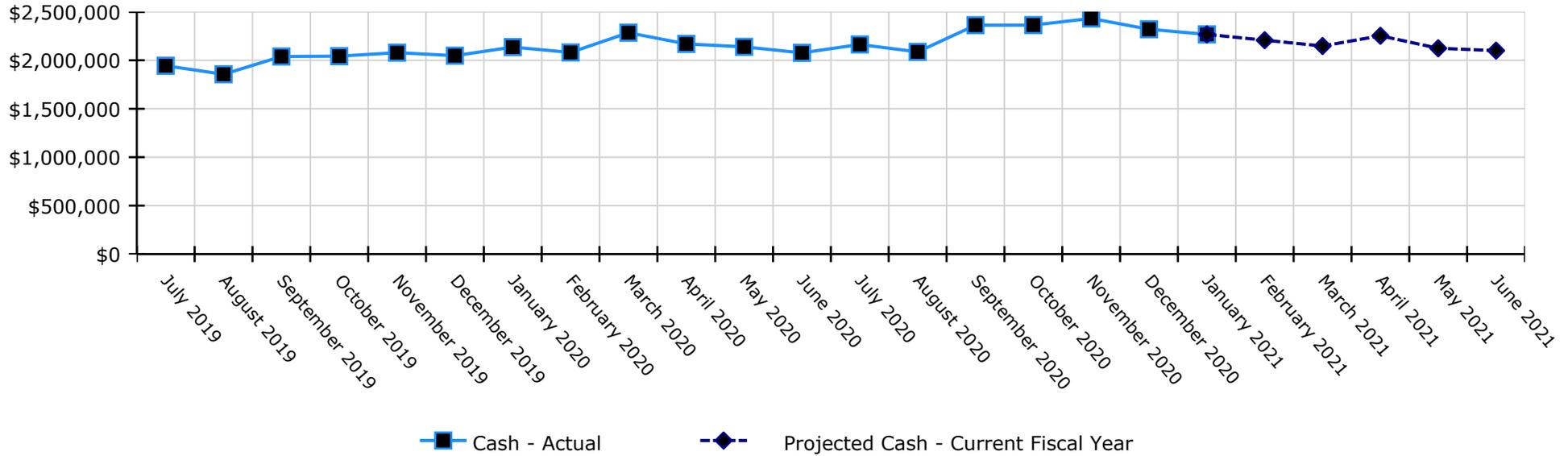
<b>Liabilities and Net Assets</b>
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## Innovations Academy

July 2020 - January 2021

<b>Current Liabilities</b>	
Accounts Payable	\$72,138
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$24,085
<i>Total Current Liabilities</i>	<i>\$96,223</i>
<b>Long Term Liabilities</b>	
<i>Total Long Term Liabilities</i>	<i>\$0</i>
<b>Total Liabilities</b>	
	<i>\$96,223</i>
<b>Net Assets</b>	
Restricted Net Assets	\$14,846
Unrestricted Net Assets	\$2,526,977
Profit/Loss YTD	(\$151,114)
<i>Total Net Assets</i>	<i>\$2,390,709</i>
<b>Total Liabilities and Net Assets</b>	
	<i>\$2,486,932</i>

**Monthly Book Balance Over Time**



	Cash Amount	Actual or Projected
July 2019	\$1,943,835.05	Actual
August 2019	\$1,855,811.37	Actual
September 2019	\$2,039,238.53	Actual
October 2019	\$2,042,699.61	Actual
November 2019	\$2,078,606.49	Actual
December 2019	\$2,047,693.21	Actual
January 2020	\$2,136,079.70	Actual
February 2020	\$2,080,810.94	Actual
March 2020	\$2,284,685.76	Actual
April 2020	\$2,168,913.78	Actual
May 2020	\$2,138,675.23	Actual
June 2020	\$2,076,903.06	Actual

	Cash Amount	Actual or Projected
July 2020	\$2,163,327.19	Actual
August 2020	\$2,086,654.55	Actual
September 2020	\$2,362,658.56	Actual
October 2020	\$2,363,433.80	Actual
November 2020	\$2,431,832.08	Actual
December 2020	\$2,320,173.18	Actual
January 2021	\$2,267,230.82	Actual
February 2021	\$2,207,200.00	Projected
March 2021	\$2,147,327.00	Projected
April 2021	\$2,252,671.00	Projected
May 2021	\$2,124,033.00	Projected
June 2021	\$2,099,762.00	Projected

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	$(\text{Current Assets}) / (\text{Current Liabilities})$	23.79	> 1.00
Cash Ratio	$(\text{Cash}) / (\text{Current Liabilities})$	2,356.22 %	> 100.00%
Defensive Interval	$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses past 12 months})$	7.50	> 3 months
Debt Ratio	$(\text{Total Liabilities}) / (\text{Total Assets})$	3.87 %	< 33.00%
Asset Ratio	$(\text{Current Assets}) / (\text{Total Assets})$	92.06 %	> 90.00%
Cash on Hand	(Cash)	\$2,267,230.82	$\geq$ \$900,000.00
Days Cash on Hand	$(\text{Cash}) / ((\text{Average Expenses past 12 months}) / (30.4))$	225.90	> 120
Cash Reserve Ratio	$(\text{Cash}) / (\text{Budgeted Annual Expenses})$	57.80 %	> 10.00%
Savings Indicator	$((\text{Last Closed Revenue}) - (\text{Last Closed Expenses})) / (\text{Last Closed Expenses})$	-0.08	> 1.00
YTD Savings Indicator	$((\text{YTD Closed Revenue}) - (\text{YTD Closed Expenses})) / (\text{YTD Closed Expenses})$	-0.07	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

### Input Values as of 1/31/2021

## Innovations Academy

July 2020 - January 2021

Cash	\$2,267,230.82
Securities	-
AR	\$22,249.27
Current Assets	\$2,289,480.09
Total Assets	\$2,486,931.76
Current Liabilities	\$96,223.11
Total Liabilities	\$96,223.11
Last Closed Revenue	\$284,380.33
Last Closed Expenses	\$308,763.49
Budgeted Annual Expenses	\$3,922,802.84
Average Expenses past 12 months	\$305,101.57
Average monthly payroll expenses	\$254,217.63
YTD Closed Revenue	\$2,062,122.06
YTD Closed Expenses	\$2,213,236.14

### Charter School Second Interim Report

FY 2020-2021

For the Period July 1 2020 through January 31, 2021

Accrual Basis

Financial Accounting Department  
Charter Schools Accounting Office  
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)  
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

Has board approved a revised budget? (check box below)

- No.  
 Yes. (Enter board approved revision date below)

Revised Date: 12/8/2020

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
<b>A. REVENUES (8000-8799)</b>									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	667,074	364,874			667,074	364,874	667,074	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	75,240	37,620			75,240	37,620	75,240	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019		(1,625)			-	(1,625)	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	2,519,054	1,259,560			2,519,054	1,259,560	2,519,054	-
Other LCFF Transfers	8091, 8097					-	-	-	-
<b>Total, LCFF Sources</b>		<b>3,261,368</b>	<b>1,660,429</b>	<b>-</b>	<b>-</b>	<b>3,261,368</b>	<b>1,660,429</b>	<b>3,261,368</b>	<b>-</b>
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			33,568	29,822	33,568	29,822	33,568	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			7,432	1,925	7,432	1,925	7,432	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290					-	-	-	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			10,000	2,500	10,000	2,500	10,000	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			48,125		48,125	-	48,125	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			2,474		2,474	-	2,474	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			198,876	187,027	198,876	187,027	198,876	-
<b>Total - Federal Revenues</b>		<b>-</b>	<b>-</b>	<b>300,475</b>	<b>221,274</b>	<b>300,475</b>	<b>221,274</b>	<b>300,475</b>	<b>-</b>
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			237,176	124,642	237,176	124,642	237,176	-
State Special Education Mental Health Services (Res 6512)	8590			17,738		17,738	-	17,738	-
Mandate Block Grant (Res 0000)	8550	6,339	6,343			6,339	6,343	6,343	4
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	51,188				51,188	-	51,188	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			18,066		18,066	-	18,066	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599		62	58,013	27,759	58,013	27,821	58,013	-
<b>Total - Other State Revenues</b>		<b>57,527</b>	<b>6,405</b>	<b>330,993</b>	<b>152,401</b>	<b>388,520</b>	<b>158,806</b>	<b>388,524</b>	<b>4</b>
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	17,420	21,613			17,420	21,613	21,613	4,193
<b>Total - Local Revenues</b>		<b>17,420</b>	<b>21,613</b>	<b>-</b>	<b>-</b>	<b>17,420</b>	<b>21,613</b>	<b>21,613</b>	<b>4,193</b>
<b>5. TOTAL REVENUES</b>		<b>3,336,315</b>	<b>1,688,447</b>	<b>631,468</b>	<b>373,675</b>	<b>3,967,783</b>	<b>2,062,122</b>	<b>3,971,980</b>	<b>4,197</b>
<b>B. EXPENDITURES AND OTHER OUTGO (1000-7499)</b>									
1. Certificated Salaries									
Teachers' Salaries	1100	1,186,580	718,384	130,230	89,658	1,316,810	808,042	1,316,810	-
Pupil Support Salaries	1200	-		55,680	27,956	55,680	27,956	55,680	-
Supervisors' and Administrators' Salaries	1300	256,000	141,109		8,225	256,000	149,333	256,000	-
Other Certificated Salaries	1900	-		54,756	25,952	54,756	25,952	54,756	-
<b>Total, Certificated Salaries</b>		<b>1,442,580</b>	<b>859,492</b>	<b>240,666</b>	<b>151,791</b>	<b>1,683,246</b>	<b>1,011,283</b>	<b>1,683,246</b>	<b>-</b>

**Charter School Second Interim Report**

FY 2020-2021

For the Period July 1 2020 through January 31, 2021

Accrual Basis

Financial Accounting Department  
Charter Schools Accounting Office  
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)  
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

Has board approved a revised budget? (check box below)

- No.  
 Yes. (Enter board approved revision date below)

