

**Innovations Academy Board Agenda: 2/28/23 @ 6:00 pm
Meeting and Board Retreat 2022-23 School Year**

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	Public call in number 605-313-4802* Access code 151642
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*Members of the public need not state their names when entering the conference call. The call-in number is provided as a convenience to the public.

Board Attendance

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Others in Attendance

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<i>Agenda for 2/28/23 Meeting</i>	
Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Others Present: 1.
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - 2nd motion- Vote: Approved by:
➤ Approval of prior month meeting minutes ○ minutes from 12/7/22	Vote to approve past minutes - 1st motion- 2nd motion- Vote: Approved by:
➤ Public comments (limit to mins per person))	
CLOSED SESSION Confidential student matters following up on report for complaints	
Financial Items Approval of 2nd Interim Budget	Vote on 2nd Interim 1st motion- 2nd motion- Approved by:

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<p>Fiscal Policy Update to include a threshold for capitalized assets</p> <p>Approval of School Accountability Report Card (SARC)</p> <p>Human Trafficking Prevention Information review from the handbook, page 22</p> <p>Discipline Policy Update Per a discussion at a previous board meeting and a parent inquiry, our legal team is reviewing the wording of our discipline policy to ensure that it is aligned with our mission and vision as well as protecting us from possible behavior that would compromise the safety of our students.</p>	<p>Vote 1st motion- 2nd motion-</p> <p>Approved by: Vote on SARC Approval 1st motion- 2nd motion- Approved by</p> <p>Discussion Item</p>
<p>District Site Visit Assignment for 3/16/23 Decide which board members will participate in the district site visit this year 2 p.m. for 60 minutes in person</p>	
<p align="center">Board Retreat Agenda 2/28/23</p>	
<p align="center">Topic</p>	<p align="center">Minutes/Notes</p>
<p>Director goals for the 22-23 year and beyond Social Emotional Needs of Students Academic improvement for charter approval in 2025, Projects and Inquiry, Administrative Structure, California Distinguished School Award-Elementary</p>	<p>Discussion Notes</p>
<p>Bylaws Review The board will review the bylaws, specifically to discuss the number of board positions, discuss date set for board retreat each year and review the bylaws for decision making about any opening board position and any other</p>	<p>Discussion Notes: Action: Vote on next steps for any bylaw changes Vote 1st motion- 2nd motion-</p>

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changes the board would like to submit to the legal team	Approved by:
Board Positions: The board will discuss and possibly vote on board positions/roles for the coming year	Discussion Notes: Action: ➤ Vote: ➤ 1st motion - ➤ 2nd motion -
Board Terms The board will review the lengths of their terms and discuss any expansion of the board, recruitment of board members etc.	Discussion Notes: Action: ➤ Vote: ➤ 1st motion - ➤ 2nd motion -
Board Training: Online Brown Act Training Info Decision on due date of training completion	Discussion Notes:
Board Goals for the 22-23 school year and beyond	Discussion Notes:
Director Evaluation The board will discuss the director evaluation process	
District Site Visit Report Review The board will review last year's site visit report and draft any follow up notes as needed.	Discussion Notes:
Board Meetings for the 22-23 school year Board will set the meetings for the current school year. Up for discussion: 5/23 and 6/27	Discussion Notes
Conflict of Interest Form 700 due by April 3, 2023	Discussion/ Question Notes:
➤ Next board meeting	
○ Confirm date of next meeting	
○ Identify agenda items for next meeting	➤
Meeting adjourned	

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

Innovations Academy Board Agenda: 2/28/23 @ 6:00 pm
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Secretary

Innovations Academy Board Agenda: 2/28/23 @ 6:00 pm
Meeting and Board Retreat 2022-23 School Year

Please contact Innovations Academy Board @ 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; and
 - 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 required to identify themselves.

**Innovations Academy Board Agenda: 12/7/22 @ 6:00 pm
Meeting and Board Retreat 2022**

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123		Public call in number 605-313-4802* Access code 151642
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Board Attendance

Danielle Strachman	Nathan Cooper	Stephen Rosen	Faraz Joined at 6:08			
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Others in Attendance who self identified

Christine Kuglen (Director)	Josh Eng (Business Manager)	Genia Duffell (parent)	Heidi Davis (parent)			
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Agenda

Topic	Minutes
➤ Call to order / roll call (telephonic meeting)	Time / Date Board in Attendance: 1. Nate, Stephen, Danielle Other Present: 1. Christine, Josh, parents
<ul style="list-style-type: none"> ➤ Approval of current agenda ➤ Agenda is being altered to include the items that have an approval timeline. Which include ➤ Prior minutes in order 	<p>Due to the illness of 2 board members, the board decided to vote only on the items with a timeline and save the retreat items for the board retreat which will be rescheduled. The removed items have been lined through on the topic side of these minutes.</p> <p>Motion to alter the current agenda due to board member illness to include only items with a timeline 1st motion - Nate 2nd motion- Danielle Roll Call Vote: Aye: Nate, Danielle, Stephen No: 0 Abstain: 0</p>
➤ Approval of prior month meeting minutes	Motion to approve past minutes – 1st motion- Stephen 2nd motion- Danielle

**Innovations Academy Board Agenda: 12/7/22 @ 6:00 pm
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	<p>Roll Call Vote: Aye: Nate, Danielle, Stephen No: 0 Abstain: 0</p>
<p>➤ Public comments (3 mins per person)</p>	<p>Dietrick Zook (parent) Disciplinary measures and policies- Complaint about threat outside of school hours to daughter and concern that discipline policies are not being followed. Complaint that it is not being taken seriously enough. Feels that policies are not being enacted. Wants all policies to be followed and applied equally.</p> <p>Faraz announced he has arrived at the meeting during the previous parent comments.</p> <p>MaryAnne Hawke (parent) Wants to comment about revision of the bylaws to include keeping a parent and teacher rep on the board. Was looking forward to hearing Christine talk about the director goals. Wants to see relationship of director goals to LCAP goals.</p>
<p>Financial Items Approval of 2022-23 Revised Budget</p>	<p>Vote on Revised Budget: In June, the preliminary budget was developed. So now we have reforecasted income and expenses after 6 months Pg 7 of 104, summary as it relates to first interim and the inclusion of the revised budget in the first interim. The narrative is in the board packet.</p> <p>Highlights: we are currently running at deficit but if you look at the revised budget we are projecting positive \$45K. Note the 22-23 revised budget includes a projected ADA that we have to hit to get these funds.</p> <p>Faraz asked how this data stands compared to previous years. Josh responded that these years have been unusually unstable and hard to compare to the past.</p> <p>Nate asked if the difference for the change in revised budget is because of attendance. Josh said that a new COLA was approved which altered the revenue, however a few of the expenses increased and have offset that revenue.</p>

**Innovations Academy Board Agenda: 12/7/22 @ 6:00 pm
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<p>Approval of 2022-23 1st Interim Report</p>	<p>Motion to approve the 22-23 revised budget for Innovations Academy 1st motion- Faraz 2nd motion- Steve Roll Call Vote: Aye: Nate, Danielle, Stephen, Faraz No: 0 Abstain: 0</p> <p>Motion to approve the 22-23 first interim financials 1st motion- Nate 2nd motion- Danielle Roll call vote: Ayes: Nate, Danielle, Steve, Faraz Nays: 0 Abstain: 0</p>
<p>Director goals for the 22-23 year and beyond Social Emotional Needs of Students Academic improvement for charter approval in 2025, Projects and Inquiry Administration possibilities</p>	<p>Items that are crossed out are rescheduled for board retreat.</p>
<p>Bylaws Review The board will review the bylaws, specifically to discuss the number of board positions, discuss date set for board retreat each year and review the bylaws for decision making about opening board position and any other changes the board would like to submit to the legal team</p>	
<p>Board Positions: The board will discuss and vote on board positions/roles for the coming year.</p>	
<p>Board Terms The board will review the lengths of their terms and discuss any expansion of the board, recruitment of board members etc.</p>	
<p>Board Training: Online Brown Act Training Info</p>	

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Board will set the meetings for the current school year. Up for discussion: 3/7, 5/23 and 6/27	
Design teacher exit interview for data collection during the teacher shortage and emerging changes in education.	
➤ Next board meeting	
○ Confirm date of next meeting	Nate asked Christine to check with Josh to find out when his next reporting deadline will be and we can circulate possible dates to reschedule the board retreat with the next meeting.
○ Identify agenda items for next meeting	➤ Board retreat items
Meeting adjourned	Adjourned at 6:42 p.m

The foregoing minutes were approved by the Board of Directors of Innovations Academy on 2/28/2023

Secretary/ Board Representative

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Charter School Second Interim Report

FY 2022-2023

For the Period July 1, 2022 through January 31, 2023

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
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: 12/7/2022

Description	Object Code	A	B	C	D	(A + C) E	(B + D) F	(E + H) G	(G - E) H
		Unrestricted Budget	Unrestricted Actuals through 01/31/23	Restricted Budget	Restricted Actuals through 01/31/23	Total Budget	Total Actuals through 01/31/23	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	1,372,972	682,636			1,372,972	682,636	1,372,972	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	88,512	45,548			88,512	45,548	88,512	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	2,426	2,426			2,426	2,426	2,426	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,111,626	1,678,863			3,111,626	1,678,863	3,111,626	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		4,575,536	2,409,473	-	-	4,575,536	2,409,473	4,575,536	-
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			33,392	13,167	33,392	13,167	33,392	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			7,432	2,223	7,432	2,223	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	5,000	10,000	5,000	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			51,250		51,250		51,250	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			84,000		84,000		84,000	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			119,000	97,097	119,000	97,097	119,000	-
Total - Federal Revenues		-	-	305,074	117,487	305,074	117,487	305,074	-
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			355,159	198,746	355,159	198,746	355,159	-
State Special Education Mental Health Services (Res 6512)	8590			17,738		17,738	-	17,738	-
Mandate Block Grant (Res 0000)	8550	6,734	8,354			6,734	8,354	8,354	1,620
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	74,448	51,363			74,448	51,363	74,448	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			28,426	8,815	28,426	8,815	28,426	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599		\$419	315,179	256,895	315,179	257,314	315,179	-
Total - Other State Revenues		81,182	60,136	716,501	464,456	797,683	524,591	799,303	1,620
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	8,406	\$143,926	50,000		58,406	143,926	143,926	85,520
Total - Local Revenues		8,406	143,926	50,000	-	58,406	143,926	143,926	85,520
5. TOTAL REVENUES									
		4,665,124	2,613,534	1,071,575	581,942	5,736,699	3,195,477	5,823,839	87,140
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	1,680,365	1,006,800	300,000	82,369	1,980,365	1,089,169	1,980,365	-
Pupil Support Salaries	1200	39,756	2,524	100,000	45,883	139,756	48,407	139,756	-
Supervisors' and Administrators' Salaries	1300	215,584	126,799			215,584	126,799	215,584	-
Other Certificated Salaries	1900	56,160	32,683			56,160	32,683	56,160	-
Total, Certificated Salaries		1,991,865	1,168,806	400,000	128,252	2,391,865	1,297,058	2,391,865	-

Charter School Second Interim Report

FY 2022-2023
For the Period July 1, 2022 through January 31, 2023
Accrual Basis

Financial Accounting Department
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Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
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Charter School Name: **Innovations Academy**
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Charter Approving Entity: **San Diego Unified School District**
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: **12/7/2022**

