

Innovations Academy Board Agenda: July 22, 2025 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123		Public call in number 425-436-6381* Access code 1637013

*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Others in Attendance

Agenda

Topic	Minutes
Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
Approval of current agenda	Vote on approval of current agenda - 1st motion - 2nd motion- Vote:
Approval of prior month meeting minutes o Minutes 6/17/25	Vote on approval of past minutes - 1st motion- 2nd motion- Vote:
Public comments (3 mins per person)	Notes:
Action Item: Charter Approval for renewal Devon Woodruff will present the new charter (see board packet containing new charter and SD Unified AB 1505 Implementation Plan that regulates charter renewals)	Vote on approval of IA Charter 2026-33 1st motion- 2nd motion- Vote:
Action Item: 25-26 Family Handbook Approval and 25-26 Employee Handbook Approval	Vote on approval of the IA Family Handbook and the Employee Handbook 1st motion-

The board	2nd motion- Vote:
Action Item: Approval of Director Succession Plan The board will discuss any needed changes to the previously shared succession plan and then vote on approval.	Vote on Director Succession Plan 1st motion- 2nd motion- Vote:
Action Item: Board The board currently has a secretary (Tom Marchand) and a President (Stephen Rosen). Tonight the board will discuss the treasurer position and select someone to fill that position.	Vote on Board Treasurer
➤ 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 _____.

Secretary

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 Minutes: June 17, 2025 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	636 Hillsborough St, Oakland, CA 94606	Public call in number 425-436-6381* Access code 1637013

*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Stephen Rosen	Tom Marchand	Faraz Sharafi	Tom Keliinoi	Danielle Strachman		

Others in Attendance

Christine Kuglen, director	Joshua Eng (CSMC), Business Manager					

Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:04 pm 6/17/25 Board in Attendance: 1. Stephen Rosen 2. Tom Marchand 3. Faraz Sharafi 4. Tom Keliinoi 5. Danielle Strachman (on phone) Other Present: Christine Kuglen, Joshua Eng (business manager) Absent: Kiran Simma (board member)
Action Item Approval of current agenda	Vote Danielle made a motion to approve the current agenda Second was made by Faraz Vote: Yes: 5, roll call Danielle, Stephen Faraz, Tom M, TK No: 0 Abstain: 0
Action Item Approval of prior month meeting minutes	Vote Motion was made by TK to approve the prior

[illegible]

● Approval of FY 25-26 ConApp The Consolidated Application, often called the "ConApp", is a process used by the California Department of Education (CDE) to distribute federal and state categorical funds to county offices, school districts, and direct-funded charter schools in California. It's a way for these entities to apply for and receive funding for various programs, such as Title I, Title II, and Title III, through a single, streamlined application. ● ERC Received Funds Update The latest reconciliation from our ERC requests	Yes:Unanimous- 5 roll call: Faraz, TK, Danielle, Tom M, Stephen No: 0 Abstain: 0 ConApp Josh explained that the ConApp is also a compliance item. In order to get Title 1, Title 2 and Title 4 funds we must file a ConApp. Motion to approve made by TK Second made by Tom M Vote: Yes:Unanimous- 5 roll call: Danielle, Tom M, Faraz, TK, Stephen No: 0 Abstain: 0
Informational Item: Local Indicator Self Reflection This is a required non-consent agenda item to be reviewed along with the LCAP	Christine presented the Local Indicators. She shared their relationship to the LCAP and how the evaluations were made.
Action Item: Final LCAP approval inclusive of the following components: ● LCFF Budget Overview for Parents ● Plan Summary ● Engaging Educational Partners ● Goals and Actions ● Increased or Improved Services for Foster Youth, English Learners, and Low-income students ● Action Tables ● Instructions ● The LCAP Federal Addendum	Vote Christine reminded the board about the review of the LCAP in May. She reviewed the five goals and actions. A motion was made to approve the LCAP and all of its components by Faraz A second was made by TK unanimous Vote: Yes:Unanimous- 5 roll call: Tom M., Danielle, Faraz, TK, Stephen No: 0 Abstain: 0
Action Item: Innovations Academy 25-26 Calendar and Instructional Minutes	Christine presented the calendar and instructional minutes. She reminded the board that the calendar has a week off in Feb and two days before winter break in order to help facilitate improved attendance per the LCAP goal. Vote: A motion was made by Stephen to approve the 25-26 school calendar and instructional minutes. A second was made by Faraz Vote: Yes:Unanimous- 5 roll call: Stephen, Tom M. TK, Danielle, Faraz

	No: 0 Abstain: 0
Action Item: Board Board Positions and Training Discussion on board roles/positions. Selection of Board Secretary and Board Treasurer Discussion Item: Director succession draft plan follow up. The board will discuss the first draft succession outline. Informational Item: -Reminder to new board members to complete the Brown Act Training. -New Ethics Training for Board Members In California, charter school board members are required to complete at least two hours of ethics training by January 1, 2026, and then every two years thereafter. This requirement, mandated by Assembly Bill 2158 (AB 2158), applies to all charter school governing board members, regardless of whether they receive compensation	The board had a discussion about board positions. Stephen, as president, can no longer hold another position based on our bylaws. Julia was the secretary and has moved out of California. Stephen made a motion to nominate Tom Marchand as secretary of IA board. Second made by TK Vote: Yes:Unanimous- 5 roll call: Stephen, Tom M. TK, Danielle, Faraz No: 0 Abstain: 0 Board will decide the Treasurer position next meeting. Faraz made the announcement that he has family obligations and now that some new board members have come onto the board, he is resigning after 9 years on the board. He shared that it was a great journey for him, he learned a lot, he believes in the school will be in touch. Christine and the board members expressed their gratitude for such long and dedicated service to Innovations. Stephen discussed the succession plan that was introduced at the last meeting. He asked for feedback. He expressed that he hadn't received any feedback and that the next meeting the board could vote to adopt the succession plan. He also emphasized that is an evolving document and could change over time. Christine reminded the board of the two trainings and how to access them.
➤ Next board meeting	Next Meeting, July 29, 2025 @ 6pm

o Confirm date of next meeting	
o Identify possible agenda items for next meeting	Salary consideration for future years, donation of stock, Vote next meeting on succession plan with timelines and action items. It will be a living document that can change. July 29th Charter Approval Meeting TK gone week of the 14th in Arizona and driving to Missouri Employee and Family Handbooks
Meeting adjourned	7:16 pm

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

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San Diego Unified
SCHOOL DISTRICT

**Assembly Bill 1505 (“AB 1505”)
Implementation Plan
FINAL**

Adopted by Board of Education on February 2, 2021

First Review by Board of Education on November 3, 2020

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BACKGROUND AND INTRODUCTION

The San Diego Unified School District (“district”) is the second largest charter authorizer in the state. The district currently authorizes 43 charter schools, serving approximately 20,500 students. The charter schools serve varying configurations of grades TK/K-12, and represent both classroom-based and nonclassroom-based programs.

Several new laws affecting charter schools and charter school authorizers were signed by Governor Newsom in 2019, including Senate Bill (“SB”) 75, SB 126, Assembly Bill (“AB”) 1505 and AB 1507. These new laws, particularly AB 1505, represent the most significant and comprehensive changes to charter school legislation since the original Charter Schools Act of 1992.