Revised Date: 12/8/2020

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
<b>2. Classified Salaries</b>									
Instructional Salaries	2100	302,660	168,320	28,977	14,894	331,637	183,215	331,637	-
Support Salaries	2200	133,670	57,638	57,750	38,468	191,420	96,106	191,420	-
Supervisors' and Administrators' Salaries	2300	55,500	21,000	-	-	55,500	21,000	55,500	-
Clerical and Office Salaries	2400	82,563	48,026	38,130	27,547	120,693	75,572	120,693	-
Other Classified Salaries	2900	-	-	-	-	-	-	-	-
<b>Total, Classified Salaries</b>		<b>574,393</b>	<b>294,984</b>	<b>124,857</b>	<b>80,909</b>	<b>699,250</b>	<b>375,893</b>	<b>699,250</b>	<b>-</b>
<b>3. Employee Benefits</b>									
STRS	3101-3102	233,094	138,627	38,868	24,573	271,962	163,201	271,962	-
PERS	3201-3202	-	-	-	-	-	-	-	-
OASDI/Medicare (Social Security)	3301-3302	54,494	34,826	21,869	8,318	76,363	43,144	76,363	-
Health and Welfare Benefits	3401-3402	225,115	169,321	47,444	1,667	272,559	170,987	272,559	-
Unemployment Insurance	3501-3502	16,800	6,098	5,880	1,336	22,680	7,434	22,680	-
Workers' Compensation Insurance	3601-3602	20,703	7,580	5,290	-	25,993	7,580	25,993	-
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-
<b>Total, Employee Benefits</b>		<b>550,206</b>	<b>356,452</b>	<b>119,351</b>	<b>35,894</b>	<b>669,557</b>	<b>392,347</b>	<b>669,557</b>	<b>-</b>
<b>4. Books and Supplies</b>									
Approved Textbooks and Core Curricula Materials	4100	3,500	4,382	-	591	3,500	4,973	4,973	1,473
Books and Other Reference Materials	4200	2,000	4,364	10,000	4,215	12,000	8,580	12,000	-
Materials and Supplies	4300	79,500	44,010	30,000	24,489	109,500	68,499	109,500	-
Non-capitalized Equipment	4400	64,000	85,898	100,000	55,826	164,000	141,724	164,000	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	-	-	3,700	-	3,700	-	3,700	-
<b>Total, Books and Supplies</b>		<b>149,000</b>	<b>138,655</b>	<b>143,700</b>	<b>85,121</b>	<b>292,700</b>	<b>223,776</b>	<b>294,173</b>	<b>1,473</b>
<b>5. Services and Other Operating Expenditures</b>									
Subagreements for Services	5100	-	2,472	-	-	-	2,472	2,472	2,472
Travel and Conferences	5200	17,813	1,038	10,000	16,441	27,813	17,479	27,813	-
Dues and Memberships	5300	3,500	2,843	-	-	3,500	2,843	3,500	-
Insurance	5400	30,000	27,284	-	-	30,000	27,284	30,000	-
Operations and Housekeeping Services	5500	54,000	8,452	-	342	54,000	8,794	54,000	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	62,620	12,896	-	-	62,620	12,896	62,620	-
Transfer of Direct Costs (MUST net to zero)	5700	-	(206,000)	-	206,000	-	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	289,736	108,189	63,000	23,193	352,736	131,382	352,736	-
Communications	5900	30,000	19,407	-	-	30,000	19,407	30,000	-
<b>Total, Services and Other Operating Expenditures</b>		<b>487,669</b>	<b>(23,419)</b>	<b>73,000</b>	<b>245,976</b>	<b>560,669</b>	<b>222,557</b>	<b>563,141</b>	<b>2,472</b>
<b>6. Capital Outlay</b>									
Depreciation Expense (See Sections G.9 & F.2.a)	6900	30,000	-	-	-	30,000	-	30,000	-
<b>Total, Capital Outlay</b>		<b>30,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>30,000</b>	<b>-</b>	<b>30,000</b>	<b>-</b>
<b>7. Other Outgo</b>									
Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.)	7110-7143	-	-	-	-	-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-	-	-	-	-	-	-	-
All Other Transfers	7280-7299	-	-	-	-	-	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300-7399	-	-	-	-	-	-	-	-
Debt Service - Interest	7430-7439	-	-	-	-	-	-	-	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	-	-	-	-	-	-
<b>Total, Other Outgo</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8. TOTAL EXPENDITURES</b>		<b>3,233,848</b>	<b>1,626,164</b>	<b>701,574</b>	<b>599,692</b>	<b>3,935,422</b>	<b>2,225,856</b>	<b>3,939,367</b>	<b>3,945</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>102,467</b>	<b>62,283</b>	<b>(70,106)</b>	<b>(226,017)</b>	<b>32,361</b>	<b>(163,734)</b>	<b>32,613</b>	

**Charter School Second Interim Report**

FY 2020-2021

For the Period July 1 2020 through January 31, 2021

Accrual Basis

Financial Accounting Department  
Charter Schools Accounting Office  
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)  
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

Has board approved a revised budget? (check box below)

- No.  
 Yes. (Enter board approved revision date below)

Revised Date: 12/8/2020

Description	Object Code	A	B	C	D	(A + C) E	(B + D) F	(E + H) G	(G - E) H
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
<b>D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)</b>									
1. All Other Financing Sources	8930-8979					-	-	-	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts ( <b>MUST</b> net to zero) <i>(Include contribution to the unfunded cost of Special Education)</i>	8980-8999	(110,975)	(226,017)	110,975	226,017	-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		(110,975)	(226,017)	110,975	226,017	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)</b>		(8,508)	(163,734)	40,869	0	32,361	(163,734)	32,613	
<b>F. FUND BALANCE/NET POSITION (Budget and Actuals <b>MUST</b> match) (F.1.a-b)</b>									
1. Beginning Fund Balance/Net Position									
a. July 1 ( <b>MUST</b> match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	2,539,597	2,539,597	14,846	14,846	2,554,443	2,554,443	2,554,443	
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	
c. Adjusted Beginning Fund Balance/Net Position		2,539,597	2,539,597	14,846	14,846	2,554,443	2,554,443	2,554,443	
<b>2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)</b>	See cell M128	2,531,089	2,375,863	55,715	14,846	2,586,804	2,390,709	2,587,056	
<b>Components of Ending Net Position</b>									
a. Net Investment in Capital Assets ( <b>See Sections B.6 and G.9</b> )	9796		197,452				197,452		
b. Restricted Net Position	9797				14,846		14,846		
c. Unrestricted Net Position	9791		2,178,411		-		2,178,411		
<b>G. ASSETS</b>									
1. Cash									
In County Treasury	9110		1,318,249				1,318,249		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		934,136		14,846		948,982		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135						-		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200		1,516				1,516		
4. Due From Grantor Government	9290		20,733				20,733		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330						-		
8. Other Current Assets	9340						-		
9. Capital Assets ( <b>See Sections B.6 &amp; F.2.a</b> )	9400-9489		197,452				197,452		
10. Total Assets			2,472,086		14,846		2,486,932		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		

### Charter School Second Interim Report

FY 2020-2021

For the Period July 1 2020 through January 31, 2021

Accrual Basis

Financial Accounting Department  
Charter Schools Accounting Office  
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)  
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/8/2020

Description	Object Code	A	B	C	D	(A + C) E	(B + D) F	(E + H) G	(G - E) H
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
<b>I. LIABILITIES</b>									
1. Accounts Payable	9500		38,530				38,530		
2. Due to Grantor Government	9590		57,693				57,693		
3. Due to Other Funds	9610						-		
4. Current Loans	9640						-		
5. Deferred Revenue	9650						-		
6. Long-term Liabilities	9660-9669						-		
7. Total Liabilities			96,223		-		96,223		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-		-		-		
<b>K. ENDING FUND BALANCE/NET POSITION, January 31, 2021</b>									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2)			2,375,863		14,846		2,390,709		
<i>(MUST agree with F.2)</i>									

**BUDGET VARIANCE ANALYSIS**  
**2nd Interim Budget vs Preliminary Budget**  
**FY 2020-21**

**Instructions:**

Column G " Preliminary Budget (A)" - manual input (data source: Budget submitted in June 2020)

Column H "2nd Interim Budget" - will automatically populate (linked to Interim Input tab)

Column I "\$ Difference" - will automatically populate

Column J "% Change" - will automatically populate

Column K "Explanation" - provide an explanation if Column J is highlighted in **RED**

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

**2nd Interim Budget vs Preliminary Budget**  
**Favorable / (Unfavorable)**

Description	Object Code	Preliminary Budget (A)	2nd Interim Budget (B)	\$ Difference (Col B & A) (C)	% Change (C/A) (D)	Explanation of Change <i>(e.g. enrollment increase from 350 students to 280.; one-time purchase of 100 chrome books, etc.)</i> =>10% and =>(-10%)
<b>A. REVENUES (8000-8799)</b>						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) (Res 0000)	8011	477,527	667,074	189,547	40%	Governor removed a portion of the original 10% cut.
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	78,720	75,240	(3,480)	-4%	
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	-	-	-	0%	
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	2,580,048	2,519,054	(60,994)	-2%	
Other LCFF Transfers	8091, 8097	-	-	-	0%	
<b>Total, LCFF Sources</b>		<b>3,136,295</b>	<b>3,261,368</b>	<b>125,073</b>	<b>4%</b>	
2. Federal Revenues (8100-8299)						
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	31,346	33,568	2,222	7%	LLMF Cares act funding.
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290	7,373	7,432	59	1%	
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290	-	-	-	0%	
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290	-	-	-	0%	
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290	-	-	-	0%	
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290	10,000	10,000	-	0%	
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290	-	-	-	0%	
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	48,125	48,125	-	0%	
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182	-	-	-	0%	
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220	2,474	2,474	-	0%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	-	0%	
Other Federal Revenues (All other resources not reported separately)	8100-8299	25,814	198,876	173,062	670%	
<b>Total - Federal Revenues</b>		<b>125,132</b>	<b>300,475</b>	<b>175,343</b>	<b>140%</b>	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792	200,906	237,176	36,270	18%	Increase in SPED revenue rate.
State Special Education Mental Health Services (Res 6512)	8590	17,738	17,738	-	0%	
Mandate Block Grant (Res 0000)	8550	6,343	6,339	(4)	0%	
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-	-	-	0%	
Common Core Standards Implementation (Res 7405)	8590	-	-	-	0%	
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-	-	-	0%	
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-	-	-	0%	
Lottery, Unrestricted (Res 1100)	8560	51,188	51,188	-	0%	
Lottery, Restricted - Prop 20 (Res 6300)	8560	18,066	18,066	-	0%	
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	-	0%	
Other State Revenues (All other resources not reported separately)	8300-8599	323	58,013	57,690	17861%	
<b>Total - Other State Revenues</b>		<b>294,564</b>	<b>388,520</b>	<b>93,956</b>	<b>32%</b>	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	60,000	17,420	(42,580)	-71%	Due to COVID - removal of fundraising revenue.
<b>Total - Local Revenues</b>		<b>60,000</b>	<b>17,420</b>	<b>(42,580)</b>	<b>-71%</b>	
<b>5. TOTAL REVENUES</b>		<b>3,615,991</b>	<b>3,967,783</b>	<b>351,792</b>		
<b>B. EXPENDITURES AND OTHER OUTGO (1000-7499)</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	1,460,000	1,316,810	(143,190)	-10%	
Pupil Support Salaries	1200	55,680	55,680	-	0%	
Supervisors' and Administrators' Salaries	1300	256,000	256,000	-	0%	
Other Certificated Salaries	1900	54,756	54,756	-	0%	
<b>Total, Certificated Salaries</b>		<b>1,826,436</b>	<b>1,683,246</b>	<b>(143,190)</b>	<b>-8%</b>	
2. Classified Salaries						
Instructional Salaries	2100	328,932	331,637	2,705	1%	Adjustments to account for new season.
Support Salaries	2200	150,960	191,420	40,460	27%	
Supervisors' and Administrators' Salaries	2300	18,200	55,500	37,300	205%	
Clerical and Office Salaries	2400	129,933	120,693	(9,240)	-7%	
Other Classified Salaries	2900	-	-	-	0%	
<b>Total, Classified Salaries</b>		<b>628,025</b>	<b>699,250</b>	<b>71,225</b>	<b>11%</b>	