Description	Object Code	A	B	C	D	(A + C) E	(B + D) F	(E + H) G	(G - E) H
		Unrestricted Budget	Unrestricted Actuals through 01/31/23	Restricted Budget	Restricted Actuals through 01/31/23	Total Budget	Total Actuals through 01/31/23	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
2. Classified Salaries									
Instructional Salaries	2100	250,277	158,391	60,000	10,528	310,277	168,919	310,277	-
Support Salaries	2200	181,969	85,673	30,000	7,637	211,969	93,310	211,969	-
Supervisors' and Administrators' Salaries	2300	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	149,325	106,988	100,000	30,854	249,325	137,842	249,325	-
Other Classified Salaries	2900	-	-	-	-	-	-	-	-
Total, Classified Salaries		581,571	351,052	190,000	49,018	771,571	400,070	771,571	-
3. Employee Benefits									
STRS	3101-3102	407,717	\$215,087	80,000	19,945	487,717	235,032	487,717	-
PERS	3201-3202	-	-	-	-	-	-	-	-
OASDI/Medicare (Social Security)	3301-3302	73,687	\$45,295	10,000	6,478	83,687	51,773	83,687	-
Health and Welfare Benefits	3401-3402	255,897	\$130,451	50,000	5,467	305,897	135,918	305,897	-
Unemployment Insurance	3501-3502	29,735	\$6,970	-	-	29,735	6,970	29,735	-
Workers' Compensation Insurance	3601-3602	33,910	9,897	5,000	725	38,910	10,622	38,910	-
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-
Total, Employee Benefits		800,946	407,700	145,000	32,614	945,946	440,315	945,946	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	30,000	11,001	-	6,300	30,000	17,302	30,000	-
Books and Other Reference Materials	4200	8,000	713	-	6,167	8,000	6,879	8,000	-
Materials and Supplies	4300	70,365	\$53,710	-	3,989	70,365	57,699	70,365	-
Non-capitalized Equipment	4400	86,703	\$87,321	30,000	22,739	116,703	110,060	116,703	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	15,000	14,721	115,000	53,735	130,000	68,456	130,000	-
Total, Books and Supplies		210,068	167,467	145,000	92,930	355,068	260,397	355,068	-
5. Services and Other Operating Expenditures									
Subagreements for Services	5100	-	-	67,903	-	67,903	-	67,903	-
Travel and Conferences	5200	41,336	\$9,291	-	13,779	41,336	23,070	41,336	-
Dues and Memberships	5300	6,868	7,535	-	-	6,868	7,535	7,535	667
Insurance	5400	53,000	32,548	-	-	53,000	32,548	53,000	-
Operations and Housekeeping Services	5500	275,000	\$122,745	20,000	11,545	295,000	134,290	295,000	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	32,620	\$17,023	10,000	5,589	42,620	22,612	42,620	-
Transfer of Direct Costs (MUST net to zero)	5700	-	-	-	-	-	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	342,418	\$232,405	200,000	73,837	542,418	306,242	542,418	-
Communications	5900	58,212	13,770	-	-	58,212	13,770	58,212	-
Total, Services and Other Operating Expenditures		809,454	435,317	297,903	104,750	1,107,357	540,067	1,108,024	667
6. Capital Outlay									
Depreciation Expense (See Sections G.9 & F.2.a)	6900	120,000	-	-	-	120,000	-	120,000	-
Total, Capital Outlay		120,000	-	-	-	120,000	-	120,000	-
7. Other Outgo									
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	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		4,513,904	2,530,342	1,177,903	407,564	5,691,807	2,937,907	5,692,474	667
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		151,220	83,192	(106,328)	174,378	44,892	257,570	131,365	-

Charter School Second Interim Report

FY 2022-2023
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Revised Date: 12/7/2022

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D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979					-	-	-	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts (<i>MUST net to zero</i>) <i>(Include contribution to the unfunded cost of Special Education)</i>	8980-8999	(106,328)		106,328		-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		(106,328)	-	106,328	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		44,892	83,192	(0)	174,378	44,892	257,570	131,365	
F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (<i>MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2</i>)	9791	\$3,336,541	\$3,336,541	9,799	9,799	3,346,341	3,346,341	3,346,341	
b. Adjustments/Restatements	9793, 9795	1,980	1,980	-	-	1,980	1,980	1,980	
c. Adjusted Beginning Fund Balance/Net Position		3,338,521	3,338,521	9,799	9,799	3,348,321	3,348,321	3,348,321	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M128	3,383,413	3,421,713	9,799	184,177	3,393,213	3,605,891	3,479,686	
Components of Ending Net Position									
a. Net Investment in Capital Assets (<i>See Sections B.6 and G.9</i>)	9796		162,367				162,367		
b. Restricted Net Position	9797				184,177		184,177		
c. Unrestricted Net Position	9791		3,259,347		-		3,259,347		
G. ASSETS									
1. Cash									
In County Treasury	9110		2,786,782				2,786,782		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		1,189,581		184,177		1,373,758		
In Revolving Fund	9130		500				500		
With Fiscal Agent/Trustee	9135						-		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200						-		
4. Due From Grantor Government	9290		71,592				71,592		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330						-		
8. Other Current Assets	9340						-		
9. Capital Assets (<i>See Sections B.6 & F.2.a</i>)	9400-9489		162,367				162,367		
10. Total Assets			4,210,821		184,177		4,394,998		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		

Charter School Second Interim Report

FY 2022-2023

For the Period July 1, 2022 through January 31, 2023

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
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: 12/7/2022

Description	Object Code	A	B	C	D	(A + C) E	(B + D) F	(E + H) G	(G - E) H
		Unrestricted Budget	Unrestricted Actuals through 01/31/23	Restricted Budget	Restricted Actuals through 01/31/23	Total Budget	Total Actuals through 01/31/23	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
I. LIABILITIES									
1. Accounts Payable	9500		\$127,540				127,540		
2. Due to Grantor Government	9590		62,242				62,242		
3. Due to Other Funds	9610						-		
4. Current Loans	9640						-		
5. Deferred Revenue	9650		\$599,325				599,325		
6. Long-term Liabilities	9660-9669						-		
7. Total Liabilities			789,107				789,107		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-				-		
K. ENDING FUND BALANCE/NET POSITION, January 31, 2023									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2)			3,421,714		184,177		3,605,891		
<i>(MUST agree with F.2)</i>									

BUDGET VARIANCE ANALYSIS
2nd Interim Budget vs Preliminary Budget
FY 2022-23

Instructions:

Column G "Preliminary Budget" - manual input (data source: Budget submitted in June 2022)
 Column H "2nd Interim Budget" - will automatically populate (linked to Interim Input tab)
 Column I "\$ Difference" - will automatically populate
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 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
County:	San Diego
SBE Charter #:	1024

Description	Object Code	2nd Interim Budget vs Preliminary Budget				Explanation of Change <i>(e.g. enrollment increase from 350 students to 280.; one-time purchase of 100 chrome books, etc.) =>10% and =>(-10%)</i>
		Preliminary Budget (A)	2nd Interim Budget (B)	\$ Difference (Col B & A) (C)	% Change (C/A) (D)	
A. REVENUES (8000-8799)						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) (Res 0000)	8011	937,608	1,372,972	435,364	46%	LCFF COLA increase.
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	90,240	88,512	(1,728)	-2%	
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019		2,426	2,426	0%	
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,285,878	3,111,626	(174,252)	-5%	
Other LCFF Transfers	8091, 8097		-	-	0%	
Total, LCFF Sources		4,313,726	4,575,536	261,810	6%	
2. Federal Revenues (8100-8299)						
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	33,392	33,392	-	0%	Account for NSLP reimbursement funds.
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290	7,432	7,432	-	0%	
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 4)	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	51,250	51,250	-	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	84,000	81,526	3295%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	-	0%	
Other Federal Revenues (All other resources not reported separately)	8100-8299	119,000	119,000	-	0%	
Total - Federal Revenues		223,548	305,074	81,526	36%	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792	276,108	355,159	79,051	29%	Increase in SPED rate.
State Special Education Mental Health Services (Res 6512)	8590	17,738	17,738	-	0%	
Mandate Block Grant (Res 0000)	8550	6,734	6,734	(0)	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	74,448	74,448	-	0%	
Lottery, Restricted - Prop 20 (Res 6300)	8560	28,426	28,426	-	0%	
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	-	0%	
Other State Revenues (All other resources not reported separately)	8300-8599	278,226	315,179	36,953	13%	
Total - Other State Revenues		681,680	797,683	116,003	17%	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	50,000	58,406	8,406	17%	Account for interest revenue.
Total - Local Revenues		50,000	58,406	8,406	17%	
5. TOTAL REVENUES		5,268,954	5,736,699	467,745		
B. EXPENDITURES AND OTHER OUTGO (1000-7499)						
1. Certificated Salaries						
Teachers' Salaries	1100	1,909,481	1,980,365	70,884	4%	Increase in position rate.
Pupil Support Salaries	1200	139,756	139,756	-	0%	
Supervisors' and Administrators' Salaries	1300	125,000	215,584	90,584	72%	
Other Certificated Salaries	1900	56,160	56,160	-	0%	
Total, Certificated Salaries		2,230,397	2,391,865	161,468	7%	
2. Classified Salaries						
Instructional Salaries	2100	366,275	310,277	(55,998)	-15%	Originally budgeted in different object codes.
Support Salaries	2200	211,969	211,969	-	0%	
Supervisors' and Administrators' Salaries	2300	79,300	-	(79,300)	-100%	Originally budgeted in different object codes.
Clerical and Office Salaries	2400	88,400	249,325	160,925	182%	
Other Classified Salaries	2900	-	-	-	0%	
Total, Classified Salaries		745,944	771,571	25,627	3%	

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County:	San Diego
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Description	Object Code	2nd Interim Budget vs Preliminary Budget				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%)
		Preliminary Budget (A)	2nd Interim Budget (B)	\$ Difference (Col B & A) (C)	% Change (C/A) (D)	
3. Employee Benefits						
STRS	3101-3102	457,196	487,717	30,521	7%	
PERS	3201-3202	-	-	-	0%	
OASDI/Medicare (Social Security)	3301-3302	79,281	83,687	4,406	6%	
Health and Welfare Benefits	3401-3402	311,507	305,897	(5,610)	-2%	
Unemployment Insurance	3501-3502	24,360	29,735	5,375	22%	Increase in rate.
Workers' Compensation Insurance	3601-3602	36,609	38,910	2,301	6%	
OPEB, Allocated	3701-3702	-	-	-	0%	
OPEB, Active Employees	3751-3752	-	-	-	0%	
Other Employee Benefits	3901-3902	-	-	-	0%	
Total, Employee Benefits		908,953	945,946	36,993	4%	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	30,000	30,000	-	0%	
Books and Other Reference Materials	4200	8,000	8,000	-	0%	
Materials and Supplies	4300	70,365	70,365	-	0%	
Non-capitalized Equipment	4400	115,000	116,703	1,703	1%	
Food (Food used in food-service activities for which the purpose is nutrition)	4700	25,000	130,000	105,000	420%	Account for food expenses.
Total, Books and Supplies		248,365	355,068	106,703	43%	
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	67,903	67,903	-	0%	
Travel and Conferences	5200	40,000	41,336	1,336	3%	
Dues and Memberships	5300	3,500	6,868	3,368	96%	Account for additional expenses.
Insurance	5400	53,000	53,000	-	0%	
Operations and Housekeeping Services	5500	235,000	295,000	60,000	26%	Account for additional utility expenses.
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	42,620	42,620	-	0%	
Transfer of Direct Costs (<i>MUST net to zero</i>)	5700	-	-	-	0%	
Prof/Consulting Svcs and Operating Expend (<i>Include District Oversight</i>)	5800	522,418	542,418	20,000	4%	
Communications	5900	33,000	58,212	25,212	76%	Account for additional expenses.
Total, Services and Other Operating Expenditures		997,441	1,107,357	109,916	11%	
6. Capital Outlay						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	120,000	120,000	-	0%	
Total, Capital Outlay		120,000	120,000	-	0%	
7. Other Outgo						
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 (<i>MUST net to zero</i>)	7300-7399	-	-	-	0%	
Debt Service - Interest	7430-7439	-	-	-	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	-	0%	
Total, Other Outgo		-	-	-	0%	
8. TOTAL EXPENDITURES		5,251,100	5,691,807	440,707		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		17,854	44,892			
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)						
1. All Other Financing Sources	8930-8979	-	-	-		
2. Other Uses	7630-7699	-	-	-		
3. Contributions between unrestricted and restricted accounts (<i>MUST net to zero</i>) (<i>Include contribution to the unfunded cost of Special Education</i>)	8980-8999	-	-	-		
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		17,854	44,892	-		

**Innovations Academy
Board Narrative
February 28, 2023**

Approval of 2nd Interim Report

The 2nd interim is a report sent to the district to show them your latest budget as well as what your actual data is from the period of July 2022 to January 31, 2023. This requires board approval. Please see the attached labeled “FY2022-23 2nd Interim – Innovations”. This is the report that the district requires the information to be placed on, as you review, please note the following:

- 1) Row labeled: “E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION”
 - a. Column labeled “E. Total Budget” - \$44,892. This is the budgeted net income for the year based off the latest board approved budget (from December 7, 2022) this was based off estimated ADA of 442.56. Note, if school doesn't not hit this ADA estimate the budget will be negatively impacted. The P1 budget was just certified at 443.68.
 - b. Column labeled “F. Total Actuals through 01/31/23” – \$257,570. This is the schools’ actuals for the period of July 2022 to January 31, 2023. Despite the current surplus for the period: depending on if the school can meet its ADA, its various revenue requirements by the end of the fiscal year, and follow its budgeted expenditures, the school currently will fall more inline with its budgeted net income of \$44,892 rather than the actuals mentioned.

- 2) Row labeled: “2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1c.)”
 - a. Column labeled “E. Total Budget” - \$3,393,213. This is the budgeted net income for the current year added with the school’s current fund balance in which they entered the year. Thus, this is the estimated ending total fund balance assuming the budget is perfectly met (which it will not be due to the estimating nature of a budget).
 - b. Column labeled “F. Total Actuals through 01/31/23” – \$ 3,605,891. This is the schools’ actuals for the period of July 2022 to January 31, 2023 added with the schools current actual fund balance in which they entered the year. This is subject to change come year end per the note in (1)(b.) above.