In response to these legislative changes, on July 28, 2020, the San Diego Unified School District Board of Education (“Board”) adopted a resolution requesting that the Superintendent bring forward an AB 1505 Implementation Plan (“Plan”) within 90 days. As part of its resolution, the Board requested information that is responsive to the following fundamental questions:

- How will the district evaluate a new charter petition’s potential community and fiscal impact on the district as a whole and on surrounding schools?
- How will the district evaluate potential fiscal and programmatic impacts on the district as a whole and on surrounding schools for a new charter petition, and for material revisions, and specifically for revisions that add grade levels or student enrollment?
- How will the district evaluate whether a new petition offers programs or strategies that are not otherwise available to students through either district school or district-authorized charter schools?
- Prior to a charter school’s renewal, how will the district evaluate whether a charter school is serving all students?
- How will the district evaluate a charter school’s performance on various dashboard metrics to recommend either two-year, five-year, or seven-year renewal term, or denial?
- How will the district monitor new legal standards for charter schools regarding:
 - 1) qualified teachers
 - 2) non-discrimination of specified student groups
 - 3) transparency and accountability

As requested by the Board during the adoption of its resolution, the district sought input from various stakeholder groups including parents/guardians and leaders from district schools, parents/guardians and leaders from charter schools, labor organizations, and charter school advocacy organizations.

The district’s goal in creating this Plan is to be fair and transparent. This Plan will provide charter school stakeholders (petitioners, operators, parents/guardians, and students), district stakeholders, and the public with information on how the district may consider various factors related to charter school authorization and oversight. At the same time, the Plan retains some flexibility in the definitions and criteria that will be

considered as part of the authorization process because not every new petition, renewal, or material revision will present the same need, impacts, or circumstances.

Senate Bill 75, the Education Omnibus Budget Trailer Bill, effective July 1, 2019, prohibits charter schools from discouraging pupils to enroll or seek enrollment in the school for any reason, or encourage a pupil currently attending the school to disenroll for any reason. It also requires the charter school to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the local control and accountability plan ("LCAP"), and requires the district to post on its website the LCAP for each of its authorized charter schools

Senate Bill 126, effective January 1, 2020, added section 47604.1 to California Education Code. The new law expressly states that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act (or Bagley-Keene Open Meeting Act if appropriate), the California Public Records Act, the Political Reform Act of 1974, and Government Code section 1090.

Assembly Bill 1505, effective January 1, 2020, and July 1, 2020, amended California Education Code sections 47604.5, 47605, 47605.6, 47607, 47607.3, 47607.5, and 47632; and added sections 47605.4, 47605.9, 47607.2, 47607.8, and 47612.7 relating to charter schools. The new laws change timelines, require material revisions for certain changes, adds new denial reasons, changes the appeal process, adds teacher credentialing requirements, prohibits approval of new nonclassroom-based charters for a two-year period, and revises renewal criteria.

Assembly Bill 1507, effective January 1, 2020, amended sections 47605 and 47605.1 of the California Education Code relating to charter schools. The new laws prohibit a charter school from locating outside the jurisdiction or geographic boundary of the authorizing school district, with very limited exceptions.

1. AB 1505 – CHARTER AUTHORIZATION AND OVERSIGHT (New Petitions)

Assembly Bill 1505 amended and added sections to the California Education Code related to new charter petitions, as detailed in the following paragraphs.

1.1 Submission of Petition

Assembly Bill 1505 added section 47605.9 to the Education Code. This section requires that a petition to establish a charter school must be “submitted to the governing board of the school district or county office of education within the boundaries of which the charter school proposes to locate.” For petitions submitted to the district, only the Board has the authority to grant or deny a charter petition. The Board shall make its determination to grant or deny the petition based upon the statutory requirements of the Charter Schools Act (Education Code section 47600, *et seq.*) and a staff recommendation.

Education Code section 47612.7 places a two-year moratorium on the establishment of new nonclassroom-based charter schools, from January 1, 2020, to January 1, 2022, inclusive.¹ The moratorium does not apply to nonclassroom-based charter schools that were granted approval of their petition and were providing educational services to pupils before October 1, 2019, under either of the following circumstances:

1. The charter school is required to submit a petition to the governing board of a school district or county board of education in an adjacent county in which its existing resource center is located in order to comply with Section 47605.1, or to retain current program offerings or enrollment.
2. A charter school is required to submit a petition to a school district or county board of education in which a resource center is located in order to comply with the Anderson² court decision, or other relevant court ruling, and the petition is necessary to retain current program offerings or enrollment.

1.2 Timelines and Board Meetings

Per Education Code section 47605(b), the governing board of a school district shall hold a public hearing on the provisions of the charter no later than 60 days after receiving a petition, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. A petition is deemed received for purposes of commencing the timelines on the day the petitioner submits a petition to the district, along with a signed certification that the petitioner deems the petition to be complete.

The governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition. This date may be extended by an additional 30 days if both parties agree to the extension.

The governing board of the school district shall publish all staff recommendations, including the recommended findings, regarding the petition at least 15 days before the

¹ Nonclassroom-based charter schools are defined in Education Code section 47612.5(e)(2).

² Anderson Union High School District v. Shasta Secondary Home School (2016) 4 Cal.App.5th 262

public hearing at which the governing board of the school district will either grant or deny the charter. The staff recommendation and findings will be posted on the district's "Charter Schools" department webpage. All recommendations and findings published on the district webpage pursuant to this section shall become public records, and shall become part of the record of the proposed charter school and/or its petitioners.

At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. The governing board may ask district staff and petitioners follow-up questions regarding the recommendations and findings. These follow-up questions and responses are not subject to the equivalent time requirement.

1.3 Contents of Petitions

AB 1505 made changes to one of the required elements that that must be included in a charter petition, as well as information that the school district is required to request from the petitioners.

Education Code section 47605(c)(5)(G) was amended to require that the charter petition must contain a reasonably comprehensive description of the means by which the charter school will achieve a balance of racial and ethnic pupils, ***special education pupils, and English learner pupils, including redesignated fluent English proficient pupils***, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Per Education Code section 47605(h), the governing board of a school district shall require that the petitioner provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. ***If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.***

1.4 New Criteria for Petition Review

Assembly Bill 1505 added new criteria for evaluating charter petitions, and two new findings that may be used to deny a charter petition. The addition of these new criteria and findings require a reconsideration and balancing of the existing law.

Education Code section 47605(c) has included the following statement for several years:

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice...

Now, almost three decades after the introduction of the Charter Schools Act, the original legislative intent must be reconsidered in the context of the changes made by Assembly Bill 1505 and its intent. The original “encouraged” and “shall grant a charter if it is consistent with sound educational practice” intent must now be balanced with the “interests of the entire community” intent.

In passing AB 1505, the legislature provided district authorizers with more flexibility in the authorization process, kept authorization and oversight at the more local level, and supported limitations on new and/or expanding charter schools. These items, and the ability of districts to look at impacts on its existing programs/services/staffing, as reflected in the following examples and comments from the AB 1505 legislative sessions, represent items that San Diego Unified School District and other authorizers identified as areas of concern and sought changes to:

- The bill gives districts greater authority to choose which charter schools are approved in their community, and to consider the fiscal impact of the charter school on the current students in the district
- This bill allows school districts flexibility to consider the community impact, including the fiscal impact to the school district, when a new charter school or existing charter school that is expanding, presents a petition to the school district
- The intent is to authorize school districts to consider the impact that a charter school would have on school district programs such as English Learner instruction, hands-on science, music, and theater
- The challenges of sharing space with a charter school may limit use of science labs, music rooms, and computer labs, and these are some of the factors AB 1505 will allow school districts to consider before a new or expanding charter school is approved
- School districts may consider the staffing needs of district services and programs that might be impacted by a charter school, and if layoffs of school staff is likely to be exacerbated by the addition of a new or expanding charter school, school boards must take this into account in order to meet the needs of all students

1.5 New Denial Findings

Education Code provides that the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or both of the new findings. Assembly Bill 1505 added two findings that may be used to deny a charter petition, as stated in Education Code sections 47605(c)(7) and (8).