**BUDGET VARIANCE ANALYSIS**  
**2nd Interim Budget vs Preliminary Budget**  
**FY 2020-21**

**Instructions:**

Column G " Preliminary Budget (A)" - manual input (data source: Budget submitted in June 2020)

Column H "2nd Interim Budget" - will automatically populate (linked to Interim Input tab)

Column I "\$ Difference" - will automatically populate

Column J "% Change" - will automatically populate

Column K "Explanation" - provide an explanation if Column J is highlighted in **RED**

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

**2nd Interim Budget vs Preliminary Budget**  
**Favorable / (Unfavorable)**

Description	Object Code	Preliminary Budget (A)	2nd Interim Budget (B)	\$ Difference (Col B & A) (C)	% Change (C/A) (D)	Explanation of Change <i>(e.g. enrollment increase from 350 students to 280.; one-time purchase of 100 chrome books, etc.)</i> =>10% and =>(-10%)
<b>3. Employee Benefits</b>						
STRS	3101-3102	294,969	271,962	(23,007)	-8%	
PERS	3201-3202	-	-	-	0%	
OASDI/Medicare (Social Security)	3301-3302	74,527	76,363	1,836	2%	
Health and Welfare Benefits	3401-3402	282,463	272,559	(9,904)	-4%	
Unemployment Insurance	3501-3502	21,840	22,680	840	4%	
Workers' Compensation Insurance	3601-3602	26,999	25,993	(1,006)	-4%	
OPEB, Allocated	3701-3702	-	-	-	0%	
OPEB, Active Employees	3751-3752	-	-	-	0%	
Other Employee Benefits	3901-3902	-	-	-	0%	
<b>Total, Employee Benefits</b>		<b>700,798</b>	<b>669,557</b>	<b>(31,241)</b>	<b>-4%</b>	
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	3,500	3,500	-	0%	
Books and Other Reference Materials	4200	4,000	12,000	8,000	200%	Increase to account for expenses related to COVID LLMF Cares Act funding.
Materials and Supplies	4300	54,500	109,500	55,000	101%	Increase to account for expenses related to COVID LLMF Cares Act funding.
Non-capitalized Equipment	4400	74,000	164,000	90,000	122%	Increase to account for expenses related to COVID LLMF Cares Act funding.
Food (Food used in food-service activities for which the purpose is nutrition)	4700	3,700	3,700	-	0%	
<b>Total, Books and Supplies</b>		<b>139,700</b>	<b>292,700</b>	<b>153,000</b>	<b>110%</b>	
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	-	-	-	0%	
Travel and Conferences	5200	27,813	27,813	-	0%	
Dues and Memberships	5300	3,500	3,500	-	0%	
Insurance	5400	30,000	30,000	-	0%	
Operations and Housekeeping Services	5500	64,000	54,000	(10,000)	-16%	Previously overbudgeted.
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	27,620	62,620	35,000	127%	Increase to account for school move.
Transfer of Direct Costs ( <b>MUST</b> net to zero)	5700	-	-	-	0%	
Prof/Consulting Svcs and Operating Expend ( <b>Include District Oversight</b> )	5800	357,484	352,736	(4,748)	-1%	
Communications	5900	30,000	30,000	-	0%	
<b>Total, Services and Other Operating Expenditures</b>		<b>540,417</b>	<b>560,669</b>	<b>20,252</b>	<b>4%</b>	
<b>6. Capital Outlay</b>						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	30,000	30,000	-	0%	
<b>Total, Capital Outlay</b>		<b>30,000</b>	<b>30,000</b>	<b>-</b>	<b>0%</b>	
<b>7. Other Outgo</b>						
Tuition to Other Schools ( <i>Include contribution to unfunded cost of Sp Ed.</i> )	7110-7143	-	-	-	0%	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-	-	-	0%	
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-	-	-	0%	
All Other Transfers	7280-7299	-	-	-	0%	
Transfers of Indirect Costs ( <b>MUST</b> net to zero)	7300-7399	-	-	-	0%	
Debt Service - Interest	7430-7439	-	-	-	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	-	0%	
<b>Total, Other Outgo</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	
<b>8. TOTAL EXPENDITURES</b>		<b>3,865,376</b>	<b>3,935,422</b>	<b>70,046</b>		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>(249,385)</b>	<b>32,361</b>			
<b>D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)</b>						
1. All Other Financing Sources	8930-8979	-	-	-		
2. Other Uses	7630-7699	-	-	-		
3. Contributions between unrestricted and restricted accounts ( <b>MUST</b> net to zero) <b>(Include contribution to the unfunded cost of Special Education)</b>	8980-8999	-	-	-		
<b>4. TOTAL OTHER FINANCING SOURCES/USES</b>		<b>-</b>	<b>-</b>	<b>-</b>		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)</b>		<b>(249,385)</b>	<b>32,361</b>	<b>-</b>		



Christine Kuglen &lt;christine@innovationsacademy.org&gt;

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## SB820 Growth Funding Notification

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**SB820GrowthFunding** <SB820GrowthFunding@cde.ca.gov>  
To: "christine@innovationsacademy.org" <christine@innovationsacademy.org>

Tue, Feb 16, 2021 at 1:54 PM



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

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1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 16, 2021

Christine Kuglen  
Innovations Academy  
5454 Ruffin Road  
San Diego, CA 92123-1313

Dear Director Kuglen:

## Subject: Senate Bill 820 Growth Funding Eligibility for Innovations Academy

The California Department of Education (CDE) has completed a review of your local educational agency's (LEA) application for growth funding pursuant to *Education Code (EC)* Section 43505 added by Senate Bill (SB) 820 (Chapter 110, Statutes of 2020). Based on a CDE's review of your application and supporting documents, your LEA meets the requirements for SB 820 Growth Funding as specified in statute.

Pursuant to *EC* Section 43505, the CDE will calculate apportionments using several data points, including the projected enrollment or ADA as reported by the LEA in its application. For details on the ADA determination, please refer to *EC* Section 43505(b)(2) as well as frequently asked question number 5 on the CDE web site at <https://www.cde.ca.gov/fg/aa/pa/sb820growthfaqs.asp>. The CDE will provide details of its calculations for each LEA with an eligible SB 820 Growth Funding Application at each Principal Apportionment certification for the 2020-21 fiscal year.

Any apportionments calculated pursuant to *EC* Section 43505 (SB 820) will be reflected in the regular Principal Apportionment certifications pursuant to *EC* sections 41332 (First Principal Apportionment) and 41335 (Second Principal Apportionment). The funding will be part of the regular monthly payments pursuant to *EC* sections 14041, 14041.5, and 14041.6, commencing with the payment made in February 2021. As a result, the funding is subject to the deferrals that apply to 2020-21 fiscal year Principal Apportionment payments.

Answers to frequently asked questions about SB 820 funding are available on the CDE's SB 820 Funding for Growing LEAs web page: <https://www.cde.ca.gov/fg/aa/pa/sb820growthfaqs.asp>.

If you have questions about eligibility for growth funding, please email [SB820GrowthFunding@cde.ca.gov](mailto:SB820GrowthFunding@cde.ca.gov).

If you have questions regarding the calculation of Local Control Funding Formula funding, please email [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov).

2/16/2021

Innovations Academy Mail - SB820 Growth Funding Notification

Sincerely,

/s/

Jonathan Feagle, Administrator

Fiscal Oversight and Support Office

JF:bk

cc: Cindy Marten, Superintendent, San Diego Unified

Michael Simonson, Superintendent, San Diego County Office of Education



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 3, 2021

Sally Smith, Appellant  
majsmith@pacbell.net

**RE: APPEAL NO. 2020-0107TM/2020-020CPCM**

Dear Sally Smith:

Enclosed is a copy of the California Department of Education's (CDE) Decision relating to your Appeal of the Innovation Academy Charter School's Investigation Report on your pupil fees complaint.

If you have any questions regarding the information contained in this letter or as to the Uniform Complaint Procedures in general, please contact the Categorical Programs Complaints Management Office at 916-319-0929.

Sincerely,

*Kerri Ruzicka*

Kerri Ruzicka, Consultant  
Categorical Programs Complaints Management Office

cc: Christine Kuglen, Director, Innovation Academy Charter School

California Department of Education  
Categorical Program Complaints Management Office  
Decision of Appeal No. 2020-0107TM/2020-020CPCM

Appellant: Sally Smith

Local Educational Agency: Innovation Academy Charter School (IACS)

Subject of Appeal: Pupil fees — Innovation Academy Charter School (field trip fees)

Date Appeal Received by the CDE: September 4, 2020

Report Mailed: February 3, 2021

## APPEAL PROCEDURES

The Categorical Program Complaints Management (CPCM) Office reviewed the original complaint, the LEA's Investigation Report, the appeal, the investigative file from the District, and the District's complaint procedures. The CPCM finds that the District complied with its Uniform Complaint Procedures. *California Code of Regulations*, Title 5, (5 CCR) Section 4633(d)(1).

## APPLICABLE LAW

California *Education Code (EC)* Section 49010 provides in relevant part:

49010. For purposes of this article, the following terms have the following meanings:

- (a) "Educational activity" means an activity offered by a school, school district, charter school, or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- (b) "Pupil fee" means a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
  - (1) A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- (2) A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.
- (3) A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

*EC* Section 49011 provides in relevant part:

- (a) A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (b) All of the following requirements apply to the prohibition identified in subdivision (a):
  - (1) All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.
  - (2) A fee waiver policy shall not make a pupil fee permissible.
  - (3) School districts and schools shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.
  - (4) A school district or school shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.
- (c) This article shall not be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, schools, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- (d) This article applies to all public schools, including, but not limited to, charter schools and alternative schools.
- (e) This article is declarative of existing law and shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.

EC Section 35330(b)(1-2) provides:

- (b) (1) A pupil shall not be prevented from making the field trip or excursion of lack of sufficient funds. To this end, the governing board shall coordinate efforts of community service groups to supply funds for pupils in need.
- (2) A group shall not be authorized to take a field trip or excursion authorized by this section if a pupil who is a member of an identifiable group will be excluded from participation in the field trip or excursion because of lack of sufficient funds.

**ALLEGATION:**

Appellant asserts in relevant part:

I appeal on the legal basis that an illegal fee waiver is required to be able to attend the field trip if a student cannot pay. [Quoted verbatim.]