INNOVATIONS ACADEMY

FISCAL AND OPERATING POLICIES

Approved March 14, 2017
Approved February 28, 2023

100 INTERNAL CONTROL POLICIES

101 *Introduction*

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

102 COMPLIANCE WITH LAWS

The Charter School will follow all the relevant laws and regulations that govern The Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 Organizational Conflict Of Interest Or Self-Dealing (Related Parties)

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Directors or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

201 *Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued*

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 *Board Of Directors Authorities*

The Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with SDUSD pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of the school director (iv) salary and salary changes of the school director, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property and (ix) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Directors will meet at a minimum quarterly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the Charter School, the Treasurer of the Board and the Charter Executive Director or Designee are the only individuals with signatory authority and are responsible for authorizing all financial transactions. Expenses greater than \$15,000 will require Board of Director approval.

204 *Government Access to Records*

The Business Manager or contracted business back office services provider will provide access to the organization's records to the SDUSD CFO or his designee and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

- A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back-up will be stored in a fire safe area and properly secured.

- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager, Executive Director, Designee or the business back office services provider from unauthorized access.

206 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Directors and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

2079 *Use of School Assets*

- A. No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Business Manager, Executive Director or Designee.

208 *Use of School Credit Cards*

- A. Business credit cards, issued by the School's bank, will be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.

- B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Executive Director/Designee.

- C. Business credit cards will be issued to teachers only for school related specific travel events by approval of Executive Director. In these cases, the business card will be issued only for the specific travel time period needed and the card will have spending limits designated for said travel.

300 FINANCIAL MANAGEMENT POLICIES

301 *Basis Of Accounting*

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 *Accounting Policies*

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Accounting Standards Board (FASB), including Statement of Financial Accounting Standards No. 34 – *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*.

303 *Basis of Presentation*

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

Main Fund - This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304 *Revenues*

Under the accrual basis of accounting, revenues recognized when earned.

305 *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and not specifically disallowed by the funding source.

307 *Cash Management*

A. The School maintains cash accounts at the following banks:

1. Operating – Chase Bank

2. Fundraising- ~~Mission Federal Credit Union~~–My Point Credit Union

308 *Grants Receivable Aging Criteria*

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 *Grant/Contract Invoicing*

A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. The invoicing format is that specified by the funding source.

310 *Budgets*

A. The Charter School prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projection will be reviewed and approved by the Board of Directors at a minimum annually unless modified as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the back office service provider and reviewed by the Executive Director and presented to the Board of Directors at each board meeting.

311 *Insurance And Bonding*

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability
- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

312 *Record Retention And Disposal*

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

312 Record Retention And Disposal - continued

- E. All financial records are maintained in chronological order, organized by fiscal year.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Directors certifies this memorandum of records disposal.

313 *Financial Reporting*

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance

2. Internally generated budget vs. actual financial statements
3. Billing invoices to funding sources
4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
2. Other reports upon request

314 *Audit*

The Board of Directors selects a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*. The Board of Directors approves final audits.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

400 **POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY**

401 *ASSETS*

402 *Bank Accounts*

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Directors of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks :

403 *Petty Cash Payments*

- B. Petty cash payments are made from a fund not to exceed \$500, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. Proper documentation is defined as an actual itemized receipt or invoice. No individual payment shall be greater than \$250.

- C. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to “Cash” on an as needed basis.

403 *LIABILITIES AND FUND EQUITY*

404 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

405 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

406 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

407 *Liability For Compensated Absences*

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
 - 1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 - 2. The employee's right to receive the compensation for the future absences is vested or accumulates.
 - 3. It is probable that the compensation will be paid.
 - 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

408 *Debt*

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 Revenue Recognition

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Executive Director/Designee.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 The School adheres to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- 2. Make all purchases in the best interests of the School and its funding sources.
- 3. Obtain quality supplies/services needed for delivery at the time and place required.
- 4. Buy from responsible sources of supply.
- 5. Obtain maximum value for all expenditures.
- 6. Deal fairly and impartially with all vendors.
- 7. Maintain dependable sources of supply.
- 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.

- A. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Directors and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.
- C. Employees will be reimbursed for food costs incurred while participating in professional development that requires an overnight stay. All such reimbursements will be approved by the director in advance. No alcohol costs will be reimbursed by the school.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his/her own stationery or time sheet in billing for services.
- G. Provide proof of insurance and their own equipment/tools.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Business Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached and are approved by the Executive Director/Designee.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back-office business services provider to the Executive Director.
1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.
2. At fiscal year-end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Executive Director/Designee or the appropriate recipient.
2. All checks are restrictively endorsed immediately by the Executive Director/Designee.
3. The Executive Director/Designee prepares a deposit recap and deposit.
4. A copy of the deposit recap and bank receipt are scanned to the back-office service provider and then filed to provide support for all deposits.
5. The back-office business services provider prepares journal entries.
6. The back-office business services provider reviews and signs off on journal entries.
7. The back-office business services provider inputs journal entries.
8. The Executive Director/Designee makes deposits on a weekly basis. If deposits are made other than weekly, the deposit should be maintained in a secure area with limited access.
9. Reconciliation of cash receipts to deposit slips and bank statements are performed by the back office business services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

It is not a policy of Innovations Academy to disburse cash except from the petty cash fund (see Petty Cash Funds below).

~~CHECK DISBURSEMENTS~~

Control Objective

To issue and records checks for authorized purposes, completely and accurately

B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Executive Director/Designee for approval.
2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
3. The Executive Director/Designee approves checks, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by receptionist.

5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
6. Bank statements are reconciled soon after receipt by the back offices business services provider and reviewed by the Executive Director/Designee.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions

Major Controls

A. Internal Accounting Controls

- (i) Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

Procedures

1. The Charter School will maintain an imprest petty cash system of \$500, which will be maintained and secured by the Executive Director or their designee.
2. The Executive Director/Designee maintains a log of all disbursements made from the petty cash fund. No disbursements will be for greater than \$250.
3. When the fund needs to be replenished, a check request is prepared by the Executive Director/Designee attaching the log of disbursements and the supporting receipts.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to "cash," on an as needed basis.
6. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before an employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Charter School.
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Executive Director.
1. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Executive Director.
2. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Executive Director.
3. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.
4. A General Journal entry is prepared at year-end to record the accrued vacation liability.
5. Unused vacation time is based on personnel policy of the Charter School.

PERSONNEL DATA TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

- (i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.
2. In preparing time sheets, employees:
 - (i) Enter hours in ink and sign the completed timekeeping record
 - (ii) Make all corrections in ink by crossing out the error and initialing the change.
 - (ii) Submit the completed time sheet to the Executive Director.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Executive Director/Designee on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Executive Director/Designee reviews and approves them.
2. Payroll hours are submitted to the back-office business services provider for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Executive Director or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.

Procedures

1. The total time recorded on time sheets and the number of employees is calculated by Executive Director/Designee.
2. The Executive Director/Designee submits hours to the back-office services provider for processing.
3. Recorded hours from the bi-weekly time sheets are accumulated by the back-office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back-office business services provider.
5. The back-office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.
7. The Payroll Register is reviewed and approved by the Executive Director/Designee.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back-office business services provider.

Procedures

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.
3. The back-office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office business services provider.

PAYROLL ADVANCES

Control Objective

To ensure that payroll advances are properly monitored, recorded and paid back in a timely manner.

Procedures

1. All payroll advances must be approved by the Executive Director in advance.
2. A payroll advance will not exceed the amount of one pay period.
3. Before receiving an advance, the employee will agree to a repayment schedule in which funds are deducted automatically from each subsequent paycheck until full repayment is made.

1300 ASSET TRACKING AND DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired and records the historical cost of these items in the Enterprise Fund. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years whichever is greater
Building Improvements	20 years
Building	30 years

Capitalized Threshold - Property acquired with an estimated useful life of greater than one fiscal year and with a value greater than \$5,000 shall be capitalized and depreciated according to useful lives assigned to each category of capital assets (above) that are within generally accepted accounting principles.

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

21 Major Controls

A. Travel Policies

The School has adopted policies on travel reimbursement within this document.

B. Employee Expense Reimbursement Documentation

Employees are required to receive approval before incurring expenses that require reimbursement.

Employees are required to obtain and furnish documentation for all individual expenses that require reimbursement.

C. Internal Accounting Controls

(i) Justification for travel approved by Executive Director/Designee

(ii) Documentation for incurred employee expenses.

(iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.
2. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Executive Director/Designee.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Executive Director works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Directors for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares preliminary budgets and projection for review by the Executive Director in consultation with the school staff.
2. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back-office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Directors approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Directors meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents, and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.

Innovations Academy

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 5454 Ruffin Rd.
San Diego, CA , 92123-1313

Principal: Christine Kuglen

Phone: (858) 271-1414

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

About This School

Christine Kuglen

📍 Principal, Innovations Academy

About Our School

Contact

Innovations Academy
5454 Ruffin Rd.
San Diego, CA 92123-1313

Phone: [\(858\) 271-1414](tel:(858)271-1414)

Email: info@innovationsacademy.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	
Phone Number	(858) 271-1414
Superintendent	,
Email Address	
Website	

School Contact Information (School Year 2022–23)

School Name	Innovations Academy
Street	5454 Ruffin Rd.
City, State, Zip	San Diego, CA , 92123-1313
Phone Number	(858) 271-1414
Principal	Christine Kuglen
Email Address	christine@innovationsacademy.org
Website	https://innovationsacademy.org/
County-District-School (CDS) Code	37683380118083

Last updated: 2/3/23

School Description and Mission Statement (School Year 2022–23)

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

Our constructivist-based K-8 school teaches through student-centered activities and inquiry focused learning which includes projects, performance and other interactive learning. We utilize a relationship based discipline program for classroom and campus behavior management and skill building.

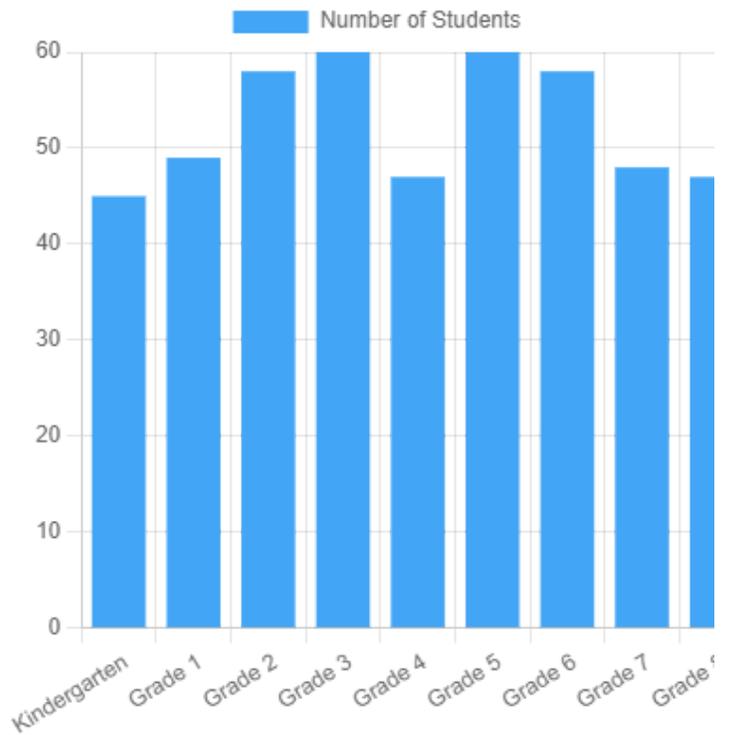
At Innovations Academy, children learn in an environment that respects the intellectual, emotional, and social intelligence of all children. We use a multidimensional curriculum to support the innate human desire to learn.

At least 80% of our population attends school in a progressive five day structure. Additionally, for home schooling families, Innovations Academy offers a 3-day program for grades K-2, and a 2-day program, known as the Home Learner Community, for grades K-8. Please visit our website for additional information about these programs.