Per Education Code section 47605(c)(7), a charter petition may be denied if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

- The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
- Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

Per Education Code section 47605(c)(8), a charter petition may be denied if the school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

Aligned with the new statutory language, authorizers will no longer be constrained to considering only the “four corners of the document” when reviewing a charter petition. Rather, authorizers will now look at the existing system of schools (district and charter), to determine how a new or expanding charter school may impact the system, either negatively or positively. Please see section 4, *et al* for detailed information on definitions and factors the district may include as part of the analysis for the new evaluation criteria and new denial findings.

2. AB 1505 – CHARTER AUTHORIZATION AND OVERSIGHT (Renewal Petitions)

Assembly Bill 1505 amended and added sections to the California Education Code related to renewal charter petitions, as detailed in the following paragraphs.

2.1 Submission of Renewal Petition

Renewal petitions must be submitted in the final school year of the current charter term, on July 1 or after. For any renewal petition that includes material revisions to the approved charter petition, a separate analysis will be conducted for the revisions. While a request for material revision may be submitted concurrently with the renewal, the renewal and material revision will be separately reviewed and separately presented to the Board for action. Additional details regarding material revisions are included in sections 3 and 4.

2.2 Timelines and Board Meetings

Per Education Code section 47607(a), a chartering authority may grant one or more subsequent renewals of charter petitions. Additionally, renewals and material revisions of charters are governed by the standards and criteria described in Section 47605. As with new charter petitions, the governing board of a school district shall hold a public hearing on the provisions of the charter no later than 60 days after receiving a petition, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. A renewal petition is deemed received for purposes of commencing the timelines on the day the petitioner submits a petition to the district, along with a signed certification that the petitioner deems the petition to be complete.

The governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition. This date may be extended by an additional 30 days if both parties agree to the extension.

The governing board of the school district shall publish all staff recommendations, including the recommended findings, regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. The staff recommendation and findings will be posted on the district's "Charter Schools" department webpage. All recommendations and findings published on the district webpage pursuant to this section shall become public records, and shall become part of the record of the proposed charter school and/or its petitioners.

At the public hearings at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. The governing board may ask district staff and petitioners follow-up questions regarding the recommendations and findings. These follow-up questions and responses are not subject to the equivalent time requirement.

The district has historically used a “Fast Track” renewal process for charter schools that meet the eligibility requirements. The district intends to continue this practice. To be eligible, the charter school must have been renewed at least two times previously, must meet current state renewal standards for charter schools, must have improved student academic achievement, and must have successfully implemented its charter during the most recent term. Charter school renewals that meet these criteria shall be placed on the Board’s Consent Agenda for the meeting date on which the Board shall either grant or deny the charter petition. Denial recommendations will not be placed on the Consent Agenda.

2.3 Content/Updates for Renewal Petitions

Per Education Code section 47607(b), charter school renewals are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Per Education Code section 47607(c)(2)(F) A high performing charter school shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

2.4 New Renewal Standards

Education Code sections 47607 and 47607.2 establish a “three-tier” performance-based classification system for renewing charter schools.³ This classification system details criteria to be used to determine if a charter school is “high performing,” “middle performing,” or “low performing.”⁴ The primary criteria to be considered are the charter school’s results on the Dashboard indicators, with an emphasis on the “Measurements of Academic Performance,” which include California Assessment of Student Performance and Progress (“CAASPP”) results, the English Learner Progress Indicator, and the College/Career Readiness Indicator.

The statutes also allow for the use of “verified data” as a consideration. Per Education Code section 47607.2(c), verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes. By January 1, 2021, the state board shall identify an approved list of valid and reliable assessments that shall be used for

³ Dashboard Alternative School Status (“DASS”) charter schools are exempt from the classification system.

⁴ For the 2020-21 school year, the CDE determined the performance classification for each charter school. It is unknown if the CDE will make the determination each year. If they do not make the determination, staff will analyze Dashboard data and statewide average data and determine the performance classification for each charter school. If necessary, staff will annually make this determination within 30 calendar days of the public release of the Dashboard and statewide data for the most recent school year.

the purpose of verified data. No data sources other than those adopted by the state board shall be used as verified data.⁵

Per Education Code section 47607(c)(1), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

Per Education Code section 47607(c)(6), if the Dashboard indicators for the most recently completed school year prior to renewal are not available, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the CAASPP, or any successor system, for the most recent academic year.

High Performing Schools*	Middle Performing Schools*	Low Performing Schools*
<u>Shall not deny</u> renewal	<u>May deny</u> renewal upon written findings	<u>Shall not renew</u> without written findings
Renewal term: 5 to 7 years	Renewal term: 5 years only	Renewal term: 2 years only
Must meet these criteria for the two consecutive years immediately preceding the renewal decision⁶ Criteria: - Blue or green schoolwide on at least two indicators on the Dashboard for which the school received results OR - For all measurements of academic performance, the charter school received performance levels schoolwide that are the same or higher than the state average, and,	Criteria: Schoolwide performance and performance of all subgroups on the Dashboard, providing greater weight to performance on measurements of academic performance Chartering authority shall consider clear and convincing evidence, demonstrated by verified data, showing either: The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school	Must meet these criteria for the two consecutive years immediately preceding the renewal decision⁷ Criteria: - Red or Orange schoolwide on all state indicators on the Dashboard for which the school received results OR - For all measurements of academic performance: - Received performance levels <u>schoolwide</u> that are the same or lower than the state average

⁵ Per Education code section 47607.2(c)(4), a charter school under consideration for renewal before the state board's adoption may present data consistent with this subdivision.

⁶ Education Code 47607(c)(2)(B) states that if the two consecutive years immediately preceding the renewal decision includes the 2019-20 school year, the chartering authority shall not deny renewal if the school meets either of the criteria for two of the three years immediately preceding renewal.

⁷ Education Code 47607.2(a)(2) states that if the two consecutive years immediately preceding the renewal decision includes the 2019-20 school year, the chartering authority shall not deny renewal if the school meets either of the criteria for two of the three years immediately preceding renewal.

for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average	OR • Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers May deny renewal upon <u>making all three</u> following written findings that: • The charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils • Closure of the school is in the best interest of pupils • Greater weight was provided to performance on measurements of academic performance.	AND • For a majority of <u>subgroups</u> performing statewide below the state average in each respective year, received performance levels for a majority of subgroups that are lower than the state average of subgroups. May renew for a two-year term only upon making <u>both</u> of the following written findings: • The school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are/will be reflected in a written plan • Clear and convincing evidence, demonstrated by verified data, showing: ○ The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school OR ○ Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

*Renewal may be denied for any charter school based on substantial fiscal or governance factors, OR if the school is not serving all pupils who wish to attend [47607(e)]

2.4.1 HIGH PERFORMING SCHOOLS

Renewal criteria for high performing charter schools is detailed in Education Code section 47607(c)(2). Per this section, the chartering authority that granted the charter may renew a high performing charter school for a period of between five and seven years.

High performing charter schools are those that have met either of the following criteria for two consecutive years immediately preceding the renewal decision:⁸

- Received the two highest performance levels (blue or green) schoolwide on all of the state indicators for which it receives performance levels, OR
- For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average, and, for a majority of subgroups⁹ performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

To qualify for renewal under either of the above high performing criteria, the charter school must have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision, OR performance levels on at least two measurements of academic performance for at least two subgroups.

A charter school without sufficient performance levels to meet these criteria shall be considered under the middle performing criteria.