The local complaint stated:

My uniform complaint is fees for field trips. [Quoted verbatim.]

**DISTRICT'S FINDINGS OF FACT:**

The District found as follows:

1. As part of my investigation, I conducted a survey of Innovation's teachers and reviewed a large sample of field trips taken by most grade levels during the 2019-2020 school year to determine (1) the cost of the trip, (2) whether any students participated without payment of the requested fee, and (3) whether any students were excluded from the trip for nonpayment of the requested fee.
2. The investigation revealed . . . that in 2019-2020 the Kindergarten through eighth grade classes took 22 field trips.

3. No pupils were excluded from attending field trips for lack of payment.
4. 22 students went on field trips without paying the field trip fee.

**CDE'S DETERMINATION AS TO DISTRICT'S FINDINGS OF FACT:**

The CDE finds the District's findings of fact are substantially supported by the evidence. 5 CCR Section 4633 (d)(2). Finding No.'s 1-4 are substantially supported by the data graph and teacher's statements as reflected in the LEA's Investigation Report.

**DISTRICT'S CONCLUSIONS OF LAW:**

The District concluded in relevant part as follows:

[T]he evidence does not support a finding that students are required to pay the field trip fee in order to participate, nor does it support a finding that any student has ever been excluded from a field trip based upon an inability or request not to pay a fee. To the contrary, the evidence revealed that Innovations regularly provides full scholarships for students who are financially unable to contribute the cost. Accordingly, this allegation has not been substantiated.

**CDE'S DETERMINATION AS TO DISTRICT'S CONCLUSIONS OF LAW**

The CDE finds the District's conclusions are consistent with law.

**CONCLUSION**

The appeal is denied.

## Innovations Academy, Board of Directors Terms and ByLaws Review Board Meeting on March 2, 2021

These are parts of Innovations Academy Bylaws that might be pertinent to review at this time. See the full bylaws for more information.

	Name	Office	Term	Term Expiration
Nathan Cooper#	ncooperia@gmail.com	President	3 yrs	Oct 2019
Stephen Rosen#	stephen.d.rosen@gmail.com	Treasurer	3 yrs	Feb 2019
Danielle Strachman#	Danielle@heightenedlearning.com	Board member	3 yrs	Dec 2018
vacant*		Teacher rep	3 yrs	
Faraz Sharafi (parent)#	fsharafi@gmail.com	Parent representative	3 yrs	Jan 2020

### Article VII, Section 3 Designated Board Members and Terms

Q: Should the number of Board Members be reduced to 3-7 or 3-9?

Section 3. DESIGNATED BOARD MEMBERS AND TERMS The number of Board Members shall be no less than three (3) and no more than seventeen (17), unless changed by amendments to these bylaws. The number of Board Members shall be established by resolution. All Board Members shall be designated by the existing Board. All Board Members whose terms are expiring are to be designated at the Charter School's annual meeting of the Board. The Board shall consist of at least three (3) Board Members unless changed by amendment to these bylaws. Terms of the Board Members shall be staggered so that one-third (or as near to one-third as practicable) shall be elected at each annual meeting.

### Article VII, Section 5 Board Terms

Q: Does the board want to continue with 3-year board terms?

Section 5. BOARD MEMBERS' TERM Each Board Member shall hold office for three (3) years and until a successor Board Member has been designated and qualified.

### Article VII, Section 15

Q: Does the board want to have this date as an annual meeting?

Q: How does the board want to find another way to manage the tasks from the annual meeting if this is changed?

Section 15. MEETINGS; ANNUAL MEETINGS All meetings of the Board and its Board Committees created pursuant to Section 23 shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board shall meet annually on the first Monday in October, or as soon thereafter as practicable, for the purpose of electing Board Members, organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

#### **Article VIII, Section 2 Duplication of Officers with regards to Secretary**

We haven't traditionally needed a Treasurer but the Secretary is an important task because they post the agendas, take the minutes and keep the Board Doc books. Would the board want to pay someone who is not a board member to do this? According to the bylaws, the Director may not do this position.

Section 2. DUPLICATION OF OFFICE HOLDERS Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Director or Chairman or Vice-Chairman of the Board.

#### **Article VIII, Section 10. SECRETARY**

Section 10. SECRETARY The Secretary shall keep or cause to be kept, at the Charter School's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of Board Committees. The Secretary may be, but is not required to be a Board Member. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Board Members present at Board and Board Committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and Board Committees that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the bylaws may require. The Board may appoint one or more deputy secretaries to assist the Secretary.

**BYLAWS  
OF  
INNOVATIONS ACADEMY**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. **NAME.** The name of this corporation is Innovations Academy (referred to herein as "Charter School").

**ARTICLE II  
PRINCIPAL OFFICE OF THE CHARTER SCHOOL**

Section 1. **PRINCIPAL OFFICE OF THE CHARTER SCHOOL.** The principal office for the transaction of the activities and affairs of the Charter School is located in San Diego County, California. The Board of Directors of Innovations Academy (referred to herein as "Board") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CHARTER SCHOOL.** The Board may at any time establish branch or subordinate offices at any place or places where the Charter School is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of the Charter School is to manage, operate, guide, direct and promote the Charter School, a California public charter school in the San Diego Unified School District. Also in the context of these purposes, the Charter School shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Charter School.

The Charter School shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Charter School shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Charter School shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Charter School's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Charter School, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Board Member or officer of the Charter School. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Charter School shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. The Charter School shall have no voting members within the meaning of the Nonprofit Corporation Law. The Charter School's Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Charter School's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Charter School's activities to any person(s), management company or Board Committees, however composed, provided that the activities and affairs of the Charter School shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service;

subject to the terms of any employment contracts and authority previously delegated to the Director of the Charter School (referred to herein as "Director").

- b. Change the principal office or the principal business office in California from one location to another; cause the Charter School to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Charter School's behalf and cause to be executed and delivered for the Charter School's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED BOARD MEMBERS AND TERMS The number of Board Members shall be no less than three (3) and no more than seventeen (17), unless changed by amendments to these bylaws. The number of Board Members shall be established by resolution. All Board Members shall be designated by the existing Board. All Board Members whose terms are expiring are to be designated at the Charter School's annual meeting of the Board. The Board shall consist of at least three (3) Board Members unless changed by amendment to these bylaws. Terms of the Board Members shall be staggered so that one-third (or as near to one-third as practicable) shall be elected at each annual meeting.

Section 4. RESTRICTION ON INTERESTED PERSONS AS BOARD MEMBERS; QUALIFICATIONS No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person compensated by the Charter School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Board Member as Board Member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Charter School. The Board may adopt other policies circumscribing potential conflicts of interest.

One Board Member shall be a parent of a student who is currently enrolled in the Charter School designated by the Board from among those nominated by a parent organization or by the nominating committee appointed pursuant to Section 6.

One Board Member shall be a teacher currently employed at the Charter School and designated by the Board from among those nominated by the teachers or by the nominating committee appointed pursuant to Section 6.

The remaining Board Members shall be persons who support the mission of the Charter School and who have expertise in business, education, finance, law, public relations or marketing, government, or represent the community; provided that such persons shall not also be parents of children enrolled at the Charter School at the time of their initial election to the Board. These Board Members shall be elected from among those nominated by the nominating committee appointed pursuant to Section 6, and those nominated by the Chief Educational Officer. Notwithstanding the foregoing, if no more than one candidate is nominated for any position on the Board, the Board may also consider nominations from any other source.

Section 5. BOARD MEMBERS' TERM Each Board Member shall hold office for three (3) years and until a successor Board Member has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE The Chairman of the Board or, if none, the Vice-Chairman will appoint a committee to designate qualified candidates for election to the Board at least thirty (30) days before the date of the annual meeting at which the election of Board Members is to occur. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board may set and the Secretary shall forward to each Board Member, with the notice of meeting required by these bylaws, a list of all candidates nominated for each Board Member position.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE If more people have been nominated for Board Member than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any Board Member; (b) the declaration by resolution of the Board of a vacancy in the office of a Board Member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article, 3; (c) the increase of the authorized number of Board Members; or (d) the failure of the members, at any meeting of members at which any Board Member or Board Members are to be elected, to elect the number of Board Members required to be elected at such meeting; (e) for the parent- Board Member, whenever the Board Member no longer has a child enrolled at the Charter School; and (f) for the teacher- Board Member, upon termination of employment with the Charter School; (g) for any other Board Member, upon taking an office or employment which is inconsistent with, or incompatible with continued service to the Charter School, as determined by the Board.

Section 9. RESIGNATION OF BOARD MEMBERS Except as provided below, any Board Member may resign by giving written notice to the Chairman of the Board, if any, or to the Director, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Board Member's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. BOARD MEMBER MAY NOT RESIGN IF NO BOARD MEMBER REMAINS. Except on notice to the California Attorney General, no Board Member may resign if the Charter School would be left without a duly elected Board Member or Board Members.

Section 11. REMOVAL OF BOARD MEMBERS Any Board Member may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Board Member shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of Board Members then in office is less than a quorum, by (a) the unanimous consent of the Board Members then in office, (b) the affirmative vote of a majority of the Board Members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining Board Member. In the event of a vacancy, the Chairman of the Board shall notify the persons or organizations entitled to make nominations pursuant to Section 4 of their right to propose nominees for that vacancy and the date on which the Board will consider filling the vacancy. Notwithstanding Section 6, the Board may consider filling a vacancy at any meeting of the Board which is called in accordance with the Brown Act which occurs at least 7 days after notice is given by the Chairman to the persons or organizations entitled to make nominations.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board Members shall not result in any Board Members being removed before his or her term of office expires.

Section 14. PLACE OF BOARD MEETINGS. Meetings shall be held at the principal office of the Charter School. The Board may designate that a meeting be held at any place within the San Diego Unified School District that has been designated by resolution of the Board or in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS All meetings of the Board and its Board Committees created pursuant to Section 23 shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board shall meet annually on the first Monday in October, or as soon thereafter as practicable, for the purpose of electing Board Members, organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Section 16. **REGULAR MEETINGS** Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS** Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. **NOTICE OF SPECIAL MEETINGS** In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each Board Member and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Board Member at the Board Member's address as it is shown on the records of the Charter School, or as may have been given to the Charter School by the Board Member for purposes of notice, or, if an address is not shown on the Charter School's records or is not readily ascertainable, at the place at which the meetings of the Board are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Charter School, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. **QUORUM** A majority of the number of Board Members currently in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board. Should there be fewer than a majority of the Board Members present at any meeting, the meeting shall be adjourned. Voting Board Members may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Board Members may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the Board Members shall participate in the teleconference meeting from locations within the boundaries of the State of California;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a Board Member constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT A majority of the Board Members present, whether or not a quorum is present, may adjourn any Board meeting to another time or place and shall cause a notice of adjournment to be posted within 24 hours. If a meeting is adjourned for more than five days, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Board Members who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT Board Members may receive such compensation, if any, for their services as Board Members or officers, and such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to the Charter School at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF BOARD COMMITTEES The Board, by resolution adopted by a majority of the Board Members then in office, may create one or more Board Committees, each consisting of two or more voting Board Members and no one who is not

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<sup>1</sup> This means that Board Members who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

a Board Member, to serve at the pleasure of the Board. Appointments to Board Committees of the Board shall be recommended by the Chairman and approved by majority vote of the Board Members then in office. The Board may appoint one or more Board Members as alternate members of any such Board Committee, who may replace any absent member at any meeting. Any such Board Committee may have all the authority of the Board, if so provided in the Board's resolution, except that no Board Committee may:

- a. Fill vacancies on the Board or any Board Committee of the Board;
- b. Fix compensation of the Board Members for serving on the Board or on any Board Committee;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- e. Create any other Board Committees of the Board or appoint the members of Board Committees of the Board;
- f. Expend corporate funds to support a nominee for Board Member if more people have been nominated for Board Member than can be elected; or
- g. Approve any contract or transaction to which the Charter School is a party and in which one or more of its Board Members has a material financial interest.