Last updated: 2/3/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	45
Grade 1	49
Grade 2	58
Grade 3	60
Grade 4	47
Grade 5	60
Grade 6	58
Grade 7	48
Grade 8	47
Total Enrollment	472



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/3/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	3.00%
Black or African American	1.50%
Filipino	0.80%
Hispanic or Latino	14.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.80%
Foster Youth	0.40%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	26.50%
Students with Disabilities	18.20%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.10%
White	38.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.70	70.99	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	12.00	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.00	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	7.00	194.90	3.25	12115.80	4.41
Unknown	1.50	6.00	243.90	4.07	18854.30	6.86
Total Teaching Positions	24.90	100.00	5994.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/3/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/3/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.70	
Total Out-of-Field Teachers	1.70	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are novels, primary resources, software, nonfiction and fiction literature and chromebooks. Instructional materials our teachers have access to include RazKids, Newsela, Lucy Calkins, Jennifer Serravallo, Activated Reader, ThinkCERCA, and Reading Eggs.</p>	Yes	0%
Mathematics	<p>Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources are primary resources, software, adaptive textbooks, manipulatives, calculators and chromebooks. Instructional materials our teachers have access to include CGI math, STMATH, Saxon, Marcy Cook, Youcubed, Math Solutions.</p>	Yes	0%
Science	<p>Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources, software, microscopes, field study and guest experts, calculators and chromebooks. Instructional materials our teachers have access to include Mystery Science, FOSS kits, Zingy Science, Rozzy and Newsela.</p>	Yes	0%
History-Social Science	<p>Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, maps, globes and chromebooks. Instructional materials our teachers have access to include Newsela, Rozzy, History Alive!, and Brainpop.</p>		
Foreign Language	<p>Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students under the instruction of a full-time credentialed Spanish teacher for our middle school students. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, Chromebooks. We also utilize DuLingo to supplement as needed.</p>	Yes	0%
Health	<p>Our human sexuality curriculum draws from a variety of resources for 7th and 8th graders. Other health is taught by teachers via projects and lessons from a variety of resources that enable classes to experience a hands-on, interactive, inquiry centered approach.</p> <p>Physical education is taught by our coach who utilizes a skills based approach teaching a variety of sports (the skills, rules and sportsmanship).</p>	Yes	0%
Visual and Performing Arts	<p>Visual and Performing Arts are incorporated into instruction. Our students have a fine arts and a performing arts instructor who work with all grade levels utilizing primary materials.</p>	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/3/23

School Facility Conditions and Planned Improvements

Innovations Academy is located in new building that was built according to DSA specifications. Our facility is kept in good repair by a team of maintenance and repair workers.

Facilities are in good to excellent condition. HVAC system is using upgraded filters in response to COVID related protocols.

Last updated: 2/3/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating

Good

Last updated: 2/3/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	68%	N/A	51%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	55%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

Last updated: 2/3/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	302	97.73	2.27	67.88
Female	151	145	96.03	3.97	74.48
Male	158	157	99.37	0.63	61.78
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	52	96.30	3.70	67.31
White	164	159	96.95	3.05	72.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	62.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	69	100.00	0.00	57.97

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	302	97.73	2.27	54.64
Female	151	145	96.03	3.97	48.28
Male	158	157	99.37	0.63	60.51
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	43.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	52	96.30	3.70	53.85
White	164	159	96.95	3.05	60.38
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	69	100.00	0.00	43.48

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not;

however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/3/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT		--		28.5	29.47

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

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

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

Last updated: 2/3/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	55	53.40	46.60	49.09
Female	48	22	45.83	54.17	45.45
Male	55	33	60.00	40.00	51.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	10	43.48	56.52	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	7	41.18	58.82	--
White	52	29	55.77	44.23	51.72
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	13	44.83	55.17	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	11	50.00	50.00	45.45

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

Last updated: 2/3/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 2/3/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

At Innovations Academy, parents traditionally have many opportunities to be involved. We invite parents to attend student-led conferences, presentations of learning, portfolio days, and exhibitions of student work. We welcome classroom volunteers, parent drivers and field trip chaperones. We have a very active parent group, called the Parent Connection, that sponsors several social activities each year and supports internal school activities as well. They have continued to meet on Zoom. There are also opportunities to participate in school site meetings and LCAP development. For information about volunteering at school, parents can come to the front office or contact info@innovationsacademy.org or the Parent Connection.

To keep our parents informed, IA sends weekly school announcements through an automated contact system (via email, text and voice) and teachers communicate via ParentSquare. Parents have ongoing access to teachers. Parents are always welcome to speak with the director, Christine Kuglen.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	491	26	5.3
Female	242	240	12	5.0
Male	258	251	14	5.6
American Indian or Alaska Native	3	3	0	0.0
Asian	22	22	1	4.5
Black or African American	11	11	3	27.3
Filipino	8	8	0	0.0
Hispanic or Latino	109	106	10	9.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	66	65	3	4.6
White	255	250	9	3.6
English Learners	14	14	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	140	138	11	8.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	115	10	8.7

Last updated: 1/24/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	2.24%	2.45%
Expulsions	0.00%	0.04%	0.05%

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.06%	2.51%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/24/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

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

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

The safety plan at Innovations Academy is drafted annually by school administration in accordance with district and county education recommendations and contains an evacuation plan, lock down, fire and earthquake drills. The drills take place monthly and are reviewed regularly with staff. A comprehensive school safety plan is located in the front office for parent review. The safety plan was last reviewed and approved on September 13, 2022.

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

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	5		
1	9.00	3		
2	8.00	6		
3	14.00	3		
4	18.00	1	2	
5	18.00	1	2	
6	21.00	1	2	1
Other**	12.00	2		

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	5		
1	14.00	2	2	
2	8.00	6		
3	15.00	2	1	
4	16.00	3		
5	13.00	2	2	
6	18.00	1	2	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	5		
1	8.00	2	1	
2	19.00	1	2	
3	20.00	1	2	
4	16.00	1	2	
5	17.00	1	2	
6	19.00	1	2	
Other**	12.00	2	1	

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

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

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	472

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

Last updated: 1/24/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	3.00

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

Last updated: 1/24/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9553.10	\$2242.83	\$7319.98	\$56010.00
District	N/A	N/A	--	\$87535.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2021–22)

Innovations Academy provides a variety of resources to our students. Much of the learning software used at school is also made available to students at home. Innovations Academy has a strong social emotional program with tools integrated from Positive Discipline, Responsive Classroom, Nonviolent Communication, and Restorative practices. All students learn conflict resolution and communication tools through this solution focused curriculum and discipline plan. Our staff includes a full time Marriage & Family Therapist to assist students and families. Our classrooms have teacher assistants (in addition to the regular credentialed teacher).

We intentionally do not assign homework. The purpose of this is to assist students in experiencing more meaningful time with their families, provide needed free play for children to grow and be outdoors and allow children to participate in activities and classes outside of school without the stress of returning to more work when they should be sleeping, laughing and learning with their families.

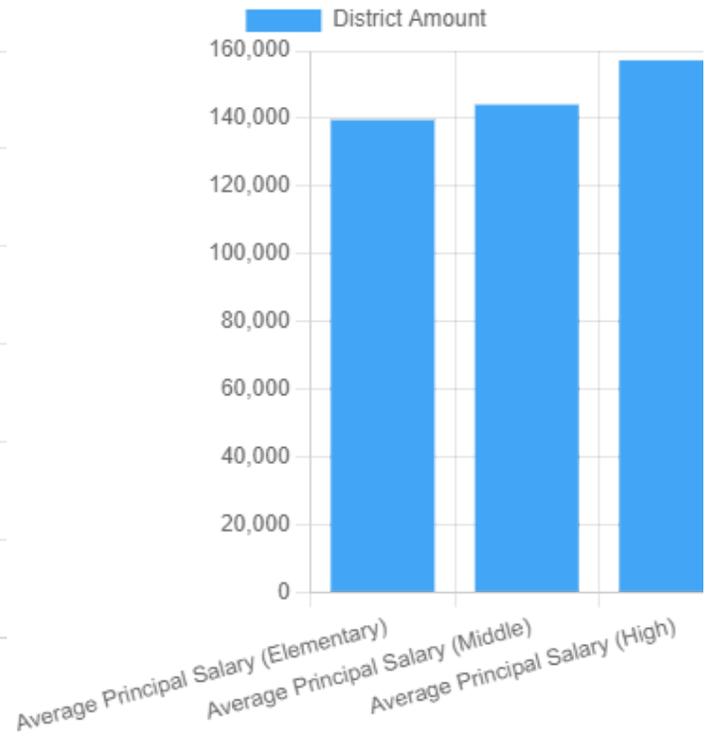
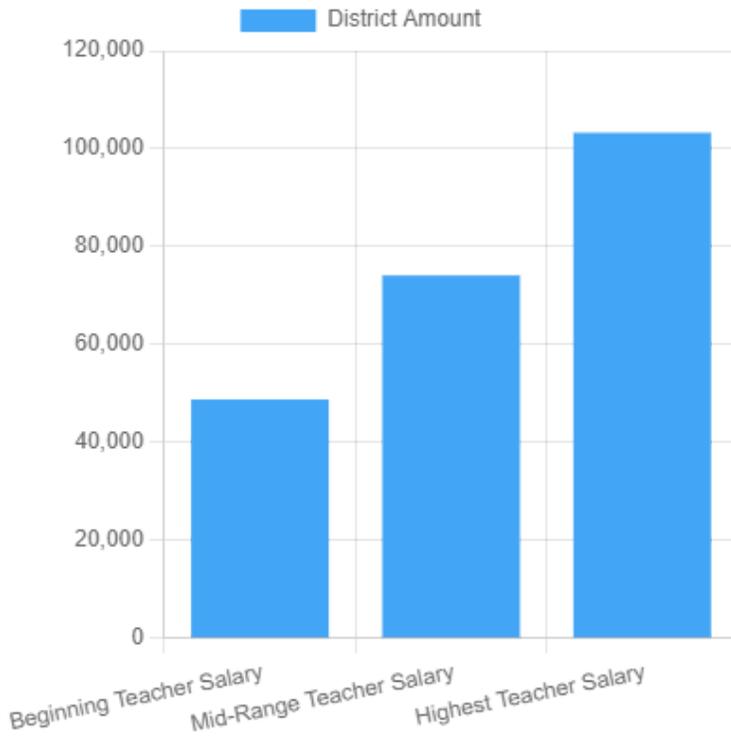
IA supports students by providing access to learning that takes into account a variety of student interests. Our students participate in projects and inquiries that integrate subjects in meaningful explorations. They speak regularly with guest experts who utilize the subjects they are studying. They engage in service learning, often working with non-profit organizations as part of their studies. They participate in field trips each month to places integral to their area of studies. We also currently offer the following enrichment classes: Nature Studies, Robotics, Performing Arts and Foreign Language. Special Education students are served by a strong team of experts that includes: a Speech Language Pathologist, an Assistive Technology Specialist, an Occupational Therapist, a School Psychologist, a Marriage & Family Therapist and Education Specialists.

Last updated: 1/24/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48792.00	\$51080.95
Mid-Range Teacher Salary	\$74140.00	\$77514.16
Highest Teacher Salary	\$103272.00	\$105763.62
Average Principal Salary (Elementary)	\$139598.00	\$133420.78
Average Principal Salary (Middle)	\$144113.00	\$138593.75
Average Principal Salary (High)	\$157184.00	\$153391.60
Superintendent Salary	\$270000.00	\$298376.74
Percent of Budget for Teacher Salaries	33.78%	31.60%
Percent of Budget for Administrative Salaries	4.93%	4.97%

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



Last updated: 1/24/23

Professional Development

At Innovations Academy, we consider professional development as ongoing throughout the year via weekly staff meetings, grade level team collaborations, professional development work days, and educational workshops. These sessions focus on constructivism, inquiry, project development, academic content, assessment, differentiation of instruction to meet the needs of all students, classroom management and our social emotional curriculum. Additionally this year, much of our professional development centered around best practices to meet the needs of our distance learners during the pandemic.

Training happens both on campus and off site throughout the year as well. Teachers attend conferences and trainings of their choice as well as those provided for schoolwide pedagogical alignment. Additionally, an administrator observes teachers throughout the week, providing the necessary feedback teachers need to both feel supported and to experience growth and reflection in their craft. Teachers are provided time to observe each other and collaborate regularly during the school day as well as visit other schools during the school year. Our professional development focus areas include math, ELA and interactive learning.

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	26	17	12

Last updated: 2/3/23

- **Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the front office for your convenience or you can put your request in writing and send it to . Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on our website for your review.

Innovations Academy

Powerfully creating ourselves through self-expression
compassionate connection and
purposeful learning



Family Handbook 2022-23 School Year

5454 Ruffin Rd.
San Diego, CA 92123
858-271-1414
858-271-1418 (fax)
www.innovationsacademy.org

notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, and transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

• **Positive Discipline Policy and Procedures**

Positive Discipline is a program based on the work of Adler and Dreikurs. The program, by Jane Nelsen, is designed to teach young people to become responsible, respectful and resourceful members of their community. It teaches important life skills in a manner that is deeply respectful and encouraging for both children and adults. Positive Discipline is the basis for IA's discipline plan.

We know that students do better socially and academically when they believe that they are an integral part of their community, when they feel that others care for them and when they feel their contributions are valued. IA staff invests a lot of time and planning to create such an atmosphere. We expect students to work with us to create the optimal learning environment.

School Discipline

Opportunities to learn come from making mistakes. By addressing mistakes we can move towards the path of resolution. We use positive discipline to help children become competent conflict resolvers.