Under the new renewal criteria, high performing charter schools may be renewed for a period of five to seven years; however, the statute is silent on the criteria to be used for determining the five, six, or seven year renewal term. Based on the changes implemented by AB 1505 and other recent legislation, prior comments from the Board on issues that it considers important, and past operations of our authorized charter schools, the following table summarizes criteria that the district will take into consideration when determining the renewal term for a high performing charter school. Absent findings that the charter school has fiscal or governance concerns, or is not serving all pupils who wish to attend, a high-performing charter school will be granted a minimum of a five-year term. To be granted a six or seven year term, the school must meet all criteria listed in the column for that term length. Granting of six and seven year renewal terms are at the discretion of the Board, and are based upon staff recommendations and findings of the following criteria.

	5-Year Term	6-Year Term	7-Year Term
Transparency And Accountability	The school's website has links only to documents required to be posted (i.e., board agendas, LCAP, and CDE notice required by SB 75)	The school's website has links to more documents than are required to be posted (i.e., board agendas, board member contact information, LCAP,	The school's website has links to more documents than are required to be posted, and reflect heightened transparency (i.e., board agendas, minutes and

⁸ Per Education Code section 47607(c)(2)(A)(iii), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal as a high performing school.

⁹ Per Education Code section 47607(c)(4), for purposes of renewal, "subgroup" means numerically significant pupil subgroups as defined in section 52052(a)(1) .

		complaint policy, CDE notice required by SB 75, etc.)	exhibits; individual board member contact information; LCAP; complaint policy; CDE notice required by SB 75, etc.
Equity And Access	The school does not enroll new students at all grade levels, and/or throughout the school year if seats are available	The school (if seats are available): - enrolls new students at all grade levels, but limits new enrollment at some point during the school year OR - limits enrollment of new students at some or all grade levels, but enrolls new students during the school year.	The school enrolls new students at all grade levels, at any time during the school year, if seats are available
	The school has a student matriculation rate of less than 70% throughout most recent charter term	The school has a student matriculation rate of at least 75% throughout most recent charter term	The school has a student matriculation rate of at least 80% throughout most recent charter term
	% of students with disabilities at the school was more than 3% below the district's average during the two most recently completed school years	% of students with disabilities at the school was no more than 3% below the district's average, and the school enrolled students with higher needs, during the two most recently completed school years	% of students with disabilities at the school was at least the same as the district's average, and the school enrolled students with higher needs, during the two most recently completed school years
	% of English learners at the school was more than 5% below the district's average during the two most recently completed school years	% of English learners at the school was no more than 5% below the district's average during the two most recently completed school years	% of English learners at the school was at least the same as the district's average during the two most recently completed school years
	% of socioeconomically disadvantaged students at the school was more than 15% below the district's average during the two most recently completed school years	% of socioeconomically disadvantaged students at the school was no more than 15% below the district's average during the two most	% of socioeconomically disadvantaged students at the school was at least the same as the district's average during the two most recently completed school years

		recently completed school years	
Operational History	The school was placed in “not in good standing” status for any period of time during the most recent charter term and resolved the issues	The school received at least one letter of concern, issued by the Office of Charter Schools, during the most recent charter term and resolved the issues	The school has not received any letters of concern issued by the Office of Charter Schools during the most recent charter term
	The school has <u>not</u> maintained stable enrollment ¹⁰ during most recent charter term	The school has maintained stable enrollment during most recent charter term	The school has maintained stable enrollment during most recent charter term
	The school has failed to respond or reply to the district in a timely manner on multiple occasions, including the submission of required reports after the posted deadline	The school has responded or replied to the district in a timely manner, including the submission of all required reports by the posted deadline	The school has responded or replied to the district in a timely manner, including the submission of all required reports by the posted deadline
Fiscal Stability	The school had fiscal issues, which may include low fund balances, inadequate reserves, deficit spending (for more than three years, or large amounts), poor debt ratios, and/or audit findings, throughout most recent charter term	The school has been fiscally sound throughout most recent charter term	The school has been fiscally sound throughout most recent charter term

2.4.2 MIDDLE PERFORMING SCHOOLS

Renewal criteria for middle performing charter schools is detailed in Education Code section 47607.2(b). Per this section, for all charter schools which are not classified as high performing or low performing, the chartering authority shall consider the schoolwide and subgroup performance on the state and local indicators. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

¹⁰ Stable enrollment is defined as no more than 10% below or above the enrollment that the board approved as part of the new or renewing petition, or material revision.

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

The charter authorizer shall consider verified data to demonstrate the above two criteria until January 1, 2026. The verified data review will include a comparison to district schools and charter schools, serving the same or similar grade levels, based on CAASPP results, as indicated below:

- Comparison to district schools that the charter school pulled enrollment from
- Comparison to demographically similar district schools and charter schools (based on the student subgroups included in the Dashboard)
- Comparison to district schools and charter schools in the surrounding area of the charter school

A middle performing charter school shall be renewed for a period of five years. However, per Education Code section 47607.2(b)(6), the chartering authority may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable, that its decision provided greater weight to performance on measurements of academic performance.

2.4.3 LOW PERFORMING SCHOOLS

Renewal criteria for low performing charter schools is detailed in Education Code section 47607.2(a). Per this section, the chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

- The charter school received the two lowest performance levels (red and orange) schoolwide on all the state indicators for which it receives performance levels.
- For all measurements of academic performance, the charter school received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

The chartering authority shall consider the following factors, and may renew a low performing charter for a two-year term only upon making BOTH of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:

- The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be

reflected, in a written plan adopted by the governing body of the charter school.

- There is clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

For schools operating on or before June 30, 2020, verified data for low performing charter schools shall be considered until June 30, 2025, only for the school's next two subsequent renewals. The verified data review will include a comparison to district schools and charter schools, serving the same or similar grade levels, based on CAASPP results, as indicated below:

- Comparison to district schools that the charter school pulled enrollment from
- Comparison to demographically similar district schools and charter schools (based on the student subgroups included in the Dashboard)
- Comparison to district schools and charter schools in the surrounding area of the charter school

2.4.4 DASHBOARD ALTERNATIVE SCHOOL STATUS ("DASS")

Per Education Code section 47607(c)(7), DASS schools are exempt from the three-tier classification system. In determining whether to grant a charter renewal for a DASS school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

2.5 Additional Grounds for Denial of Renewal Petitions

Per Education Code section 47607(e), a chartering authority may deny renewal of a charter school upon making either of the following findings:

- The school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, OR
- The school is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

2.5.1 Not Serving Pupils Who Wish to Attend

Per Education Code section 47607(d), as part of its determination of whether to grant a renewal for a charter school classified at any of the three performance levels, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.

In making this determination and finding, the chartering authority shall review data as detailed below, any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with the provisions of Education Code sections 47605(c)(5)(J).¹¹

Section 47607(d)(1) states that at the conclusion of the year immediately preceding the final year of the charter school's term, the charter authorizer may request, and the CDE shall provide, the following aggregate data reflecting pupil enrollment patterns at the charter school:

- A) The cumulative enrollment for each school year of the charter school's term. Cumulative enrollment is defined as the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled any time during the school year.
- B) For each school year of the charter school's term, the percentage of pupils enrolled at any point between the beginning of the school year and census day who were not enrolled at the conclusion of that year, and the average results on the statewide assessments in the CAASPP system, or any successor system, for any such pupils who were enrolled in the charter school the prior school year.
- C) For each school year of the charter school's term, the percentage of pupils enrolled the prior school year who were not enrolled as of census day for the school year, except for pupils who completed the highest grade served by the school, and the average results on the statewide assessments in the CAASPP system, or any successor system, for any such pupils.