Other committees, not having the authority of the Board and not limited in composition to Board Members, but serving in an advisory capacity either to the Board or to the Director, may be established from time to time by the Board or the Director. Such committees, if created by formal action of the Board, will comply with the Brown Act.

**Section 24. MEETINGS AND ACTION OF BOARD COMMITTEES** Meetings and actions of Board Committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board's actions, and the Brown Act, if applicable, except that the time for general meetings of such Board Committees and the calling of special meetings of such Board Committees may be set either by Board's resolution or, if none, by resolution of the Board Committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any Board Committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the Board Committee may do so.

**Section 25. NON-LIABILITY OF BOARD MEMBERS** No Board Member shall be personally liable for the debts, liabilities, or other obligations of the Charter School.

**Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS** The Charter School and the Board shall comply with an applicable provisions of the Family

Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CHARTER SCHOOL**

Section 1. **OFFICES HELD.** The officers of the Charter School shall be a Chairman of the Board, a Director of the Charter School, a Secretary, and a Chief Financial Officer who shall be referred to as “Treasurer.” The Board shall elect a Chairman of the Board, and may appoint a Vice Chairman, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers shall have the corporate duties set forth in this Article VIII, and, if employees of the Charter School, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Director or Chairman or Vice-Chairman of the Board.

Section 3. **ELECTION OF OFFICERS** The officers of the Charter School shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS** The Board may appoint, or authorize the Chairman of the Board to appoint any other officers that the Charter School may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS** Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Charter School under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD** The Chairman of the Board shall preside at the Board’ meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no Director, and no interim Director has been appointed,

the Chairman of the Board shall also be the Director and shall have the powers and duties of the Charter School set forth in these bylaws. There may also be a Vice-Chairman of the Board. In the absence of the Chairman, the Vice-Chairman shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9. DIRECTOR OF THE CHARTER SCHOOL Subject to such supervisory powers as the Board may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to the Director's contract of employment, the Director shall be the general manager of the Charter School and shall supervise, direct, and control the Charter School's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Director shall have such other powers and duties as the Board or the bylaws may require.

Section 10. SECRETARY The Secretary shall keep or cause to be kept, at the Charter School's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of Board Committees. The Secretary may be, but is not required to be a Board Member. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Board Members present at Board and Board Committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and Board Committees that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the bylaws may require. The Board may appoint one or more deputy secretaries to assist the Secretary.

Section 11. TREASURER The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Charter School's properties and transactions. The Treasurer may be, but is not required to be a Board member. The Treasurer shall send or cause to be given to Board Members such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Board Member at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Charter School with such depositories as the Board may designate; (b) disburse the Charter School's funds as the Board may order, (c) render to the Director, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Charter School; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Charter School a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the

duties of the office and for restoration to the Charter School of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office. The Board may appoint one or more deputy treasurers to assist the Treasurer.

## **ARTICLE IX CONTRACTS WITH BOARD MEMBERS**

Section 1. **CONTRACTS WITH BOARD MEMBERS** The Charter School shall not enter into a contract or transaction in which a Board Member directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Charter School's Board Members are Board Members have a material financial interest) unless all of the following apply:

- a. The Board Member with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board meeting minutes.
- b. The Board Member with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Board Member who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Charter School could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The Charter School for its own benefit enters into the transaction, which is fair and reasonable to the Charter School at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of the Charter School if it (a) is approved or authorized by the Charter School in good faith and without unjustified favoritism and (b) results in a benefit to one or more Board Members or their families because they are in the class of persons intended to be benefited by the educational or charitable program of the Charter School.

## **ARTICLE X CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES.** The Charter School shall not enter into a contract or transaction in which a non-Board Member designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Innovations Academy Conflict of Interest Code adopted in accordance with the Political Reform Act have been fulfilled.

## **ARTICLE XI LOANS TO BOARD MEMBERS AND OFFICERS**

Section 1. **LOANS TO BOARD MEMBERS AND OFFICERS** The Charter School shall not lend any money or property to or guarantee the obligation of any Board Member or officer without the approval of the California Attorney General; provided, however, that the Charter School may advance money to a Board Member or officer of the Charter School for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board Member or officer would be entitled to reimbursement for such expenses of the Charter School.

## **ARTICLE XII INDEMNIFICATION**

Section 1. **INDEMNIFICATION** To the fullest extent permitted by law, the Charter School shall indemnify its Board Members, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Charter School by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c) the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board shall authorize indemnification.

### **Section 2. STANDARD OF CARE**

A Board Member shall perform the duties of a Board Member, including duties as a member of any Board Committee upon which the Board Member may serve, in good faith, in a manner such Board Member believes to be in the best interests of the Charter School and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Board Member, a Board Member shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

One or more officers or employees of the Charter School whom the Board Member believes to be reliable and competent in the matters presented;

Counsel, independent accountants or other persons as to matters which the Board Member believes to be within such person's professional or expert competence; or

A Board Committee upon which the Board Member does not serve as to matters within its designated authority, provided the Board Member believes the Board Committee merits confidence and the Board Member acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

### Section 3. SELF-DEALING TRANSACTIONS.

Self-dealing transactions means transactions to which the Charter School is a party and in which one or more of the Board Members ("interested Board Member(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

- A. An action by the Board fixing the compensation of a Board Member as a Board Member or officer of the Charter School;
- B. A transaction which is part of a public or charitable program of the Charter School if the transaction is (1) approved or authorized by the Charter School in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Board Members or their families because they are in a class of persons intended to be benefited by the public or charitable program;
- C. A transaction of which the interested Board Members have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the Charter School's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000).
- D. A transaction the Attorney General has approved either before or after it was consummated.
- E. A transaction with respect to which the following facts are established:

The Charter School entered into the transaction for its own benefit;

The transaction was fair and reasonable as to the Charter School at the time the Charter School entered into the transaction;

Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the Board Members then in office excluding the vote of the interested Board Member(s) and with knowledge of the material facts concerning the transaction and the interested Board Member's interest in it. Except

as provided in this sub-paragraph of this subsection, action by a Board Committee will not satisfy this requirement; and

Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the Charter School could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the Charter School in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

A Board Committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in paragraphs (A) and (B) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the Board Members then in office, excluding the vote of the interested Board Member(s).

#### Section 4. INTERESTED BOARD MEMBER'S VOTE

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Board Members may be counted to determine the presence of a quorum, but an interested shall not vote pursuant to Article 9 Section 1(b).

#### Section 5. PERSONS LIABLE AND EXTENT OF LIABILITY

If a self-dealing transaction has not been approved as provided in this Article, the interested Board Member(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the Charter School, considering any benefit received by it and whether or not the interested Board Member(s) acted in good faith and with the intent to further the best interests of the Charter School.

#### Section 6. CONTRACTS OR TRANSACTIONS WITH MUTUAL BOARD MEMBERS

No contract or other transaction between the Charter School and any domestic or foreign corporation, firm or association of which one or more of the Charter School's Board Members are Board Members is either void or voidable because such Board Member(s) are present at the meeting of the Board or Board Committee which authorizes, approves or ratifies the contract or transaction if:

The material facts as to the transaction and as to such Board Member's other Board Membership are fully disclosed or known to the Board or Board Committee, and the Board or Board Committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common Board Member(s); or

As to contracts or transactions not approved as provided in subsection (i) of this Section, the contract or transaction is just and reasonable as to the Charter School at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in this Article.

**Section 7. GENERAL PUBLIC AGENCY PROHIBITIONS GOVERNING CERTAIN TRANSACTIONS**

Nothing in these bylaws shall be construed to authorize any transaction otherwise prohibited under the Political Reform Act (California Government Code Section 81000 et seq.), or other applicable laws.

**ARTICLE XIII  
INSURANCE**

Section 1. **INSURANCE** The Charter School shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Board Members, officers, employees, and other agents, to cover any liability asserted against or incurred by any Board Member, officer, employee, or agent in such capacity or arising from the Board Member's, officer's, employee's, or agent's status as such.

**ARTICLE XIV  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS** The Charter School shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and Board Committees; and
- c. Such reports and records as required by law.

**ARTICLE XV  
INSPECTION RIGHTS**

Section 1. **BOARD MEMBERS' RIGHT TO INSPECT.** Every Board Member shall have the right at any reasonable time to inspect the Charter School's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Board Member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand to the Charter School, any Board Member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and Board Committees at any

reasonable time for a purpose reasonably related to the Board Member's interest as a Board Member. Any such inspection and copying may be made in person or by the Board Member's agent or attorney. This right of inspection extends to the records of any subsidiary of the Charter School.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Charter School shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board Members at all reasonable times during office hours. If the Charter School has no business office in California, the Secretary shall, on the written request of any Board Member, furnish to that Board Member a copy of the articles of incorporation and bylaws, as amended to the current date.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board shall cause an annual report to be sent to itself (the members of the Board) within 120 days after the end of the Charter School's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Charter School as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Charter School's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Charter School's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Charter School that such statements were prepared without audit from the Charter School's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all Board Members, or as a separate document if no annual report is issued, the Charter School shall, within 120 days after the end of the Charter School's fiscal year, annually prepare and mail or deliver to each Board Member and furnish to each Board Member a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Charter School, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving,

in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any Board Member or officer of the Charter School, its parent, or subsidiary (but mere common Board Membership shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the Charter School, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Charter School, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these bylaws by a majority of the Board Members present at a meeting duly held at which a quorum is present, except that no amendment shall change any material provisions of the Charter that created the Charter School or make any provisions of these bylaws inconsistent with that Charter, the Charter School's Articles of Incorporation, or any laws.

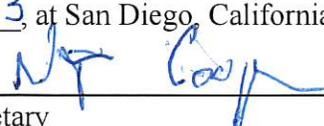
## **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CHARTER SCHOOL. The fiscal year of the Charter School shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

## **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Innovations Academy, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 17 pages, are the bylaws of the Charter School as adopted by the Board on November \_\_, 2013 and that these bylaws have not been amended or modified since that date.