As relationships with students are important to us, we work hard to make consequences for misbehavior respectful and constructive rather than punitive. This supports us in being decisive and action oriented in discipline measures. For more information about why Innovations Academy discipline policy works, consider reading one of the following resources:

- Positive Discipline by Jane Nelsen
- Solving Thorny Behavior Problems by Caltha Crowe

Student Expectations

In order for the classroom and campus to be a safe and engaging learning environment, students are expected to:

- Be willing to actively engage in academic learning activities. This includes trying things when they are difficult and following directions at all times.
- Actively participate in conflict resolution, seeking to understand another's point of view and ultimately resolve the issue, which may include an action apology/make up action, creating an acceptable plan and consistently taking action that will achieve the goal of resolution.
- Create an acceptable plan to resolve problems at school. All students

involved in conflict must create an acceptable plan to resolve the issue and demonstrate consistent action, which will achieve resolution.

If a student is not willing to engage in any of the above, they will be removed from class and possibly sent home and a parent meeting will be scheduled to discuss.

Incidences Compromising Safety and a Productive Learning Environment

When student behavior compromises learning or negatively impacts the community in any way, the following actions may be utilized:

Taking a break in the classroom, taking a break outside of the classroom, generating a written plan for behavior change, visiting the Solution Center to generate a plan, completing work outside of the classroom, working independently in an alternative classroom, making a contribution in a lower grade classroom, parent notification, creating a home-to-school checklist for desired behavior changes, a day of reflection, suspension and or expulsion.

When it is ascertained by staff that the student's behavior is of a significant nature or is an ongoing disruption, the student and/or parents may be asked to participate in individual or family counseling with the IASC (Innovations Academy Solution Center) counselor to address the behavioral challenges.

Parents are contacted when a child commits an enumerated offense per IA's Suspension & Expulsion Policy or engages in repeated minor infractions. Any incidence compromising safety, or a productive learning environment, is evaluated for a parent meeting, or suspension with a possible recommendation for expulsion. The governing board handles the expulsion process. For more on this process, see the Suspension/Expulsion Policy.

At Innovations Academy ("IA") we pride ourselves in our Character Development program that includes children in the conflict resolution process. Most incidents at school will be handled inside the classroom, counseling center or office through peer-to-peer conflict resolution, teacher to student discussion and problem solving or through the class council conflict resolution procedure. However, when a situation reaches the level of needing intervention from the Executive Director, an evaluation is made as to if a suspension or expulsion is recommended. This section, below, is designed to inform all parents of suspension/expulsion procedures and due process.

• Suspension & Expulsion Policy

Board Approved: 11/2013

Board Revised: 12/8/2020

Most recent board approval 10/26/21

Most recent board approval with handbook for the 22-23 school year

Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at IA. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of

offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights

holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove

cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which

requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study for Home Learning Community students, if monthly calendars of learning and/or one representative work sample from each subject during a 40 day period are not turned in, an evaluation is held by the HLC teacher team in conjunction with the director to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District/SELPA

The Charter School shall immediately notify the District/SELPA and coordinate the procedures in this policy with the District/SELPA of the discipline of any student with a disability or student that the Charter School or the District/SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.

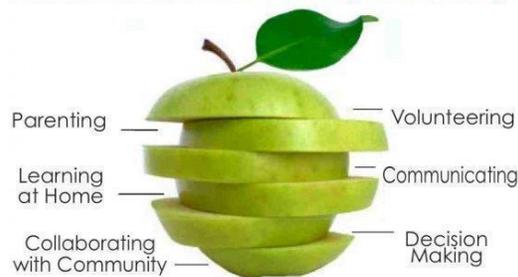
- c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

The Six Slices of Parental Involvement



• Parent Responsibility

“Responsibility for our children's education must begin at home” – Former President Obama

As a parent of a student attending IA, it has been your choice to place your child in a school with a specific design and mission. It is your job to understand the School's mission statement. By choosing IA as the school of choice for your child(ren), you also choose to be an active participant of IA’s academic community. This means developing an understanding of the School's learning philosophies, policies, and goals. It also means actively pursuing an understanding of the School's curriculum, and supporting your child(ren)’s learning at home.

It is important to understand that IA follows a progressive teaching model that is very different than traditional public schools. This aspect of IA brings with it the inherent challenges of learning a new paradigm. These challenges may occur as:

- Feeling confused about the learning process
- Misunderstanding an aspect of the philosophy
- Worrying about the progress of learning

Director Goals 2022-23

- (LCAP GOAL 1&2) Social-emotional Goal: As a collaboration with teachers, make a plan to address the social emotional challenges our students are facing that are impacting our teachers
- (LCAP GOAL 1) Academic goal: Utilize our recently acquired platform and the assistance of a specialist to analyze our scores and student progress to plan for the 2025 charter renewal process
- (LCAP GOAL 3) Academic goal: While continuing to provide freedom to teachers, collaboratively create consistency, alignment and structure to support teacher planning by
 - defining the novels read in each grade level,
 - define 4 annual projects that will consistently be done in grade levels,
 - build science learning paths to be used at a minimum in 6-8 grade,
 - create a calendar of social emotional activities,
 - increase hands on learning moments, general inquiry across the curriculum and decrease technology use and/or increase teacher control of student access in the classroom.
- (LCAP GOAL 4) Design an effective plan to address the excessive absences of our students in general and an intervention plan for the most intensively absent children.
- Administrative Goals
 - Consolidate organization of administrative tasks,
 - Explore possible transition plans for eventual director succession due to retirement.



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California Department of Education News Release

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January 6, 2023

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State Superintendent Tony Thurmond Announces 2023 California Distinguished Schools

SACRAMENTO—State Superintendent of Public Instruction Tony Thurmond today announced that more than 350 elementary schools have been selected for the prestigious 2023 California Distinguished Schools Program. The award program is celebrating its return this year after the COVID-19 pandemic temporarily suspended reporting of state and local student data. Since its inception in 1985, the California Distinguished Schools Award remains one of the important ways to celebrate exceptional schools, districts, teachers, and classified employees for their innovation, talent, and success in supporting students.

The exceptional elementary schools recognized this year are illustrative of the hard work, dedication, and resilience shown by educators and schools across the state after communities struggled for multiple years with urgent effects to physical and mental health and unprecedented challenges to delivering education. To select California Distinguished Schools, the California Department of Education (CDE) uses multiple measures to identify eligible schools based on their performance on the state indicators as specified on the California School Dashboard (Dashboard). Specifically, schools were selected by analyzing data reported through the 2022 Dashboard, including assessment results, chronic absenteeism, suspension rates, and socioeconomic data. Information regarding the 2022 Dashboard is provided on the [CDE California School Dashboard and System of Support web page](#).

“It is my pleasure to honor and recognize more than 350 elementary schools for providing outstanding public education and opportunities to students. Their innovation and hard work have helped to ensure their students can heal, recover, and thrive—even in the toughest times,” Thurmond said. “California Distinguished Schools represent examples of not just excellent teaching, learning, and collaboration, but also highly successful, data-driven school efforts ranging from professional development for educators to mental health and social-emotional wellness strategies to address the needs of students and families.”

The California Distinguished Schools program recognizes schools for their excellent work in one of two categories: closing the achievement gap and achieving exceptional student performance. Elementary schools and middle and high schools are recognized in alternate years; therefore, awardees hold the title for two years. Each year, two of California's Distinguished Schools awardees are eligible to become a National Association of Elementary and Secondary Education Act (ESEA) Distinguished Schools Awardee. Information about California's National ESEA Distinguished Schools can be found on the [CDE National ESEA Distinguished Schools Program web page](#).

The list of more than 350 recognized schools for 2023 is below. For more information, please visit the [CDE California Distinguished Schools Program web page](#).

2023 California Distinguished Schools

County	District Name	School Name
Alameda	Alameda County Office of Education	Connecting Waters Charter - East Bay
Alameda	Alameda County Office of Education	Yu Ming Charter
Alameda	Alameda Unified	Amelia Earhart Elementary
Alameda	Alameda Unified	Bay Farm
Alameda	Alameda Unified	Frank Otis Elementary
Alameda	Albany City Unified	Cornell Elementary
Alameda	Berkeley Unified	Ruth Acty Elementary
Alameda	Berkeley Unified	Berkeley Arts Magnet at Whittier
Alameda	Dublin Unified	John Green Elementary
Alameda	Fremont Unified	Forest Park Elementary
Alameda	Fremont Unified	Mission Valley Elementary

Alameda	Fremont Unified	Joshua Chadbourne Elementary
Alameda	Fremont Unified	Fred E. Weibel Elementary
Alameda	Fremont Unified	Circle of Independent Learning
Alameda	Fremont Unified	Joseph Azevada Elementary
Alameda	Fremont Unified	Warm Springs Elementary
Alameda	Oakland Unified	AIMS College Prep Elementary
Alameda	Oakland Unified	Hillcrest
Alameda	Oakland Unified	Crocker Highlands Elementary
Alameda	Piedmont City Unified	Wildwood Elementary
Alameda	Piedmont City Unified	Beach Elementary
Alameda	Piedmont City Unified	Havens Elementary
Butte	Chico Unified	Achieve Charter School of Chico
Contra Costa	Canyon Elementary	Canyon Elementary
Contra Costa	Lafayette Elementary	Happy Valley Elementary
Contra Costa	Lafayette Elementary	Burton Valley Elementary
Contra Costa	Lafayette Elementary	Lafayette Elementary
Contra Costa	Moraga Elementary	Los Perales Elementary

Contra Costa	Moraga Elementary	Donald L. Rheem Elementary
Contra Costa	Moraga Elementary	Camino Pablo Elementary
Contra Costa	Mt. Diablo Unified	Sequoia Elementary
Contra Costa	Mt. Diablo Unified	Walnut Acres Elementary
Contra Costa	Mt. Diablo Unified	Bancroft Elementary
Contra Costa	Orinda Union Elementary	Del Rey Elementary
Contra Costa	Orinda Union Elementary	Glorietta Elementary
Contra Costa	Orinda Union Elementary	Sleepy Hollow Elementary
Contra Costa	Orinda Union Elementary	Wagner Ranch Elementary
Contra Costa	San Ramon Valley Unified	Vista Grande Elementary
Contra Costa	San Ramon Valley Unified	Neil A. Armstrong Elementary
Contra Costa	San Ramon Valley Unified	Alamo Elementary
Contra Costa	San Ramon Valley Unified	Greenbrook Elementary
Contra Costa	San Ramon Valley Unified	Live Oak Elementary
Contra Costa	San Ramon Valley Unified	Hidden Hills Elementary
Contra Costa	San Ramon Valley Unified	Sycamore Valley Elementary
Contra Costa	San Ramon Valley Unified	John Baldwin Elementary

Contra Costa	San Ramon Valley Unified	Walt Disney Elementary
Contra Costa	Walnut Creek Elementary	Buena Vista Elementary
Contra Costa	Walnut Creek Elementary	Parkmead Elementary
Contra Costa	Walnut Creek Elementary	Tice Creek
Contra Costa	West Contra Costa Unified	Kensington Elementary
Contra Costa	West Contra Costa Unified	Madera Elementary
El Dorado	Buckeye Union Elementary	Buckeye Union Mandarin Immersion Charter
Fresno	Clovis Unified	Dry Creek Elementary
Fresno	Kingsburg Elementary	Charter Lincoln Elementary
Glenn	Lake Elementary	Lake Elementary
Glenn	Plaza Elementary	Plaza Elementary
Humboldt	Arcata Elementary Union	Street Charter
Humboldt	Fortuna Elementary	Redwood Preparatory Charter
Humboldt	Freshwater Elementary	Freshwater Elementary
Humboldt	Jacoby Creek Elementary	Jacoby Creek
Kern	Bakersfield City	Downtown Elementary
Kern	Norris Elementary	Veterans Elementary

Kern	Rosedale Union Elementary	American Elementary
Los Angeles	ABC Unified	Stowers (Cecil B.) Elementary
Los Angeles	ABC Unified	Wittmann (Helen) Elementary
Los Angeles	ABC Unified	Cerritos Elementary
Los Angeles	ABC Unified	Gonsalves (Joe A.) Elementary
Los Angeles	Alhambra Unified	Repetto Elementary
Los Angeles	Alhambra Unified	Monterey Highlands Elementary
Los Angeles	Arcadia Unified	Hugo Reid Elementary
Los Angeles	Arcadia Unified	Camino Grove Elementary
Los Angeles	Arcadia Unified	Highland Oaks Elementary
Los Angeles	Arcadia Unified	Rancho Learning Center (Alternative)
Los Angeles	Arcadia Unified	Baldwin Stocker Elementary
Los Angeles	Arcadia Unified	Holly Avenue Elementary
Los Angeles	Arcadia Unified	Longley Way Elementary
Los Angeles	Bonita Unified	Oak Mesa Elementary
Los Angeles	Culver City Unified	El Marino Elementary
Los Angeles	El Monte City	Cleminson Elementary