In addition to the criteria prescribed in the above section, the district will be taking into consideration the enrollment policies and practices of the charter school as part of its analysis of whether the school is serving all pupils who wish to attend. This analysis will include a review of how accessible the school is, and may include, but not be limited to, the following criteria:

- Does the school admit students throughout the school year if there is space available, or is enrollment stopped as of a specific date or time of year
- Does the school admit students at all grade levels served if there is space available
- Does the school fill vacant seats, especially at the high school level
- Does the school have any policies or practices that prohibit current students from moving on to the next grade level at the school

¹¹ Section 47605(c)(5)(J) details the suspension/expulsion procedures, and other involuntary removal of a student for any reason. These procedures must explain how the charter school will comply with federal and state due process requirements.

- Does the school have any policies or practices that result in limiting the ability of all students to access the school
- Has the district received and substantiated any complaints regarding a school's non-compliance with the enrollment/disenrollment process and notice requirements of SB 75

These criteria will initially be reviewed to ensure student access to the school, and will not be used as a basis for non-renewal. The district will begin incorporating these criteria as part of its non-renewal findings beginning July 1, 2024. This should provide enough time for schools to adjust their policies and practices to ensure student access before it is incorporated as part of the renewal determination.

The chartering authority may deny renewal of a charter school only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

- The corrective action proposed by the charter school has been unsuccessful, OR
- The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

2.6 Evaluation and Denial of Renewal Petitions that Propose Expanded Operations

Education Code section 47607(a)(3) states that a charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. A material revision of a charter is governed by the standards and criteria described in Section 47605.

While a request for material revision may be submitted concurrently with the renewal, the renewal and material revision will be considered separately and will be presented separately to the Board for action. In accordance with Education Code section 47607(a)(4), the analysis under sections 47605(c)(7) and (8) shall be limited to consideration only of the impact of the proposed material revision. If there are no material revisions included, the renewal petition will be evaluated using the applicable renewal standards as stated above. All material revision requests will be evaluated using the new criteria and denial findings established by AB 1505, as detailed in the "Material Revisions" section of this Plan.

3. AB 1505 – CHARTER AUTHORIZATION AND OVERSIGHT (Material Revisions)

Assembly Bill 1505 amended and added sections to the California Education Code related to material revisions, as detailed in the following paragraphs

3.1 Education Code References and District Interpretation

Material revisions to charter petitions are specifically mentioned in Education Code sections 47605(a)(4) and 47607(a)(3), as reflected below.

47605(a)(4) - after receiving approval of its petition, a charter school that proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter and shall notify the chartering authority of those additional locations or grade levels. The chartering authority shall consider whether to approve those additional locations or grade levels at an open, public meeting. If the additional locations or grade levels are approved they shall be a material revision to the charter school's charter.

47607(a)(3) - a charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. A material revision of a charter is governed by the standards and criteria described in Section 47605.

The district does not interpret this statutory language to be a limitation on items that are considered material revisions. While some minor changes to a charter petition may be considered non-material, any change that the district determines constitutes a material revision must be approved by the SDUSD Board before it can be implemented by the charter school. In addition to the specific items included in the aforementioned statutes, the district considers the following items to be material revisions:¹²

- Any changes in location or address, including administrative (non-student) sites
- Significant expansion of enrollment, defined as an increase in schoolwide enrollment of 10% or more beyond the current approved enrollment
- Changes to the Special Education Local Plan Area ("SELPA") membership
- Changes to admission procedures or preferences¹³
- Substantive changes to the Educational or Instructional Program
- Substantive changes to the governance structure at the school, or the corporate structure or bylaws, including but not limited to:
 - Changes to the articles of incorporation

¹² This list is not intended to be exhaustive, and depending on the proposed changes, a material revision may be required for an item not listed. Charter schools should contact the district to discuss any proposed changes and for a determination of whether or not the change constitutes a material revision.

¹³ Education Code section 47605(e)(2)(B)(i) requires that changes to admission preferences must be approved by the board at a public hearing.

- Addition/deletion of related or affiliated corporations or sole statutory members
- Changes to the number of board members or board member terms

The district's interpretation that these items constitute material revisions is grounded in historic practices, changes made by AB 1505, and stakeholder input. While the district considers all of these items to be material revisions, not all of them will trigger full impact assessments. Per statute, material revisions that include expanded operations will be subject to an impact assessment. The following table summarizes the analysis or assessment that will typically be done for each type of revision; however, depending on the specific changes requested, these may vary.

Item	Impact Assessment Required?	Analysis/Assessment ¹⁴ Done
Expanded Operations	Yes	Community, Fiscal, Programmatic, Academic Need
Location Changes ¹⁵	Yes	Community, Fiscal, Programmatic, Academic Need
Significant Enrollment Expansion	Yes	Community, Fiscal, Programmatic, Academic Need
Change in SELPA (non-district) ¹⁶	No	
Change to Bylaws	No	
Change to Educational Program	No	
Change to Governance	No	

3.2 Submission of Material Revisions

Material revisions may be submitted any time during the charter term. For material revisions that are submitted as part of a renewal petition, a separate analysis will be conducted for the revisions. While a request for material revision may be submitted concurrently with the renewal, the renewal and material revision will be separately reviewed and separately presented to the Board for action.

3.3 Timelines and Board Meetings

¹⁴ Community Assessment includes analysis of interests of the entire community and community impact. Fiscal Assessment includes analysis of impact on the district and/or charter schools. Programmatic Assessment includes analysis of substantially undermines existing services, academic offerings, or programmatic offerings; duplication of programs currently offered within the school district; capacity at existing programs; and reasonable proximity of existing programs. The district has discretion in determining the extent of the assessment done based upon the nature of the charter school's request, and the specific facts surrounding the request. For instance, for a charter school relocating its program to a new site, the district may take into consideration the geographic proximity of the new location to the original location, the size of the new facility, the proposed enrollment, etc. when determining the extent of the assessments done.

¹⁵ District-provided sites, including those via Proposition 39 and multi-year agreements, are exempt from analysis.

¹⁶ A charter school joining the SDUSD SELPA will require a Fiscal Assessment.

Unlike new and renewal charter petitions, material revisions require a single board meeting at which the Board may take action, and there are no statutory timelines for processing material revisions. This was affirmed in a recent court case¹⁷ which concluded that even if a material revision is submitted with a renewal petition there is no timeline for processing the material revision. Although there is no statutory timeline, the district has a practice and history of processing material revisions in a timely manner, and shall continue to do so. The district will endeavor to process all material revisions within 60 to 90 days.

3.4 Evaluating Material Revisions that Propose Expanded Operations

Per Education Code section 47607(a)(3), a charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. Section 47607(b) further states that a material revision of a charter is governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Assembly Bill 1505 added criteria for evaluating charter petitions, including material revisions that propose to expand operations to one or more additional sites or grade levels. The new criteria, found in Education Code section 47605(c), provides that the governing board of the school district shall grant a charter for the operation of a school if it is satisfied that granting the charter is consistent with sound educational practice and ***with the interests of the community in which the school is proposing to locate***. The governing board of the school district is also required to ***consider the academic needs of the pupils the school proposes to serve***.

3.5 New Denial Findings for Material Revisions that Propose Expanded Operations

Education Code section 47605(c) provides that the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or both of the new findings. This language is made applicable to material revisions via Education Code section 47607.

Assembly Bill 1505 added two new findings that may be used to deny a material revision that proposes to expand operations to one or more additional sites or grade levels, as stated in Education Code sections 47605(c)(7) and (8).