Executed on Nov 19, 2013, at San Diego, California.

  
\_\_\_\_\_  
Secretary



# Innovations Academy Learning Continuity and Attendance Plan (2020–21)

Adopted by Innovations Academy Board 9/15/20

The instructions for completing the Learning Continuity and Attendance Plan are available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Director Christine Kuglen	<a href="mailto:christine@innovationsacademy.org">christine@innovationsacademy.org</a> (858) 271-1414

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic impacted how Innovations Academy (IA) delivered instruction. However, the school was able to adapt quickly. Students who did not have access to technology outside of school were given a school device to take home before leaving school on 3/13. We were able to resume academic programming the following Monday.

Despite the closing of the facility, IA maintained regular communication with members of our school community. The Director sent weekly updates to parents and held a Zoom webinar available to all families. Classroom teachers contacted their students and parents/guardians to assess the need for individualized support. Staff made phone calls to families whose children were not attending regularly or completing work, as well as upon teacher request. Education specialists continued to work with students with disabilities remotely.

A major impact of the pandemic was the delay to the relocation of our campus. The move was originally scheduled for late April, but construction continued throughout the summer. The transition is nearly complete and we will be ready for the 2020-2021 school year.

The Innovations Academy Learning Continuity and Attendance Plan outlines our academic program, both in-person and via distance learning. We also describe our actions to meet the needs of students, families, and staff. These include access to technology, social-emotional supports, meals, and other services.

# Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Innovations Academy solicited recommendations and comments from our stakeholders via email, surveys, phone calls, and video conferences. Stakeholders without internet access were notified via ParentSquare as well as via written notices posted on the campus. All families were provided the Director’s contact information so they could reach out with input or questions. Stakeholders provided feedback via surveys, document annotations, and teleconferences, as well as direct contacts with administrators. A COVID Reopening Committee was formed and open to all IA parents. The COVID Reopening Committee met multiple times to discuss issues related to the pandemic and its impact on the school. Communications were translated for the benefit of those speaking languages other than English.

We convened Parent Connection, all staff, and Board meetings at the beginning of the 2020-2021 school year to discuss the proposed actions and expenditures. All stakeholders had the opportunity to review the Learning Continuity and Attendance Plan and submit written comments.

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders were provided an opportunity to join public meetings via the Zoom teleconferencing service. These meetings were also accessible by telephone to all members of the public. The link to access the meetings was sent to parents via Parentsquare. The link to access the public hearing was posted in writing along with the agenda at the school site as well as on the board page of the website.

[A summary of the feedback provided by specific stakeholder groups.]

*Students and families:* Surveys indicate a need for a consistent daily schedule when the campus reopens for in-person instruction. Many parents expressed a desire for half-days on site in order to reduce viral load, as well as a Distance Learning only option throughout the year. Other parents, in turn, expressed a need for support if we were to implement a shortened school day when reopening with an in-person option. Parents expressed a wish to continue enrichment opportunities and to open in person as soon as possible. In surveys and emails, parents expressed satisfaction with the amount of information that was being shared and also approved of the consistent communication from teachers and administrators.

*Teachers and other school personnel:* Teachers and instructional staff requested access to specific technology applications, such as G Suite extensions. This group also indicated a need for access to technology support.

*Principals and administrators:* The leadership team monitored evolving guidance from the state while collecting quantitative and qualitative feedback from staff and families. This in turn informed the reopening plan, procurement of new learning programs for students and support tools for teachers the professional development calendar and master schedule.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Specific stakeholder input influenced expectations for online instruction, scheduling options, support provided due to the shortened day, and supports available for staff and students.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Innovations Academy will reopen for in-person learning following the guidance of health officials. We have developed plans and protocols to promote the health and safety of staff and students. These include sufficient social distancing, use of partitions in classrooms, use of personal protective equipment, efficient screening procedures, and increased cleaning and disinfecting frequency. The school will also continue to offer a distance learning only option for families concerned about health and safety and for those most vulnerable to the disease.

IA will offer classroom-based instruction and site based assessment whenever possible. In-person instruction will be offer four hours per day, five days per week whenever possible throughout the school year. At-risk students and pupils who have been significantly affected by school closures will be identified via a systematic cycle of assessments, teacher and family input. Distance learning students will be assessed remotely and offered site based assessment when possible and practicable.

Assessment	Subject	Frequency
Developmental Reading Assessment (DRA)	Reading	K-5 <sup>th</sup> , Beginning and end of the year
NWEA Measure of Academic Progress (MAP)	Reading, Language, Math, Science	2 <sup>nd</sup> -8 <sup>th</sup> , Beginning and end of the year
Lexplore	Reading	1 <sup>st</sup> -8 <sup>th</sup> , Beginning and end of the year
School Developed Social Emotional Assessment	Social-emotional	Beginning and end of the year
Grade level classroom based math assessments	Math	Beginning of the year

Teachers will also review participation metrics and coursework submitted during online instruction and site based instruction. Teachers and administrators will use this data as baseline information to develop an instructional program, intervention schedules and to address student academic needs.

Teacher assistants will be used to support supervision in cohorts and for intervention strategies developed to meet the needs of students, with a focus on at-risk students. They will support students who stay in after school camp to complete online work.

Enrichment teachers will provide modified enrichment instruction to meet the needs of students in different learning programs, including those attending on-site school provided after school camp.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Purchase health/safety equipment and materials \$7000 Purchases of additional sanitizer and sanitizing wipes	\$15,000	N
Analyze student data and implement intervention programming for at-risk students -Additional purchase of quick assessment equipment and application to assess student learning loss -Purchases of additional chromebooks to replace those lost and broken from home use -Purchase of software for distance learning support	\$30,000	Y
Hire additional teachers to support academic programming	\$75,000	Y
Offer on-site after school childcare, with extended hours available in partnership with other community organizations - 5 Teachers Assistants and Enrichment Teachers to implement; additional sanitization required	\$45,000	Y

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students in the distance learning program will be given the same assessments as students in the site-based program (see chart in section “In Person Instructional Offerings”) The assessments will be given within the first 6 weeks of school either online or in person, depending on the assessment, the family situation, grade level and student. Innovations Academy’s distance learning program will include a minimum of one hour of daily live interaction with their credentialed classroom teacher in an online format that includes other students for collaboration and interaction. Additional support will include: check-ins with credentialed teachers specifically assigned to distance learning, and office hours with the classroom teachers for one-on-one support. Teachers will meet one-on-one and in small groups with students as needed. Our school counselor, who is a licensed Marriage Family Therapist, will offer remote social-emotional support to students and families.

Lessons will also take place asynchronously through learning activities and lessons that are assigned and communicated via Google Classroom, SeeSaw and teacher created google sites. Students will complete these assignments through online applications or in print with materials sent home by the school. There will be opportunities to engage in reviewing lessons and receiving instructions via screencasts and teacher created videos. Students will be provided choices for extension activities in a variety of subjects. Parents will be provided learning objectives each week that they can use to extend or modify lessons to best meet their child’s needs. Parents will receive support on how to modify lessons if they encounter issues and find themselves struggling to support their child. Enrichment classes taught by our art, performing arts, nature studies, physical education and engineering teachers will be offered via live remote instruction. Middle school students will receive Spanish instruction in live remote sessions with the foreign language teacher.

Teachers will continue to receive ongoing training for online implementation of learning following inquiry and constructivist pedagogy, and will be prepared to transition between in-person instruction and distance learning as needed. Teachers have been trained specific trainings in how to use Responsive Classroom, CGI Math, 21st Century Data practices and Saxon Math in online settings and been offered the use of alternative programs for a more robust set of online instructional tools. Innovations Academy uses applications such as Padlet, Peardeck, SeeSaw, and GoogleClassroom that may be used both online and in the classroom for completing and submitting their work and demonstrating their learning.

Our instructional resources are suited to both in-person and distance learning instruction. (see table below)

Subject	Curriculum	Method of Access
Math	STMath, 3 Act Math, Youcubed	online
Math	Saxon (3-8), CGI (K-2), Number Talks, Wild Math (K-5)	Printed materials
Language Arts	Newsela, RazKids (K-1), Google Read&Write, Reading Eggs (K-2), Epic, Activated Learner/Reader (3-8), Fluency Tutor, Brainpop	online
Language Arts	Non-fiction and fiction texts (guided reading sets, classroom libraries, and whole class novels), paper and writing utensils	Printed materials
Science	Zingy Science (6-8), Mystery Science (K-5), Newsela, Brainpop (K-8), Rozzy Learning	Online
Science	Teacher generated kits, hands on materials	Hands on

Social Studies	Newsela, current events websites, Brainpop, Rozzy Learning	Online
Social Studies	Debate, Question Formulation Technique, current events, Readers Theater	Hands on, interactive

**Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Innovations Academy has prioritized access to devices and connectivity for all pupils. All students will be able to pick up new devices (Chromebooks or iPads) before school starts. IA used surveys, ParentSquare communications, and teacher feedback to ascertain the needs of students. We will make repeated efforts to contact families with unique circumstances, or who struggled to immediately access devices and connectivity following school closure in the 2019-20 school year. A staff member is available to provide technology support to ensure access to devices and connectivity. Families may make appointments and/or communicate their needs via their classroom teacher. IA will also provide materials for hands-on learning where needed.

We have deployed the Securely Filter on our Chromebooks which is a highly robust tool that uses a sophisticated AI engine that, in addition to blocking inappropriate sites, sends us reports regarding what blocked sites students are attempting to access as well as what they are searching if the object of their search is inappropriate or has to do with self-harm or is inappropriate for children.

**Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

For distance learning, pupil participation will be measured through both synchronous attendance in daily class lessons online via Zoom. Asynchronous participation will be measured through the completion of daily assignments given by teachers through platforms accessible on their devices, software based curriculum, hands on materials and print materials . The time value of pupil work, including both synchronous and asynchronous assignments, will be calculated and certified by a certificated school employee and recorded in a weekly engagement record.

For in-person learning, attendance will be taken each day in class. For those students leaving at 1 p.m. extension, enrichment and additional academic assignments may be given during the week using online platforms as well as take home materials.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff will continue to participate in regular professional development to support the distance learning program. Training will include information related to the COVID-19 pandemic, including the instruction of health and safety protocols and social-emotional supports. Teachers and instructional staff will also receive training around online pedagogy and the use of education technology tools. A team member is available to provide technological support for all staff members. Mentoring will be provided through observations and feedback and a staff member will be accessible for curriculum design and instruction.

2020-2021 professional development to support the distance learning program includes Responsive Classroom Training for new teachers, training on specific technology tools and applications, and online classroom management strategies. Teachers will share promising practices through a train-the-trainer approach.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 impacts the responsibilities and routines of all staff. We are committed to serving all of our students, working collaboratively and engaging our community.