Los Angeles	El Segundo Unified	Richmond Street Elementary
Los Angeles	Glendale Unified	Dunsmore Elementary
Los Angeles	Glendale Unified	Mountain Avenue Elementary
Los Angeles	Glendale Unified	Valley View Elementary
Los Angeles	Glendale Unified	Monte Vista Elementary
Los Angeles	Glendale Unified	John C. Fremont Elementary
Los Angeles	Hermosa Beach City Elementary	Hermosa View Elementary
Los Angeles	Inglewood Unified	Wilder's Preparatory Academy Charter
Los Angeles	La Canada Unified	La Canada Elementary
Los Angeles	La Canada Unified	Palm Crest Elementary
Los Angeles	La Canada Unified	Paradise Canyon Elementary
Los Angeles	Las Virgenes Unified	Chaparral Elementary
Los Angeles	Los Angeles County Office of Education	Lashon Academy
Los Angeles	Los Angeles Unified	Goethe International Charter
Los Angeles	Los Angeles Unified	Renaissance Arts Academy
Los Angeles	Los Angeles Unified	Balboa Gifted/High Ability Magnet Elementary

Los Angeles	Los Angeles Unified	Westwood Charter Elementary
Los Angeles	Los Angeles Unified	Granada Hills Charter
Los Angeles	Los Angeles Unified	Larchmont Charter
Los Angeles	Los Angeles Unified	Science Academy STEM Magnet
Los Angeles	Los Angeles Unified	Richland Avenue Elementary
Los Angeles	Los Angeles Unified	Canyon Charter Elementary
Los Angeles	Manhattan Beach Unified	Aurelia Pennekamp Elementary
Los Angeles	Manhattan Beach Unified	Meadows Avenue Elementary
Los Angeles	Manhattan Beach Unified	Pacific Elementary
Los Angeles	Newhall	Stevenson Ranch Elementary
Los Angeles	Newhall	Pico Canyon Elementary
Los Angeles	Newhall	Oak Hills Elementary
Los Angeles	Palos Verdes Peninsula Unified	Soleado Elementary
Los Angeles	Palos Verdes Peninsula Unified	Vista Grande Elementary
Los Angeles	Palos Verdes Peninsula Unified	Silver Spur Elementary

Los Angeles	Palos Verdes Peninsula Unified	Rancho Vista Elementary
Los Angeles	Palos Verdes Peninsula Unified	Dapplegray Elementary
Los Angeles	Pasadena Unified	Sierra Madre Elementary
Los Angeles	Redondo Beach Unified	Jefferson Elementary
Los Angeles	Redondo Beach Unified	Birney Elementary
Los Angeles	Rosemead Elementary	Mildred B. Janson Elementary
Los Angeles	San Marino Unified	Carver Elementary
Los Angeles	San Marino Unified	Valentine Elementary
Los Angeles	Saugus Union	Charles Helmers Elementary
Los Angeles	Saugus Union	West Creek Academy
Los Angeles	South Pasadena Unified	Arroyo Vista Elementary
Los Angeles	South Pasadena Unified	Monterey Hills Elementary
Los Angeles	South Pasadena Unified	Marengo Elementary
Los Angeles	Torrance Unified	Joseph Arnold Elementary
Los Angeles	Torrance Unified	Hickory Elementary
Los Angeles	Torrance Unified	Towers Elementary

Los Angeles	Torrance Unified	Anza Elementary
Los Angeles	Walnut Valley Unified	Collegewood Elementary
Los Angeles	Walnut Valley Unified	Leonard G. Westhoff Elementary
Los Angeles	Walnut Valley Unified	Evergreen Elementary
Los Angeles	Walnut Valley Unified	Walnut Elementary
Los Angeles	Walnut Valley Unified	Maple Hill Elementary
Los Angeles	Wiseburn Unified	Da Vinci Connect
Madera	Golden Valley Unified	Stone Creek Elementary
Marin	Larkspur-Corte	Madera Cove
Marin	Larkspur-Corte	Madera Neil Cummins Elementary
Marin	Mill Valley Elementary	Tamalpais Valley Elementary
Marin	Mill Valley Elementary	Strawberry Point Elementary
Marin	Mill Valley Elementary	Edna Maguire Elementary
Marin	Miller Creek Elementary	Vallecito Elementary
Marin	Novato Unified	Novato Charter
Marin	Reed Union Elementary	Bel Aire Elementary
Marin	Ross Valley Elementary	Hidden Valley Elementary

Monterey	Washington Union Elementary	Washington Elementary
Orange	Brea-Olinda Unified	Olinda Elementary
Orange	Brea-Olinda Unified	BOUSD Online Academy
Orange	Brea-Olinda Unified	Brea Country Hills Elementary
Orange	Capistrano Unified	Oxford Preparatory Academy - South Orange County
Orange	Centralia Elementary	Los Coyotes Elementary
Orange	Cypress Elementary	Margaret Landell Elementary
Orange	Fountain Valley Elementary	Plavan (Urbain H.) Elementary
Orange	Fullerton Elementary	Laguna Road Elementary
Orange	Fullerton Elementary	Acacia Elementary
Orange	Fullerton Elementary	Hermosa Drive Elementary
Orange	Fullerton Elementary	Robert C. Fisler Elementary
Orange	Fullerton Elementary	Beechwood Elementary
Orange	Fullerton Elementary	Sunset Lane Elementary
Orange	Garden Grove Unified	A. G. Cook Elementary
Orange	Garden Grove Unified	Ethan B. Allen Elementary

Orange	Huntington Beach City Elementary	S. A. Moffett Elementary
Orange	Irvine Unified	Stonegate Elementary
Orange	Irvine Unified	Santiago Hills Elementary
Orange	Irvine Unified	Irvine Unified School District Virtual Academy
Orange	Irvine Unified	Alternative Education-San Joaquin High
Orange	Irvine Unified	Vista Verde
Orange	Irvine Unified	Brywood Elementary
Orange	Los Alamitos Unified	Jack L. Weaver Elementary
Orange	Los Alamitos Unified	Rossmoor Elementary
Orange	Los Alamitos Unified	Francis Hopkinson Elementary
Orange	Orange County Department of Education	Oxford Preparatory Academy - Saddleback Valley
Orange	Orange Unified	Orange County Classical Academy
Orange	Placentia-Yorba Linda Unified	Bryant Ranch Elementary
Orange	Placentia-Yorba Linda Unified	Brookhaven Elementary
Orange	Placentia-Yorba Linda Unified	Lakeview Elementary
Orange	Placentia-Yorba Linda Unified	Linda Vista Elementary

Orange	Tustin Unified	Heritage Elementary
Orange	Tustin Unified	Myford Elementary
Orange	Tustin Unified	Tustin Memorial Elementary
Orange	Tustin Unified	Hicks Canyon Elementary
Orange	Tustin Unified	Red Hill Elementary
Orange	Tustin Unified	Orchard Hills
Orange	Westminster	Schroeder Elementary
Placer	Eureka Union	Ridgeview Elementary
Placer	Loomis Union Elementary	Loomis Basin Charter
Placer	Newcastle Elementary	Creekside Charter
Placer	Rocklin Unified	Rocklin Academy
Placer	Rocklin Unified	Maria Montessori Charter Academy
Placer	Tahoe-Truckee Unified	Donner Trail Elementary
Placer	Tahoe-Truckee Unified	Sierra Expeditionary Learning
Placer	Tahoe-Truckee Unified	Glenshire Elementary
Riverside	Corona-Norco Unified	Eastvale Elementary
Sacramento	Folsom-Cordova Unified	Riverview STEM Elementary

Sacramento	Folsom-Cordova Unified	Mangini Ranch Elementary
Sacramento	Folsom-Cordova Unified	Russell Ranch Elementary
Sacramento	Folsom-Cordova Unified	Empire Oaks Elementary
Sacramento	Folsom-Cordova Unified	Sandra J. Gallardo Elementary
Sacramento	Natomas Unified	Natomas Pacific Pathways Prep Elementary
Sacramento	Sacramento City Unified	Phoebe A. Hearst Elementary
San Bernardino	Chino Valley Unified	Hidden Trails Elementary
San Bernardino	Helendale Elementary	Excel Academy Charter
San Bernardino	Yucaipa-Calimesa Joint Unified	Inland Leaders Charter
San Diego	Del Mar Union Elementary	Ocean Air
San Diego	Del Mar Union Elementary	Sage Canyon
San Diego	Del Mar Union Elementary	Ashley Falls Elementary
San Diego	Del Mar Union Elementary	Sycamore Ridge
San Diego	Del Mar Union Elementary	Carmel Del Mar Elementary
San Diego	Encinitas Union Elementary	El Camino Creek Elementary
San Diego	Encinitas Union Elementary	Capri Elementary

San Diego	Escondido Union	Classical Academy
San Diego	Escondido Union	Heritage K-8 Charter
San Diego	Julian Union Elementary	JCS - Mountain Oaks
San Diego	Mountain Empire Unified	Elite Academic Academy - Mountain Empire
San Diego	San Diego County Office of Education	Classical Academy Vista
San Diego	San Diego Unified	Scripps Elementary
San Diego	San Diego Unified	Mt. Everest Academy
San Diego	San Diego Unified	Innovations Academy
San Diego	Solana Beach Elementary	Carmel Creek Elementary
San Diego	Solana Beach Elementary	Solana Highlands Elementary
San Diego	Solana Beach Elementary	Solana Pacific Elementary
San Diego	Solana Beach Elementary	Skyline Elementary
San Diego	Solana Beach Elementary	Solana Ranch Elementary
San Diego	Warner Unified	Excel Academy Charter
San Francisco	San Francisco Unified	Chinese Immersion School at DeAvila
San Francisco	San Francisco Unified	Sutro Elementary

San Francisco	San Francisco Unified	Sunset Elementary
San Francisco	San Francisco Unified	Stevenson (Robert Louis) Elementary
San Francisco	San Francisco Unified	Chin (John Yehall) Elementary
San Joaquin	Lammersville Joint Unified	Lammersville Elementary
San Joaquin	Lammersville Joint Unified	Hansen Elementary
San Joaquin	Ripon Unified	Ripon Elementary
San Joaquin	Ripon Unified	Park View Elementary
San Mateo	Belmont-Redwood Shores Elementary	Central Elementary
San Mateo	Belmont-Redwood Shores Elementary	Fox Elementary
San Mateo	Belmont-Redwood Shores Elementary	Redwood Shores Elementary
San Mateo	Burlingame Elementary	Lincoln Elementary
San Mateo	Burlingame Elementary	Franklin Elementary
San Mateo	Burlingame Elementary	Hoover Elementary
San Mateo	Burlingame Elementary	Washington Elementary
San Mateo	Hillsborough City Elementary	South Hillsborough

San Mateo	Hillsborough City Elementary	West Hillsborough
San Mateo	Hillsborough City Elementary	North Hillsborough
San Mateo	Jefferson Elementary	Marjorie H. Tobias Elementary
San Mateo	Jefferson Elementary	California Virtual Academy San Mateo
San Mateo	Las Lomas Elementary	Las Lomas Elementary
San Mateo	Menlo Park City Elementary	Encinal Elementary
San Mateo	Menlo Park City Elementary	Laurel Elementary
San Mateo	Menlo Park City Elementary	Oak Knoll Elementary
San Mateo	Millbrae Elementary	Spring Valley Elementary
San Mateo	Portola Valley Elementary	Ormondale Elementary
San Mateo	Redwood City Elementary	North Star Academy
San Mateo	San Carlos Elementary	Arundel Elementary
San Mateo	San Carlos Elementary	White Oaks Elementary
San Mateo	San Carlos Elementary	Mariposa
San Mateo	San Carlos Elementary	Arroyo
San Mateo	San Carlos Elementary	Heather Elementary
San Mateo	San Carlos Elementary	San Carlos Charter Learning Center

San Mateo	San Carlos School District	Brittan Acres Elementary
San Mateo	San Mateo-Foster City	College Park Elementary
San Mateo	San Mateo-Foster City	North Shoreview Montessori
San Mateo	South San Francisco Unified	Monte Verde Elementary
San Mateo	South San Francisco Unified	Buri Elementary
Santa Barbara	Cold Spring Elementary	Cold Spring Elementary
Santa Barbara	Goleta Union Elementary	Foothill Elementary
Santa Barbara	Goleta Union Elementary	Mountain View Elementary
Santa Barbara	Goleta Union Elementary	Kellogg Elementary
Santa Barbara	Santa Barbara Unified	Peabody Charter
Santa Clara	Cambrian	Steindorf STEAM K-8 Magnet
Santa Clara	Campbell Union	Marshall Lane Elementary
Santa Clara	Cupertino Union	Dwight D. Eisenhower Elementary
Santa Clara	Cupertino Union	C. B. Eaton Elementary
Santa Clara	Cupertino Union	John Muir Elementary