Per Education Code section 47605(c)(7), a material revision that proposes to expand operations may be denied if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter

¹⁷ Today Fresh Start Charter School v. Inglewood Unified School District, Today's Fresh Start Charter School v. Inglewood Unified School District, et al. (Feb. 7, 2018, Case No. B280986), Cal.App.5th

school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

- The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
- Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

Per Education Code section 47605(c)(8), a material revision that proposes to expand operations may be denied if the school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

Please see section 4, *et al* for detailed information on definitions and factors the district may include as part of the analysis for the new evaluation criteria and new denial findings to be considered for material revisions that propose expanded operations.

The denial findings authorized by Education Code sections 47605(c)(7) and (8) shall not be used to deny a renewal of an existing charter school, but may be used to deny a material revision that proposes expansion. For a material revision, analysis under sections 47605(c)(7) and (8) shall be limited to consideration only of the impact of the proposed expansion.

4. **AB 1505 – CHARTER AUTHORIZATION AND OVERSIGHT (Evaluation Criteria)**

Assembly Bill 1505 amended and added sections to the California Education Code related to new evaluation criteria, as detailed in the following paragraphs

4.1 **Evaluating New Petitions and Material Revisions Proposing Expansion**

Assembly Bill 1505 added criteria for evaluating new charter petitions and material revisions proposing expansions. The new criteria, found in Education Code section 47605(c), provides that the governing board of the school district shall grant a charter for the operation of a school if it is satisfied that granting the charter is consistent with sound educational practice and ***with the interests of the community in which the school is proposing to locate***. The governing board of the school district is also required to ***consider the academic needs of the pupils the school proposes to serve***.

4.1.1 **Community Impact**

Given the uniqueness of each district school, charter school, neighborhood, and student population, a “one size fits all” approach to creating a single definition of community did not present a reasonable approach. While some factors considered under a community definition may be the same across all districts, schools, or neighborhoods, there are several factors that are not, creating the need for a multi-criteria approach. The Plan also incorporates flexibility as there is no way to anticipate every petition, need, or potential impact. The district has discretion in determining which of the factors listed throughout section 4 are used as part of any specific assessment, based upon the nature of the charter school’s request, and the specific facts surrounding the request.¹⁸

The community impact assessment for new and expanding charters may include, but not be limited to, the following factors:

1. Community definitions and factors

- a. Community should include an analysis from a district-wide perspective because charter schools have no resident attendance boundaries and pull from county-wide
- b. Community should include an analysis based on the district’s “cluster” areas and boundaries
- c. Community should include an analysis of a 3-mile radius around the proposed physical location of the charter school
- d. Community should include an analysis of the neighborhood demographics surrounding the proposed physical location of the new or expanding charter school

¹⁸ For instance, the district may use its discretion to determine that factors considered for an expanding charter school whose enrollment consists primarily of pupils that reside in the immediately surrounding neighborhoods may be different from the factors considered for an expanding charter school whose enrollment consists primarily of pupils who reside in multiple zip codes outside of the immediate neighborhoods.

- e. Community should include an analysis of how many district and charter schools serving the same or similar grade levels are located in the area where the charter school proposes to physically locate to determine if there is a school saturation issue
- f. Community should include an analysis of any unique programs being offered by the new or expanding charter school
- g. Community should include an analysis of any specific student subgroups being targeted for service by the new or expanding charter school
- h. How long has the expanding charter school been in operation
- i. How long has the expanding charter school served the community it proposes to expand into

2. Community engagement

- a. Have petitioners notified and been engaged with the community they intend to serve educationally, and the community in which they propose to locate, including engagement with the existing district and charter schools
- b. Will the expanding charter school matriculate only its existing students into the expanded program, or will it pull students from other schools
- c. Have petitioners created community in other areas with other schools
- d. Why have petitioners chosen a specific community or location
- e. Is there strong parental support for approval of the new or expanding charter school

3. Enrollment trends

- a. Increases/decreases in county-wide enrollment/trends should be considered because charter schools pull from all over, not just specific areas/ boundaries
- b. Increases/decreases in district-wide enrollment/trends should be considered because charter schools pull from all over, not just specific areas/ boundaries
- c. Increases/decreases in enrollment/trends at the schools nearest to the proposed new or expanding charter school's location should be considered
- d. Increases/decreases in enrollment/trends at the schools where the new or expanding charter may/will pull enrollment from should be considered
- e. What factors are driving the enrollment trends (birth rates, number of school-aged children, migration, etc.)
- f. Will the expanding charter school matriculate only its existing students, or will it pull enrollment from other schools

4. Facilities

- a. How far along in the process of securing a site are petitioners
- b. Has the community, including existing district and charter schools, where the new or expanding school intends to physically locate been made aware of the proposed facility location
- c. Are there adequate non-district facilities available in the area where the new or expanding charter school proposes to locate

- d. Will the proposed school's facilities plan impact district school programs and services¹⁹
- e. Does the expanding charter school have adequate space in existing facilities to house the expansion

If the new charter petition or material revision includes an easily identifiable definition of what it considers to be its community, this definition will be considered in addition to the factors listed in this section as part of the district's analysis. Charter petitions and material revisions that do not include this definition will be analyzed based on the above-identified factors and criteria. Charter school petitioners are encouraged to include information on their community and/or proposed community, and an impact analysis as part of their charter petitions and material revisions.

4.1.2 Academic Needs of the Pupils the School Proposes to Serve

For the same reasons as identified in the community impact section above, a multi-criteria approach to analyzing the academic needs of the pupils to be served presents the most reasonable approach.

The academic needs assessment for new and expanding charters may include, but not be limited to, the following factors:

- Review of the Dashboard indicators²⁰ on a district-wide basis, as charter schools pull enrollment from county-wide, compared with the state averages
- Review of the Dashboard indicators for the surrounding district and charter schools serving the same grade levels currently served and proposed to be served by the new or expanding charter school in the community where the school intends to locate, compared with the state averages
- Review of the Dashboard indicators for the district and charter schools serving the same grade levels currently served and proposed to be served by the new or expanding charter school that the school may pull enrollment from, compared with the state averages
- Review of the instructional program to determine if it is aligned with the needs of any targeted student population/community, and if it will meet the needs of the specific subgroups
- Review of the new petition to determine if it contemplates enrollment of specific subgroups (ie: students with disabilities, English learner, socioeconomically disadvantaged, etc.) in relatively the same proportions as the district's enrollment, and how it will meet the enrollment
- Review of how petitioners intend to increase student achievement at the new or expanding school

¹⁹ The district is aware of its obligations to provide facilities under Proposition 39 if requested. However, a Proposition 39 request does not negate the need for an impact assessment.

²⁰ The Dashboard indicators reviewed will include the measures of academic performance (ELA, Math, English learner, College/career), chronic absenteeism, graduation rate, and suspension rates, for both schoolwide and numerically significant subgroups. Any future modifications made by the state to the Dashboard will be incorporated into the review.

- Does the school offer a program not currently offered in the district, that will enhance educational opportunities for students
- How academically successful have students been at the current charter school, both schoolwide and in subgroups, compared to other district and charter schools serving the same or similar grade levels
- Does the existing charter school enroll similar percentages to the district and/or the surrounding district schools of students with disabilities (including those with higher needs), English learners, socioeconomically disadvantaged, homeless and foster youth, and ethnic/racial groups
- Is the existing charter school closing the achievement gap
- Does the existing school have a high student matriculation rate, or do they lose students in higher percentages than other schools

4.2 New Denial Findings

Education Code provides that the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or both of the new findings. Assembly Bill 1505 added two findings that may be used to deny a charter petition, as stated in Education Code sections 47605(c)(7) and (8).

Per Education Code section 47605(c)(7), a charter petition may be denied if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

- The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
- Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

The legislation provided some key words which we have used as a starting point for creation of this Plan for the new denial findings. However, the statute has not been expanded beyond these terms, nor has it included language that limits additional considerations. The statute refers to “school district,” signaling that any analysis should include a district-wide assessment. Interests of the “entire community” can also be interpreted to signal a district-wide assessment. Notably, the “fiscal impact” sentence does not include any other language that limits the fiscal analysis.