Classroom teachers hold daily live online meetings with their students and post regular assignments in the core academic content areas, as well as monitor assignment completion. They meet with students 1:1 or in small groups as needed and communicate weekly with parents. Additionally, teachers work with site-based students 4 hours daily.

Distance learning/intervention teachers provide instruction and additional support as needed to English language learner students. They provide intervention for students at risk for learning loss and those who are academically struggling by providing assessments, online instruction, tutoring, small groups and one-on one help based on schoolwide assessments and teacher and parent referral.

Teacher Assistants support classroom teachers and site based students in the classroom. They work with small groups after school on academic software with a particular focus on those who are at risk and ELL students. v.

Exploration teachers provide enrichment classes live, in recorded videos and in person. They also provide outdoor supervision of students.

Special education staff work as a team to determine specific student and family needs and provide tailored support to special education students online and in person. They assess students as needed, collaborate with teachers and teacher assistants to provide accommodations and support both in and outside of classrooms. Work to ensure differentiation of learning for students with IEPs.

Other staff members contribute to online resources, provide technology support, manage tech distribution, and participate in class meetings, providing ongoing feedback to improve instruction.

The school counselor (a licensed Marriage, Family Therapist) provides live support webinars and reaches out to families to discuss and mitigate the negative impact of the pandemic on mental health. She provides mental health services to students with those services in their IEPs as well as those impacted by the current epidemic.

Front office staff monitors records related to both distance and in-person learning, and regularly communicates with parents about technology/online attendance issues. They manage front office inquiries and serve as an office support for teachers and other staff members.

Administrators facilitate professional development on COVID-related procedures and conduct parent outreach and support. They provide support and guidance to teachers, parents and students and oversee the development and implementation of the school's mission.

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Innovations Academy will provide the following supports to our students with unique needs:

- \* English language learners (ELL) will receive both integrated and synchronous designated English language Development (ELD) instruction. A credentialed DL/intervention teacher will meet weekly with our ELL students to provide ELD instruction, address their specific needs and offer support with assignments. Classroom teachers integrate ELD support in their live Zoom sessions by offering visual/text supports and meeting with small groups to better address their needs.
- \* Special education students across the full continuum of placements will receive required services, in accordance with each Individual Education Plan (IEP) or 504 plan. The school will continue to hold IEP and 504 meetings in both distance and in-person learning environments, based on the needs of students and their families.
- \* The school's Family Liaison will ensure that personalized support is available to homeless/foster students who qualify under the McKinney-Vento Act. Any families experiencing housing instability, homelessness, or other socioeconomic stresses will be contacted and encouraged to communicate with the school. They will be provided with focused assistance depending on their specific situation. These students may receive additional small group instruction, counseling, access to tutoring as well as referrals to community assistance programs.
- \* Open office hours are available for all students needing additional support

### Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Develop and implement a professional development plan to support online instruction trainings for new software, teacher training and assessment training	\$13,000	N
Purchase technology devices and hotspots if needed chromebooks, ipads, doc cams, cameras, headphones	\$7,000	Y
Research and purchase educational technology tools and software purchases of chromebooks, doc cameras, Libib, Lexplore, Rozzy, ShowMe, Padlet	\$12,000	N
Offer technology troubleshooting and assistance to staff, students, and parents Contract with IT person so support school with technology troubleshooting and purchase program to monitor chromebook use (Securely)	\$12,000	N

### Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Students' learning status will be measured via a range of assessments. Within the first six weeks of school we will assess each student using a variety of assessments. In addition to curriculum-based placement and diagnostic tests such as Lexplore and the Developmental Reading Assessment (DRA), the school will administer the NWEA MAP in Reading and Mathematics to all students in grades 2<sup>nd</sup>-8<sup>th</sup>. These assessments will determine what type of assistance a student needs. At risk students will be offered additional academic support via increased access to teacher office hours, additional small group or 1:1 instruction with our distance learning support teachers, intervention curriculum with our instructional aides or intervention teachers. English learners will be formatively assessed for progress during designated ELD instructional time. Newly identified English learners will take the Initial ELPAC, while students who may be eligible for reclassification will take the summative ELPAC.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The school will take the following steps to address learning loss and accelerate learning progress for pupils:

- \* Identify students baseline academic levels via a variety of assessments (see section, "Continuity of Learning").
- \* Monitor initial participation, engagement and understanding of material in online/site-based learning activities. Monitor progress and embed formative assessments throughout each lesson. Use data and information collected to inform instruction and academic interventions.
- \* Provide academic support via small, differentiated groups based on assessment data, social dynamics, parent request, and teacher recommendation.
- \* Provide support and professional development for teachers on differentiation for online and site-based instruction.
- \* Hold office hours when students can ask questions and receive individualized support.
- \* Provide support and information to parents who are the academic guides to their children during distance learning.

The following subgroups may benefit from additional, targeted actions and strategies being implemented such as one-on-one and small group sessions with specifically designated credentialed (non-classroom) teachers. For these students, all classroom teachers, enrichment teachers, distance learning/intervention teachers and teacher assistants will receive the assessment data and work collaboratively to address specific needs that have been determined.

- \* English Learners: integrated and designated ELD teacher, regular opportunities for discussion using academic language
- \* Low-income pupils: priority for device distribution/ internet hotspots, additional counseling and tutoring hours when needed
- \* Pupils with exceptional needs: accommodations and supports specified by their IEP or 504 plans, specific plans and adjustments to support their program choice.
- \* Foster youth and pupils who are experiencing homelessness: The school designates a staff person as the liaison for homeless students, who also assists foster youth. The liaison helps monitor progress and provides referrals to appropriate services.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of services and supports will be measured on an ongoing basis via progress monitoring towards learning targets. This will be accomplished via a quality review of completed student work, progression through the curriculum map, check in with parent educators at home, and daily checks for understanding during live instruction. Twice yearly, the school will administer normed, formative assessments (e.g. NWEA MAPs) to measure each student’s individual progress from their baseline. The DRA or Lexplore may be used once per quarter to monitor growth in language arts and unit assessments, STMATH and problem solving activities use to assess progress in mathematics.

### **Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
Implement assessment cycle using additional program	\$6,000	N
Schedule and staff additional intervention programming to mitigate learning losses for identified pupils/subgroups	\$5,000	Y

## **Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staff will receive both professional development and support in the areas of social and emotional well being by our school counselor. They will be trained in social-emotional learning, mindfulness, and the implementation of strategies to build healthy classroom communities. The school will provide regular opportunities for employees to interact with peers via teleconference and through activities coordinated by the IA Social Committee. All employees may contact our Counselor if needed, and full-time employees have access to professional mental health services via our primary health care provider.

Students will be taught the skills of self-regulation, social awareness, self-awareness, relationship skills and collaboration through our school developed social emotional curriculum taught weekly throughout the year as well as integrated into the curriculum. This will be done with both online and in-person instruction. This program is overseen by our counselor who also receives ongoing professional development opportunities with other therapists working in the field. Instructional staff build community in their classes during daily synchronous time via routines, emotional check-ins, and structured conversations. The counselor will play an important role in supporting and monitoring the mental health of

all pupils. Students who appear to be struggling emotionally as identified by staff or parents, or who request help directly, will be referred for more targeted mental health support. When necessary, the school may connect the student or family with other community resources.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Any pupil who does not participate in distance learning on a school day shall be documented as absent and the family will be contacted in a language they understand. Additional or make-up work may be assigned at that time.

If the school determines a student is not engaging in instruction and is at risk of learning loss, the following steps will be taken:

1. After three absences in a given week, school personnel will verify current contact information and provide daily notification of absences.
2. If a student is absent from distance for a second series of 3 days in a week, the school will reach out to families to determine pupil needs, including connection with health and social services as necessary.
3. The school team will work with the parents/guardians to remove obstacles to learning and offer additional support and interventions. When feasible, the plan may include transitioning the pupil to full-time in-person instruction.

These procedures will be translated and distributed to all parents.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Throughout the school year it is possible that food service options change based on regulatory changes. Currently food service in San Diego has been approved to continue until December. All parents/guardians will be provided meals through the San Diego Unified “grab-and-go” meal program. Families have been provided information about pick up locations and times. Once meal programs return to the control of the school, Innovations Academy students that are eligible to receive free or reduced meals from the San Diego Unified School District will be provided a cold breakfast option.

# Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Implement social-emotional learning both online and in person and supports for parents and students. Schedule additional staff hours.	\$12,000	N
School Nutrition	Offer free breakfast and reduced price meals for qualified students	\$15,000	Y

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.81%	\$172,157

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

There is also a need to provide systemic, prioritized, and targeted supports and services for foster youth, English learners, and low-income students. Their needs were considered first in these ways: Foster youth and low-income students receive priority for technology device distribution and internet hot spots. These families are checked in with regularly. We will also distribute instructional supplies and materials to low-income students and families and provide counseling/SEL support to students disproportionately impacted by the pandemic. The instructional needs of English Learners were considered first, as Designated ELD support and integrated pedagogy drive scheduling and training decisions.

These actions are effective in meeting the needs of these students since they provide specific and targeted materials, access, and academic/emotional supports designed to improve the conditions of these students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

We have used LCFF and Learning Loss Mitigation funds for a number of actions directed towards increasing/improving services for pupils with unique needs. This represents a targeted investment in staffing, training, and resources. For example, we hired a designated credentialed teacher to provide instruction for ELL students (in addition to their classroom instruction) in small groups or one--to-one as needed by the child. This position was designed with the needs of these populations and specifically to provide targeted support. Non-classroom attached teachers are being provided to support both students and teachers who remain in the distance learning track while their teachers are teaching site-based students. The school provides free and reduced priced breakfast daily for low income students who qualify without reimbursement and works closely with the school district for updates on emergency food service for our families that qualify.

Adopted by Innovations Academy Board 9/15/20

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Innovations Academy

## CDS Code:

37683380118083

## Link to the LCAP:

*(optional)*

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## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our ongoing goal at Innovations Academy is to help students learn to create their lives through self-expression, compassionate connection and purposeful learning. This primary goal is addressed in a variety of ways through our five LCAP goals. The three pronged mission leads us to support students social-emotionally and academically. We first assess students academically using multiple measures: CAASPP scores (state assessment), the Developmental Reading Assessment (DRA) and the NWEA Measure of Academic Progress (MAP). The DRA and MAP are given in the first month of school, providing data for teachers who need it immediately. Teachers also review assessment data from previous years of continuing students. We assess students' social emotional health through observations, school designed surveys, data from previous years for continuing students and a social emotional assessment. Once assessed we determine who is in need of academic support and who is in need of social-emotional support. Then we engage the following programs.

For social emotional support we train all of our teachers on teambuilding, conflict resolution, solution-seeking strategies for children, self-regulation and mindfulness. We also have a full time MFT who provides support to staff, parents and students. We also provide training for our MFT as needed. Additionally we hire teacher assistants and train them in Positive Discipline strategies for conflict resolution, self-regulation, problem solving with students and minimally invasive classroom strategies. Intervention groups are designed to address specific social -emotional needs.