Santa Clara	Cupertino Union	Abraham Lincoln Elementary
Santa Clara	Cupertino Union	Montclair Elementary
Santa Clara	Cupertino Union	L. P. Collins Elementary
Santa Clara	Cupertino Union	Nelson S. Dilworth Elementary
Santa Clara	Cupertino Union	Garden Gate Elementary
Santa Clara	Cupertino Union	William Faria Elementary
Santa Clara	Cupertino Union	D. J. Sedgwick Elementary
Santa Clara	Cupertino Union	Murdock-Portal Elementary
Santa Clara	Cupertino Union	William Regnart Elementary
Santa Clara	Cupertino Union	Blue Hills Elementary
Santa Clara	Cupertino Union	West Valley Elementary
Santa Clara	Cupertino Union	R.I. Meyerholz Elementary
Santa Clara	Evergreen Elementary	Evergreen Elementary
Santa Clara	Evergreen Elementary	James Franklin Smith Elementary
Santa Clara	Evergreen Elementary	Tom Matsumoto Elementary
Santa Clara	Evergreen Elementary	Carolyn A. Clark Elementary
Santa Clara	Evergreen Elementary	Silver Oak Elementary

Santa Clara	Loma Prieta Joint Union Elementary	Loma Prieta Elementary
Santa Clara	Los Altos Elementary	Almond Elementary
Santa Clara	Los Altos Elementary	Covington Elementary
Santa Clara	Los Altos Elementary	Loyola Elementary
Santa Clara	Los Altos Elementary	Springer Elementary
Santa Clara	Los Altos Elementary	Gardner Bullis Elementary
Santa Clara	Los Altos Elementary	Santa Rita Elementary
Santa Clara	Los Gatos Union Elementary	Blossom Hill Elementary
Santa Clara	Milpitas Unified	Marshall Pomeroy Elementary
Santa Clara	Milpitas Unified	Curtner Elementary
Santa Clara	Milpitas Unified	John Sinnott Elementary
Santa Clara	Milpitas Unified	Mabel Mattos Elementary
Santa Clara	Moreland	Easterbrook Discovery
Santa Clara	Moreland	Country Lane Elementary
Santa Clara	Morgan Hill Unified	Charter School of Morgan Hill
Santa Clara	Mountain View Whisman	Amy Imai Elementary
Santa Clara	Mountain View Whisman	Stevenson Elementary

Santa Clara	Mountain View Whisman	Benjamin Bubb Elementary
Santa Clara	Palo Alto Unified	Ohlone Elementary
Santa Clara	Palo Alto Unified	Juana Briones Elementary
Santa Clara	Palo Alto Unified	Lucille M. Nixon Elementary
Santa Clara	Palo Alto Unified	El Carmelo Elementary
Santa Clara	Palo Alto Unified	Palo Verde Elementary
Santa Clara	San Jose Unified	Los Alamitos Elementary
Santa Clara	San Jose Unified	Graystone Elementary
Santa Clara	San Jose Unified	Williams Elementary
Santa Clara	Santa Clara County Office of Education	Bullis Charter
Santa Clara	Santa Clara Unified	Millikin Elementary
Santa Clara	Saratoga Union Elementary	Foothill Elementary
Santa Clara	Saratoga Union Elementary	Saratoga Elementary
Santa Clara	Saratoga Union Elementary	Argonaut Elementary
Santa Clara	Sunnyvale	Cherry Chase Elementary
Santa Clara	Sunnyvale	Cumberland Elementary
Santa Clara	Sunnyvale Fairwood	Elementary

Santa Clara	Union Elementary	Guadalupe Elementary
Santa Clara	Union Elementary	Oster Elementary
Santa Clara	Union Elementary	Alta Vista Elementary
Santa Clara	Union Elementary	Carlton Elementary
Santa Clara	Union Elementary	Noddin Elementary
Santa Cruz	Live Oak Elementary	Tierra Pacifica Charter
Shasta	Cottonwood Union Elementary	Cottonwood Creek Charter
Shasta	Shasta Union High	University Preparatory
Shasta	Whitmore Union Elementary	Phoenix Charter Academy
Sonoma	Alexander Valley Union Elementary	Alexander Valley Elementary
Sonoma	Liberty Elementary	Liberty Elementary
Sonoma	Waugh Elementary	Corona Creek Elementary
Sonoma	Waugh Elementary	Meadow Elementary
Sonoma	West Side Union Elementary	West Side Elementary
Stanislaus	Gratton Elementary	Gratton Charter
Sutter	Yuba City Unified	Twin Rivers Charter

Trinity	Burnt Ranch Elementary	Burnt Ranch Elementary
Trinity	Douglas City Elementary	Douglas City Elementary
Trinity	Junction City Elementary	Junction City Elementary
Tulare	Columbine Elementary	Columbine Elementary
Ventura	Conejo Valley Unified	Wildwood Elementary
Ventura	Conejo Valley Unified	Sycamore Canyon
Ventura	Conejo Valley Unified	Westlake Elementary
Ventura	Conejo Valley Unified	Banyan Elementary
Ventura	Conejo Valley Unified	Environmental Academy of Research Technology and Earth Sciences
Ventura	Conejo Valley Unified	Lang Ranch
Ventura	Conejo Valley Unified	Aspen Elementary
Ventura	Conejo Valley Unified	School District Meadows Arts and Technology Elementary
Ventura	Oak Park Unified	Oak Hills Elementary
Ventura	Oak Park Unified	Red Oak Elementary
Ventura	Oxnard Union High	Camarillo Academy of Progressive Education
Ventura	Ventura County Office of Education	River Oaks Academy

Yolo	Davis Joint Unified	Cesar Chavez Elementary
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Tony Thurmond — State Superintendent of Public Instruction
Communications Division, Room 5602, 916-319-0818, Fax 916-319-0100

Last Reviewed: Thursday, February 2, 2023

**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 WIHOUT 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

ss 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;¹
- 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.²

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.

¹ 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.

² 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.

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 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' 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' 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' 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 1st and end on June 30th 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 _____, 20__, at San Diego, California.

Secretary

The Innovations Board is summarized below in the table:

Name	Contact Information	Designation	Term
Nathan Cooper	ncooperia@gmail.com	President	October 2024
Stephen Rosen	Stephen.d.rosen@gmail.com	Treasurer	February 2024
Danielle Strachman	danielle@heightenedlearning.com	Board Member	April 2024
Cassidy Platt	Cassidy@innovationsacademy.org	Secretary/Teacher Rep	No term-TBD
Faraz Sharafi	fsharafi@gmail.com	Parent Rep	June 2023

News

Member Resources

Governing Board Training is as Easy as 1-2-3

Dec 07 2022



California law requires that charter school boards hold at least one board meeting per year and school bylaws often specify a specific month and time for boards to hold an annual “organizational meeting.” This meeting, as the name suggests, is an organizational opportunity for board members to vote for a board president and other officers, and it is often a time when new board members are seated. Importantly, the organizational meeting is also the opportunity to release the regular board meeting dates for the coming year and to establish committee membership.

Once the new board is seated, members may have questions. New board members, for instance, may request more information on their roles and responsibilities and existing board members may seek training for new leadership positions. CSDC makes it easy to customize the board member training that works for your school by offering three levels of training for board members.

Governance 101

As an introductory step to board training, board members may wish to access CSDC's [Online Governance Academy](#), a series of on-demand learning modules designed to provide California charter school governing board members with the information they need to effectively oversee their schools.

Online Governance Academy is an exclusive benefit of [CSDC School Membership](#).

After registering to obtain access, board members can watch short presentations on a variety of topics including:

- Module 1: Board Member Basics (15 minutes)
- Module 2: Speaking the Language (10 minutes)
- Module 3: Laws, Lobbying, and the Legislature (9 minutes)
- Module 4: Governance versus Management (9 minutes)
- Module 5: Human Resources (5 minutes)

There are also self-paced modules relating to the Ralph M. Brown Act, the California open meetings act:

- Module 1: A Focus on Agendas (21 minutes)
- Module 2: A Focus on Closed Session Meetings of the Board (38 minutes)
- Module 3: Board Location and Teleconferencing (8 minutes)
- Module 4: A Focus on the Rights of the Public (21 minutes)
- Module 5: Who Must Comply and What Triggers It (14 minutes)

Charter school authorizers throughout the state have been requesting proof of board member training. A proof of completion for Governance 101 may be requested upon completion of a final test for both courses.

Governance 201

CSDC offers two in-person opportunities to take a deeper dive into charter school governance. Covering a broader range of topics and providing a forum for collaboration and discussion, the annual [Leadership Intensive](#) and the [CSDC Conference](#) are two opportunities to go beyond basic training and to explore the nuances and best practices of holding a charter school board position. This method of training also comes with a [Governance Training Certification](#) which may be used during charter renewal as proof of board member training.

For registration and more information on these trainings, click [here](#).

Governance 301

Charter school boards may decide that customized coaching – either in-person or virtual – is the best way to train their governance team. CSDC offers training in a wide variety of areas from roles and responsibilities to school finance to Brown Act training. Schools interested in this custom coaching may indicate an interest by filling out this [form](#). CSDC staff will then offer a proposal outlining costs, incorporating the issues, and proposing a meeting timetable.

CSDC aims to make governance training accessible to all charter school board members and offers a wide range of presentation formats as well as pricing to fit every budget.

Charter School Name: Innovations Academy (“Innovations”)
Date of Site Visit: April 21, 2022
Contact Person(s) for this Report: Tiffany DeGraffenreid and Richard Farace

San Diego Unified School District (“District”) is the charter granting authority of Innovations Academy, a charter school operated by the nonprofit public benefit corporation of the same name. Christine Kuglen is the Director. Innovations Academy serves grades K-8 and is located at 5454 Ruffin Road 92123, a District-owned facility that is located within the attendance boundaries of Kearny High. The charter term for Innovations began on July 1, 2018, and ends June 30, 2025, based on the two-year extension in Education Code section 47607.4.

The following staff members held the designated roles for Innovations in 2021-22:

Special Education Administrator	Lisa Smith, lsmith@innovationsacademy.org
504 Coordinator	Devon Woodruff, dwoodruff@innovationsacademy.org
Title IX Coordinator	Christine Kuglen, christine@innovationsacademy.org
Homeless Liaison	
Uniform Complaint Policy Contact	
Free/Reduced Price Meals Contact	

Innovations enrollment information is accessible and available as of June 17, 2022, in the “Admissions” tab on the charter school website (<https://innovationsacademy.org/admissions/how-to-apply/>). Information regarding the enrollment procedure, including information for Kindergarten is provided. During the site visit, Innovations informed the District that Transitional Kindergarten is available solely for siblings of current Innovations students. A lottery date was set for March 7, 2022, and student application information is processed through the Lotterease web-based management system.

The Charter School Complaint Notice and Form was found to be part of the enrollment process and is located within the “Admissions” tab on the website. The District requests that Innovations provide an updated Charter School Complaint Notice with the District’s current contact information for the 2022-23 site visit. For reference, below is the District’s contact information.

Office of Charter Schools
San Diego Unified School District
4100 Normal Street
San Diego, CA 92103
CharterOffice@sandi.net
(619) 725-7107

The table below summarizes enrollment by grade level at Innovations. It is noted that Innovations has shown a growth in enrollment for 2 consecutive years.

	2018-19	2019-20	2020-21	2021-22
K	49	45	40	45
1	47	45	57	49
2	50	46	46	58
3	52	42	46	60
4	53	55	49	47
5	47	54	50	60
6	34	45	55	58
7	27	27	43	48
8	49	26	26	47
Total	408	385	412	472

The table below summarizes Innovations Academy enrollment by subgroup.

Subgroup	2018-19	2019-20	2020-21	2021-22
English Learners	3.9%	3.4%	3.2%	2.8%
Foster Youth	0.2%	0.0%	0.0%	0.4%
Homeless Youth	0.0%	5.7%	0.0%	0.0%
Migrant Education	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	19.6%	16.9%	15.0%	18.2%
Socioeconomically Disadvantaged	25.2%	30.1%	30.1%	26.5%
All Students	408	385	412	472

The schoolwide percentage of Students with Disabilities at Innovations increased from 15.0% in 2020-21 to 18.2% in the 2021-22 school year.

Innovations’ approximate school-wide enrollment was 472, of whom approximately 94 were eligible for individualized education programs (“IEPs”), comprising approximately 19% of the schoolwide enrollment. Eligibility categories included Autism (“AUT”), Other Health Impaired (“OHI”), Speech or Language Impairment (“SLI”), Specific Learning Disability (“SLD”), Traumatic Brain Injury (“TBI”), Intellectual Disability (“ID”), Orthopedic Impairment (“OI”) and Emotional Disturbance (“ED”). Innovations employs and/or contracts with providers who are authorized to provide instruction and support to students with moderate/severe disabilities. Innovations is a local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

The table below summarizes the enrollment of students with disabilities in 2021-22.

	Schoolwide	Students with Disabilities
Grade K	45	6
Grade 1	49	10
Grade 2	58	12
Grade 3	60	12
Grade 4	47	10
Grade 5	60	10
Grade 6	58	13
Grade 7	48	12
Grade 8	47	11
Total	472	94

Assembly Bill (“AB”) 1505 amended sections of the Education Code regarding charter renewal which included specific information regarding verified data; see Education Code section 47607(b). Innovations adopted the Northwest Evaluation Association (“NWEA”) Measuring Academic Progress (“MAP”) as its assessment for verified data that may be used as part of the charter renewal criteria for middle and low-performing schools. For additional information regarding verified data criteria, data use procedures, adopted assessments, and postsecondary indicators, please review the California Department of Education (“CDE”) website at <https://www.cde.ca.gov/sp/ch/verifdata.asp>. The District will request the 2021-22 NWEA MAP results as part of the 2022-23 site visit.