4.2.1 Community Impact

The community impact analysis conducted under this criteria is the same as detailed in section 4.1 *et al* above.

4.2.2 Fiscal Impact

Per the relevant statute, as part of the fiscal impact analysis, the district is required to consider the extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings, and whether the school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate. However, the district is not limited to a fiscal impact analysis that includes only these factors.

The fiscal impact assessment for new and expanding charter schools may include, but not be limited to, the following factors:

- What is the projected enrollment loss to the district based on the new or expanding charter school's enrollment projections
- What is the estimated revenue loss to the district based on the new or expanding charter school's projected enrollment
- What is the projected enrollment loss and revenue loss to surrounding district schools near the new or expanding charter school's proposed location
- What is the projected enrollment loss and revenue loss to district schools that the new or expanding charter school will pull enrollment from
- Is there adequate funding available to the district schools to continue fixed costs and/or services at the current level (custodial, utilities, etc.) if the new charter school is approved
- What are the estimated impacts to district staffing if the new or expanding charter school is approved
- What are the estimated impacts to district services if the new or expanding charter school is approved
- What are the estimated impacts to district schools/programs if the new or expanding charter school is approved, including analysis of whether the charter school will serve a population that is proportionate to the district and district schools of the highest need students (EL, mod/severe, homeless, etc.)
- Staffing comparison analysis (review includes number/type of staff, salary and benefits costs) for district schools and the new or expanding charter school
- What are the fiscal and enrollment impacts on existing charter schools if the new or expanding charter school is approved
- How much will the district receive in oversight fees from the new or expanding charter school
- What is the estimated cost savings to the district based on not having to provide educational services to the students that enroll at the charter school

4.2.3 Substantially Undermines Existing Services and Offerings

- Is there enrollment capacity in the surrounding district and charter schools
- Would under-enrolled district or charter schools be impacted by the approval of a new or expanding charter school

- If the new or expanding charter is approved, will the remaining revenues for the surrounding district schools and charter schools be enough for them to continue their existing programs and services at current levels
- If the new or expanding charter is approved, will the remaining revenues for the district schools and charter schools that the new or expanding charter pulls enrollment from be enough for these schools to continue their existing programs and services at current levels
- Could the new or expanding charter school have a disproportionate impact on specific district schools or programs, or is the impact spread across multiple schools and programs
- Will the new or expanding charter school serve subgroup populations of the highest need students (EL, mod/severe, homeless, etc.) that are proportionate to the district

4.2.4 Duplication of Programs, Sufficient Capacity, and Reasonable Proximity

- Do the existing programs have capacity for pupils, based on a district-wide, cluster, 3-mile radius, surrounding schools, and/or neighborhood analysis
- Will the new or expanding charter school create seats for an over-subscribed existing program
- Is the new or expanding charter school offering a program not currently offered in the district, that will enhance educational opportunities for students

5. AB 1505 – CHARTER AUTHORIZATION AND OVERSIGHT (Appeals)

Assembly Bill 1505 amended and added sections to the California Education Code related to charter school appeals, as detailed in the following paragraphs

5.1 Appeals to San Diego County Office of Education

Per Education Code section 47605(k)(1), if the governing board of a school district denies a charter petition, the petitioner may appeal to the county board of education within 30 days of the denial. Petitioners are required to provide the district with a copy of the petition submitted to the county board of education. The county board of education shall review the petition pursuant to Education Code sections 47605(b) and (c).

If the petition submitted on appeal contains new or different material terms²¹, the county board of education shall immediately remand the petition to the school district for reconsideration. The district shall grant or deny the petition within 30 days.²² If the governing board of the school district denies a petition after reconsideration, the petitioner may resubmit the petition to the county board of education.

If petitioner resubmits the petition, the county board of education shall review the appeal petition pursuant to Education Code section 47605(c). If the district's denial of the petition was made pursuant to Education Code section 47605(c)(8), the county board of education shall also review the school district's findings pursuant to that section.

A charter school that receives approval of its petition from a county board of education shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the school district. A charter petition that is submitted to a county board of education shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate. Upon the approval of the petition by the county board of education, the petitioners shall provide written notice of that approval, including a copy of the petition, to the governing board of the school district in which the charter school is located, the department, and the state board.

If the county board of education denies a petition, the petitioner may appeal that denial to the state board. If the county board of education fails to act on an appeal petition within 180 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.

²¹ Material terms means the signatures, affirmations, disclosures, documents, and descriptions described in sections 47605(a), (b), (c), and (h), but shall not include minor administrative updates to the petition (or related documents) due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the county board of education as the chartering authority.

²² Due to the district's board meeting schedule, the district may request that petitioners consider signing a waiver of this timeline in order to place the item on a regularly scheduled board meeting if the established schedule resulted in the district being slightly over the 30 day timeline.

5.2 Appeals to State Board of Education

Appeals to the State Board of Education are now reviewed under an “abuse of discretion” standard. Per Education Code section 47605(k), if the county board of education denies a petition, the petitioner may appeal that denial to the state board within 30 days of the denial. The petitioner shall include the findings and documentary record from the governing board of the school district and the county board of education, and a written submission detailing with specific citations to the documentary record, how the governing board of the school district or the county board of education, or both, abused their discretion. Petitioners are required to provide the district and the county board of education with a copy of the petition submitted to the state board.

At the petitioner’s request, and no later than 10 business days after the request, the governing board of the school district and county board of education shall prepare the documentary record, including transcripts of the public hearing at which the governing board of the school district and county board of education denied the charter.

If the appeal contains new or different material terms,²³ the state board shall immediately remand the petition to the governing board of the school district for reconsideration. The school district shall grant or deny the petition within 30 days.²⁴ If the governing board of the school district denies a petition after reconsideration, the petitioner may elect to resubmit the petition to the state board.

Within 30 days of receipt of the appeal submitted to the state board, the governing board of the school district or county board of education may submit a written opposition to the state board detailing, with specific citations to the documentary record, how the governing board of the school district or the county board of education did not abuse its discretion in denying the petition. The governing board of the school district or the county board of education may submit supporting documentation or evidence from the documentary record that was considered by the governing board of the school district or the county board of education.

The state board’s Advisory Commission on Charter Schools shall hold a public hearing to review the appeal and documentary record. Based on its review, the ACCS shall submit a recommendation to the state board whether there is sufficient evidence to hear the appeal or to summarily deny review of the appeal based on the documentary record. If the ACCS does not submit a recommendation the state board shall consider the appeal, and shall either hear the appeal or summarily deny review of the appeal based on the documentary record at a regular public meeting.

²³ Material terms means the signatures, affirmations, disclosures, documents, and descriptions described in sections 47605(a), (b), (c), and (h), but shall not include minor administrative updates to the petition (or related documents) due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the county board of education as the chartering authority

²⁴ Due to the district’s board meeting schedule, the district may request that petitioners consider signing a waiver of this timeline in order to place the item on a regularly scheduled board meeting if the established schedule resulted in the district being slightly over the 30 day timeline.

If the state board hears the appeal, it may affirm the determinations of the district and/or the county board of education, or may reverse only upon a determination that there was an abuse of discretion. If the denial of a charter petition is reversed by the state board, the state board shall designate, in consultation with the petitioner, either the district or the county board of education in which the charter school is located as the chartering authority.

A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the chartering authority to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.

If the state board fails to act on a petition within 180 days of receipt, the decision of the school district to deny the petition shall be subject to judicial review.