For academic intervention, our teachers are provided access to MAP specific interventions based on student assessments and use DRA to place children in their zone of proximal development, supporting growth in reading skills. Teachers are also provided coaching on a weekly basis through our assistant director who has received training in ways to support instructional shifts for teachers, teaching strategies. Throughout the year our teachers are observed and given feedback and participate in a variety of staff development designed to improve instruction.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Innovations Academy, a single charter school site, works with integrity to align all of our program goals with ESSA provisions, integrating our funds into our LCAP goals We also create alignment with our charter and WASC goals. We achieve that by maintaining our dual focus of supporting students to grow social emotionally and academically through the actions listed above.

The use of federal funds through Title I A, Title II A and Title IV A will support the funding of these programs to meet our five LCAP goals which all support academic and social emotional improvement:

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.

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.

LCAP Goal #3 Provide high quality standardized aligned materials and resources to teachers and students within facilities maintained for optimal learning.

LCAP Goal #4 Develop a structure for ongoing analysis and intervention of student absences and tardies.

LCAP Goal #5 Develop stronger parent partnerships through effective communication tools, increased means of input and parent education.

We carefully select materials that meet the parameters of funding so there is alignment and connection throughout our funding. Our team which includes our business manager, administration, special education and general education teachers discuss ESSA and LCAP goals to find these connections and develop continuity,

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

As a charter school, our attendance boundaries are set in our charter. We accept all students equally from San Diego County. Additionally, we check the housing status of all of our students in order to provide any necessary supports for homeless students.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a single charter school we are only managing a small number of teachers and we ensure that all our teachers are credentialed or currently enrolled in an intern credentialing program. All intern credentialed teachers in self-contained classrooms work within the classroom of a mentor teacher. All of our teachers are given ongoing support throughout the school year to work with a diverse group of children. We also provide a teaching coach who is assigned to spend a larger percentage of his time with newer and less experienced teachers. Teachers will also have support from a newly hired Assessment and Accountability Coordinator who will assist them with using assessment to inform classroom instructional practices for all students equitably. We do not use tracked classrooms thereby creating a full integration of our diverse student population.

#### **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).  
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Parent engagement is central to our mission and our practices. Family, extended family and guardians are encouraged to participate in a variety of ways on campus. Innovations Academy LCAP goal 5 addresses continued encouragement of parent engagement strategies including the following ways:

Engagement through awareness of academic and social-emotional progress

Engagement through a variety of volunteer opportunities

Engagement through parent education workshops

Engagement through whole school events

Direct outreach from school based MFT to parents of the most challenging students to offer family support and education.

- Families are provided a variety of means to volunteer and participate actively in school events and daily school life. Some examples include volunteering in classrooms, in support of school and classroom events, as guest speakers in class, driving on field trips and participating in the Parent Association.
- We purchase a parent communication platform (Parent Square) to facilitate seamless communication with our families in their preferred format. Communication goes out from teachers about class topics of study and other class events on a weekly basis. Communication from the director also occurs on a weekly basis in both English and Spanish.
- We provide opportunities for parent education that involve Coffee Connections with our director, online Zoom meetings in person or to be viewed at a time convenient for parents, sessions with our counselor, articles shared monthly with parents, meetings with teachers.
- We invite parent input via an open door policy with the director, various surveys throughout the year, LCAP meetings offered at a variety of times and feedback forms after school events.
- We believe that parents, as primary educators of their children, need to be informed of progress. All parents receive assessment information in writing at least twice per year in addition to the report card.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Innovations Academy has a permanent full time staff member that is a Marriage, Family Therapist (MFT). This position is in addition to our school counselor. Our MFT provides additional support to those in need, including any students who may be placed in living situations out-of-home. In addition, teachers are trained to observe and take note of student behaviors that may be indicative of the need for intervention and support. Families may also reach out to us and request services. Our non-punitive, relationship based learning program teaches communication skills, conflict resolution skills and self-regulation skills. These supports create relationships that encourage communication to support students in crisis.

### **Homeless Children and Youth Services** ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Eligible students are identified through the enrollment process and through close connection and relationships with families throughout the year. In accordance with the federal McKinney-Vento Act, Innoations Academy has a policy for homeless children and youth and a school liaison is designated each year to ensure that homeless students are identified and receive appropriate opportunities to enroll and participate fully in their education at our school.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a K-8 school we encounter two different types of transitions. The first is from elementary to middle school and the second is from middle to high school (as they leave our school). The transition within our school is seamless as the program stays very similar. We provide the opportunity for our 6th graders to speak with our 7th and 8th graders about what to expect. Each year, we celebrate our 8th grade students by providing learning opportunities about the upcoming transition they will encounter moving on to high school. Their teachers hold instructional time to discuss fears and typical differences between middle and high school. Our students are currently coming from a variety of neighborhoods in multiple school districts and their choices include both charter and a variety of high schools in those different districts. We hold a "high school night" during which our graduated students who have attended a variety of high schools return to talk about those schools and the challenges they faced. We invite a variety of high schools to share about their schools with our students and their parents. We provide parents with a list of options for high school. We take students on tours of high schools. We invite transition teams for our special needs students at a final IEP meeting, so they can be connected with their new team moving forward.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

At Innovations Academy inquiry instruction is the primary method utilized by teachers and is one of the most recommended strategies for work in GATE programs. Inquiry instruction involves project and hands on learning and collaborative explorations and is accessible to the entire student population. This pedagogy lends itself to naturally differentiated instruction allowing students who are seeking more challenge to take on a project in a deeper way. Teachers receive training in this type of instruction and learn to differentiate within classrooms to meet the needs of all students. When students are assessed, academic plans specific to a students' need are made for those who are excelling in any area.

We have and will continue to have one-to-one chromebooks in our 2nd through 8th grade classrooms, ipads for students in grades K-1 and to promote digital literacy in our classrooms. We also teach robotics and coding to all grade levels. Our students access and produce multimedia content and have access to leveled libraries within classrooms, digital text via software and literacy sites such as Newsela. They are allowed to check books out from school to take home. Every class is required to be reading novels as a whole class in addition to the books they read individually and as reserch for their projects.

## TITLE I, PART D

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Innovations Academy provides a variety of professional development opportunities for teachers and school leaders.

Teacher Coaching: All teachers are provided a coach who observes, provides feedback, support and information throughout the year.

School Based Professional Development: All teachers participate in professional development related to the current goals as stated in our accountability plans. These opportunities are often with experts in specific fields that provide training. All teachers meet weekly on teacher teams of various configurations including: staff meetings, grade level partner teachers, team level meetings, analyzing student work.

Teacher Observations: All teachers leave campus to observe at other schools of their choice 1-2 times per school year. All teachers observe a peer within the school setting at least 4x per year.

External Professional Development: Innovations Academy provides funding for teachers and school staff to attend external professional development opportunities.

Induction: Innovations Academy teachers have access to multiple induction programs funded at 50% by the school. Innovations Academy provides mentors to teachers as needed.

School leaders participate in collaboration on campus at least one time each month during which they evaluate observation techniques and feedback, discuss areas of particular interest for professional growth and analyze input.

School leaders participate in external professional development at least 1x per semester.

School leaders collaborate with other school leaders at least 1x per semester.

We recognize the skills of our current employees by encouraging leadership from within as evidenced by current employee positions. We have multiple teachers who have started as teacher assistants, then became intern teachers and were ultimately hired as full time teachers. Our current director is the founder of our school. Our current assistant director taught at Innovations Academy for 7 years before taking on an administrative role. Our current office manager started as a front office clerk, our incoming Accountability and Assessment Coordinator position will be filled by a former teacher and our current Nature Studies teacher started as a teacher assistant. Current staff take on roles during the school year that include 504 coordinator, intern placement coordinator, staff activities coordinator, Board Secretary, mentor teachers.

Additionally, we continually evaluate our professional development opportunities by seeking input from staff through surveys and meeting discussions. We look at programs that have grown due to teacher learning that has made a contribution. We ask teachers to evaluate external PD so that we can send more teachers or change directions.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a single school, our funds are utilized and targeted to support growth in the areas of literacy, mathematics and social emotional skills.

We are focused on improving math instruction by increasing the amount of time in math, providing a variety of access points to math understanding. We have integrated conceptual math (through STMATH, Math Solutions activities and Jo Boaler activities) with algorithm practice using a spiral approach and we utilize student talk aloud problem solving approaches.

We are focused on improving literacy through the use of Readers and Writers Workshop which involves mini-lessons, conferring with students individually and in small groups, both guided and shared reading, the use of close reading strategies in non-fiction and primary source texts and explicit vocabulary instruction (via Activated Reader). For struggling students we use interventions such as Signs for Sounds, Lindamood-Bell programs (Seeing Stars, Lips) and one-on-one support. In our K-1 we used explicit phonics instruction in small groups and class lessons.

Our social emotional program involves training all of our teachers in Positive Discipline (by Jane Nelsen) strategies. We use collaborative problem solving and teach children how our brain works, communication skills, conflict resolution skills, mindfulness and other self-regulation techniques and we actively institute positive culture and relationship building through the Responsive Classroom program. We also have the goal of decreasing absences and tardies specifically focusing on students that have chronic situations by offering support and connecting with them more often. Increasing their attendance will improve their learning.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a single small school, continuous improvement methodology is continually in practice. We continually evaluate using data from our beginning and end of year assessments (NWEA MAP, DRA, CAASPP). The MAP specifically allows us to break down skill areas for specific instructional improvement based on individual or subgroups. The CAASPP now provides mini assessments that can be used during the school year to gauge student progress. We utilize formative assessments such as our Exhibitions, student lead conferences and portfolio reviews as well as ongoing observation and notes.

Throughout the year we engage with experts who consult with us on the data. These include MAP trainings designed to help us analyze data, a reading and math consultant, our own parents and students through surveys at least one time per semester. Teachers during scheduled collaborative times review student work and give their own input about program design and progress. Paraprofessionals are consulted during monthly meetings after school on our minimum days.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Innovations Academy partners with many nonprofit organizations for the implementation of our inquiry/project based program. Our students partner with many nonprofits who provide guidance, information and mentors to our students while they explore academic content through an applied approach. Our students interacted with 105 guest speakers representing community organizations and nonprofits during the 2018-19 school year. We also utilize nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Each class has the assignment of participation in field study experience monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. Technology is one way to connect with outside organizations. Our students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. Our students also utilize multiple online curricular resources for their learning. All of these resources mentioned are effective in meeting our charter goals and LCAP goals and providing high quality, well-rounded educational experiences.

Our teachers have the opportunity to access professionals who support their teaching. We invite guest teacher-authors to answer teacher questions, we confer with trainers in different programs (Positive Discipline, Responsive Classroom, Activated Reader, STMath, SD Area Writer's Workshop). Our teachers also visit successful schools to observe teachers in their practice and bring back strategies and programs that they have seen to be effective.