The Innovations Board ratified the independent study policy on August 24, 2022. Independent study information is posted on the school website at <https://innovationsacademy.org/parents/forms/> (last visited July 5, 2022). It is noted that the short-term and Home-Learner Program (“HLC”) policy states: “Return to their district of residence for in-person instruction if the Charter School does not have enrollment capacity in the full-time classroom-based program. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the student’s current address of residence. The charter school shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.” The District inquires whether Innovations is limiting students enrolled in its independent study program from accessing the classroom based program while Innovations operates as a single LEA.

Notification of access to mental health services went out to Innovations families via Parent Square on February 9, 2022, and September 13, 2021. Additionally, resources for mental health support can be accessed on the Innovations website: <https://innovationsacademy.org/our-programs/social-emotional-curriculum/> (last accessed June 17, 2022).

A 15-page Suicide Prevention Policy was revised and approved by the Innovation Board on December 8, 2020. This policy includes the recommended prevention, intervention, and postvention information. Information about training and instructional strategies related to suicide prevention are also included.

Information about the California Healthy Youth Act and sexual health education can be found in Innovations “21-22 Family Handbook” link on the website (<https://innovationsacademy.org/parents/forms/>).

Innovations approved its 2021-22 Comprehensive School Safety Plan (“Safety Plan”) at its October 26, 2021, board meeting. Please review the information provided by the CDE on its website regarding when the Safety Plan should be updated and recommended contents at <https://www.cde.ca.gov/lr/ss/vp/safeschlplanning.asp>.

On December 8, 2020, the Innovations Board revised and approved the Uniform Complaint Policy (“UCP”), which includes procedures on how to file a complaint, and information on the appeals process with the CDE. With regard to the UCP information provided for review, it is noted that the total number of complaints filed in 2019-20, 2020-21, and 2021-22 were included in the information provided to the District. Innovations submitted documentation showing complaint data including date, assignment number, type of complaint, and date of resolution.

During the 2021-22 school year, the Innovations Board held the following seven meetings.

August 24, 2021	February 8, 2022
October 26, 2021	March 8, 2022
November 17, 2021	June 14, 2022
December 7, 2021	

Innovation Board meetings are being conducted virtually via Google Meets or conference call number. Innovations meeting information may be accessed via the Innovations website at: <https://innovationsacademy.org/our-team/board/> (last accessed on June 17, 2022).

Board meeting agenda information may be accessed via the Innovations website at: <https://innovationsacademy.org/our-team/board/board-agenda/>.

The Innovations Board is summarized below in the table:

Name, Contact Information	Designation	Term
Nathan Cooper, ncooperia@gmail.com	President	Term expires October 2024
Stephen Rosen, stephen.d.rosen@gmail.com	Treasurer	Term expires February 2024
Danielle Strachman, danielle@heightenedlearning.com	Board Member	Term expires April 2024
Cassidy Platt	Secretary/Teacher	No Term Stated
Faraz Sharafi, fsharafi@gmail.com	Parent Representative	Term expires June 2023

Finance Part One. This section addresses the charter school’s submission of financial reports in a timely and accurate manner.

The preliminary annual budget for fiscal year 2021-22 was submitted on time.	Met
The first interim financial report for fiscal year 2021-22, for the period of July 1 through October 31, was submitted on time.	Met
The annual audits for fiscal year 2019-20 & 2020-21 were submitted on time.	Met
The second interim financial report for fiscal year 2021-22, for the period of July 1 through January 31, was submitted on time.	Met
The unaudited actuals financial report for fiscal year 2020-21, for the period of July 1 through June 30, was submitted on time.	Met

All Education Code required financial reports were board approved and submitted to the district on or before the statutory due dates with the exception of the board reviewing and approving the fiscal year 2020-21 Audit Report. District representative mentioned that it's best practice to have the board review prior to submission in case any questions or changes are brought up.

Finance Part Two. This section addresses financial stability and sustainability of the charter school.

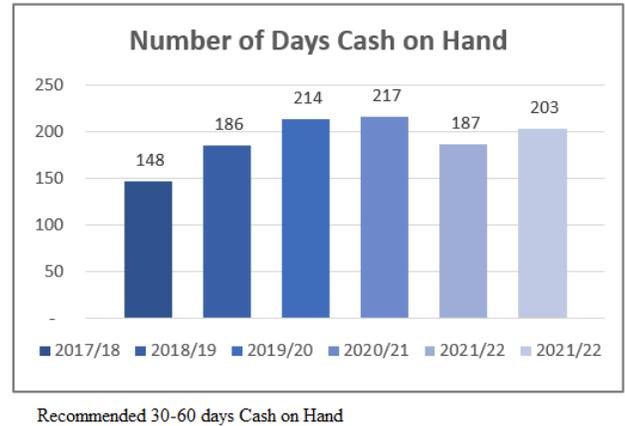
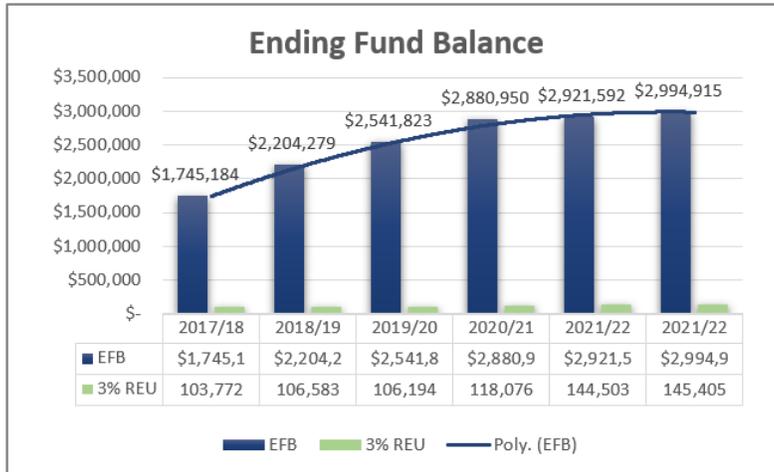
Innovations Academy 09237

Spending Trend | 3% REU

Source	Fiscal Year	A Beg. Balance	B Revenues	C Expense	D EFB	E=D-A Surplus/deficit	E/C Percent Deficit	C * 3% 3% REU	REU Met?
Audit Report	2017/18	\$ 1,761,511	\$ 3,442,726	\$ 3,459,053	\$ 1,745,184	\$ (16,327)	-0.5%	103,772	Met
Audit Report	2018/19	\$ 1,745,184	\$ 4,011,869	\$ 3,552,774	\$ 2,204,279	\$ 459,095	0.0%	106,583	Met
Audit Report	2019/20	\$ 2,204,279	\$ 3,877,339	\$ 3,539,795	\$ 2,541,823	\$ 337,544	0.0%	106,194	Met
Audit Report	2020/21	\$ 2,541,823	\$ 4,275,007	\$ 3,935,880	\$ 2,880,950	\$ 339,127	0.0%	118,076	Met
First Interim Report (projected as of 6/30/22)	2021/22	\$ 2,880,950	\$ 4,857,424	\$ 4,816,782	\$ 2,921,592	\$ 40,642	0.0%	144,503	Met
Second Interim Report (projected as of 6/30/22)	2021/22	\$ 2,880,950	\$ 4,960,798	\$ 4,846,833	\$ 2,994,915	\$ 113,965	0.0%	145,405	Met

Current Ratio | Solvency | Cash on Hand

Source	Fiscal Year	A Assets	B Liability	C = A - B EFB	D Current Assets	E Current Liabilities	F = D/E Ratio ≥ 1	G Total Cash	H = G - E Solvency	I Expenses	J = G/(I/365) No. of Days
Audit Report	2017/18	1,841,963	96,779	1,745,184	1,800,296	96,779	18.60	1,398,481	1,301,702	3,459,053	148
Audit Report	2018/19	2,280,548	76,269	2,204,279	2,248,881	76,269	29.49	1,811,964	1,735,695	3,552,774	186
Audit Report	2019/20	2,665,455	123,632	2,541,823	2,468,003	123,632	19.96	2,076,903	1,953,271	3,539,795	214
Audit Report	2020/21	3,273,360	392,410	2,880,950	3,110,310	392,410	7.93	2,340,882	1,948,472	3,935,880	217
First Interim Report (as of 10/31/21)	2021/22	2,883,911	319,400	2,564,511	2,710,638	319,400	8.49	2,468,996	2,149,596	4,816,782	187
Second Interim Report (as of 1/31/22)	2021/22	3,076,070	330,335	2,745,735	2,898,326	326,102	8.89	2,701,050	2,374,948	4,846,833	203



Per the FY21-22 Second Interim Report, the school is projected to meet all the district’s criteria of financial stability and sustainability.

Per the FY19-20 & FY20-21 Audit Reports, Innovations Academy (“Innovations”) met all the district’s criteria of financial stability and sustainability.

There were no findings and questioned costs related to the basic financial statements, or state awards during FY19-20 or FY20-21.

Finance Part Three. This section addresses financial management topics.

<u>Chart of Accounts and Restricted Funding:</u> Chart of Accounts corresponds to appropriate Standardized Account Code Structure (“SACS”) compliant object and resource codes, as per Procedure 810, Charter Schools of the California School Accounting Manual (“CSAM”). Restricted funds are accounted for separately and expenditures are limited to those allowed by grantors.	Met
<u>Accounting System:</u> Accounting system utilizes a SACS compliant Chart of Accounts. Tracks unrestricted and restricted resources in order to meet various specialized reporting requirements and categorical activities. Provides data necessary for accurate completion of reports such as, but not limited to, those required by Education Code section 47604.33(a) (3-5), including, First Interim Report, Second Interim Report, and Charter School Unaudited Actuals Financial Report – Alternative Form.	Met
<u>Safeguarding of Assets:</u> The Fiscal Control Policy includes internal control procedures to protect their assets and prevent misuse of charter school funds.	Met
<u>Liabilities:</u> Loans, debts and outstanding obligations are properly accounted for and paid in a timely manner, as required by legal agreements.	Met
<u>Budget Development:</u> The staff, management, and governing board are involved in the charter school’s budget development.	Met
<u>Board Oversight:</u> The management and governing board regularly review the budget in comparison to actual revenue and expenditures and make necessary adjustments to the budget as new information is available to the charter school.	Met
<u>Adjusted Budgets:</u> The current fiscal year’s operating budget is updated for new revenue received and new expenses incurred.	Met
<u>Other observations:</u> As applicable.	See Below

Innovations contracts with Charter School Management Corporation (“CSMC”) for accounting and financial reporting services.

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the Education Protection Account (“EPA”) and how that money was spent. Innovations was informed of the requirement to include its Board-approved fiscal year 2021-22 estimated expenditure plan and 2020-21 actual expenditures on its website. Following the site visit, EPA expenditure plans were uploaded to the website.

COVID 19 one-time relief funds were recorded under the correct resource codes as reflected in the school’s FY20-21 and FY21-22 general ledger reports.

Entries for credit card transactions on the fiscal year 2020-21 general ledger have descriptions that contain only the vendor name and “CC Activity” as the description. The District requests that transactions entered into the general ledger include a more detailed description of the items and/or services purchased.

District staff inquired as to what the threshold for capitalized assets is for the school, follow up emails requesting the information were sent 5/06/2022 and 5/25/2022. As of 6/30/2022 no response was provided.

Charter School's Response (Optional):

1) *The District inquires whether Innovations is limiting students enrolled in its independent study program from accessing the classroom based program while Innovations operates as a single LEA.*

When a student is accessing our independent study program (2 day and 3 day programs) and they wish to transfer to our seat based program, they are allowed to do so, depending on space. We have a maximum capacity in each of our classrooms of 25 students. Typically, if an IS family wants to switch programs, they do so at the start of the year or they come and inquire as to if there is space. We do not have any records or recollection of any IS families ever leaving our school for this reason.

2) *Entries for credit card transactions on the fiscal year 2020-21 general ledger have descriptions that contain only the vendor name and "CC Activity" as the description. The District requests that transactions entered into the general ledger include a more detailed description of the items and/or services purchased.*

Innovations Academy director and office manager met with CSMC staff to discuss detail in the ledger regarding credit card activity. This has since been remedied.

3) *District staff inquired as to what the threshold for capitalized assets is for the school, follow up emails requesting the information were sent 5/06/2022 and 5/25/2022. As of 6/30/2022 no response was provided.*

After reviewing our bylaws and fiscal policies document and discussing with CSMC, we determined that we will need to review and revise our fiscal policies to include a threshold for capitalized assets at our board retreat on October 27, 2022.