6. AB 1505 – CHARTER AUTHORIZATION AND OVERSIGHT (Teacher Credentials)

The district will collaborate with the San Diego County Office of Education to monitor teacher credentialing and assignments. The district will monitor compliance with this section as part of its authorization and oversight process, including during annual site visits and throughout the year. Concerns regarding non-compliance with this section will be addressed with existing schools, and may form the basis for denial of new charter petitions.

Assembly Bill 1505 added section 47605.4 to the Education Code, which remains in effect until January 1, 2026. This new section states that teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Teachers employed at charter schools after the 2019-20 school year are required to have the certificate required for the teacher's certificated assignment.

Per Education Code section 47605(l)(1), a governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Per Education Code section 47605(l)(2), by July 1, 2020, all teachers in charter schools must obtain a certificate of clearance and satisfy the requirements for professional fitness.

7. SB 126 – ACCOUNTABILITY AND TRANSPARENCY

The district will monitor compliance with this section as part of its charter authorization and oversight process, including during annual site visits and throughout the year. Concerns regarding non-compliance with this section will be addressed with existing schools, and may form the basis for denial of a new or renewing charter petition, or denial of a material revision to expand operations.

Senate Bill 126, commonly referred to as the charter school Accountability and Transparency bill, added section 47604.1 to the Education Code, which expressly subjects charter schools and entities managing charter schools to the Ralph M. Brown Act (“Brown Act”) (or Bagley-Keene Open Meeting Act if appropriate), the California Public Records Act, the Political Reform Act of 1974, and Government Code section 1090.²⁵

Per Education Code section 47604(b)(1), as of July 1, 2019, a new or renewing charter school, or material revision, shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. For purposes of this section, a for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school

Per Education Code section 47604.1(e), to the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Government Code section 1090, the Brown Act, the California Public Records Act, and the Political Reform Act shall not apply with regard to those unrelated activities unless otherwise required by law.

7.1 Ralph M. Brown Act (Government Code section 54950, et al.)

The Brown Act requires that all meetings of a local agency be open to the public and all persons must be permitted to attend unless a closed session is authorized. Per Government Code section 54954.2, meeting agendas shall be posted on the charter school’s website and in compliance with the Brown Act.

Per Education Code section 47604.1(c), the governing body of one charter school, or entity managing a charter school, shall meet within the physical boundaries of the county in which the charter school is located, unless otherwise permitted by another provision of law.²⁶ A two-way teleconference location shall be established at each schoolsite.

²⁵ For this section, all requirements must be met by the governing body of the charter school, and the governing body of the entity managing the charter school. Per section 47604.1(a), an “entity managing a charter school” means a nonprofit public benefit corporation that operates a charter school.

²⁶ This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries if authorized by Government Code section 54954, and the meeting place complies with Government Code section 54961.

The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers in different counties shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside. A two-way teleconference location shall be established at each resource center.

For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located, and shall establish a two-way teleconference location at each schoolsite and each resource center.

For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools reside. A two-way teleconference location shall be established at each schoolsite and each resource center. The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's websites.

7.2 California Public Records Act (Government Code section 6250, et al.)

Members of the public have a right to access the records of a charter school. The California Public Records Act requires state and local agencies to make their records available for public inspection at all times during the office hours of the agency. Records shall be made promptly available upon request and payment of a fee, unless the records are exempt by law from disclosure.

In response to a public records request, the charter school and entity managing the charter school, shall, within 10 days from receipt of the request, determine whether the request, in whole or in part, seeks copies of disclosable public records in the possession of the agency and shall promptly notify the person making the request of the determination and the reasons therefor. The time limit prescribed in this section may be extended by no more than 14 days, by written notice to the person making the request, setting forth the reasons for the extension and the date on which a determination is expected to be dispatched.

The charter school or entity managing the charter school shall make reasonable efforts to locate the requested records, including but not limited to, any electronic communication substantively related to the records such as email and text messages, regardless of whether they are transmitted through an employer-provided device or account, or through an employee's or governing board member's personal device or account.

7.3 Political Reform Act (Government Code section 81000, et al.)

Charter schools and entities managing charter schools are expressly subject to the Political Reform Act of 1974. The Political Reform Act of 1974 requires every state and local governmental agency²⁷ to adopt a conflict of interest code that requires designated employees to disclose certain financial interests on an annual Statement of Economic Interest (“SEI”) filing. Each charter school or entity managing a charter school shall ensure that its conflict of interest code is current and compliant with Political Reform Act requirements, and that all designated employees understand the filing requirements and the requirements regarding conflict of interest and self-dealing. The charter school or entity managing the charter school shall ensure that the conflict of interest code and SEI forms are submitted in a timely manner to the San Diego County Board of Supervisors.

7.4 Government Code section 1090

Members of the charter school governing body, members of the governing body of the entity managing the charter school, and individuals in leadership roles with decision-making authority at the charter school shall not be financially interested in any decision made by the governing body, and shall comply with all applicable laws regarding conflicts of interest. Charter schools and entities managing charter schools shall only enter into transactions that are compliant with Government Code section 1090 and other applicable conflict of interest laws.

Per Education Code section 47604.1(d), notwithstanding Government Code section 1090, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of the employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member’s employment.

²⁷ For purposes of Section 87300 of the Government Code, a charter school and an entity managing a charter school shall be considered an agency and is the most decentralized level for purposes of adopting a conflict-of-interest code.

8. SB 75 – EQUITY AND ACCESS

The district will monitor compliance with this section as part of its charter authorization and oversight process, including during annual site visits and throughout the year. Concerns regarding non-compliance with this section will be addressed with existing schools, and may form the basis for denial of a new or renewing charter petition, or denial of a material revision to expand operations.

Senate Bill 75, effective July 1, 2019, amended several sections of the Education Code, with sections 47605, 47606.5, 48985, and 52065 being the most relevant to this Plan.

The new laws expressly require the following:

- Charter schools shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason. [§47605]
- Charter schools must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the LCAP. [§47606.5]
- The district is required to post on its website the LCAP for each of its authorized charter schools. [§52065]

8.1 Enrollment and Disenrollment

Per Education Code section 47605(e)(4), a charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school, nor encourage a pupil currently attending the charter school to disenroll²⁸ from the charter school or transfer to another school, for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:

- Pupils with disabilities
- Academically low achieving pupils
- English learners
- Neglected or delinquent pupils
- Homeless pupils
- Pupils who are economically disadvantaged
- Foster youth
- Pupils based on nationality, race, ethnicity, or sexual orientation

A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

The state shall develop a notice of the requirements of this paragraph, and the charter schools shall post the notice on their websites. The charter school shall also provide a parent/guardian, or a pupil who is 18 years of age or older, a copy of this notice at all of the following times:

- When a parent/guardian, or pupil inquires about enrollment
- Before conducting an enrollment lottery

²⁸ This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in Education Code section 47605(c)(5)(J).

- Before disenrollment of a pupil

A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority. The state shall develop a template to be used for filing these complaints.

Based on the intent of the statute to ensure that students have access and equity in enrollment, the district will incorporate this notice and complaint process into the charter renewal process as indicated in section 2.5.1 above.

8.2 Local Control and Accountability Plan

Education Code section 47606.5 extends the existing law that requires school districts and county boards of education to hold at least one public hearing regarding its LCAP or annual update to the LCAP to charter schools. The governing body of a charter school shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP. The agenda for the public hearing shall be posted at least 72 hours before the public hearing, and the LCAP or annual update to the LCAP shall be made available for public inspection at each site operated by the charter school.

The governing body of a charter school may adopt revisions to a LCAP during the period the LCAP is in effect. The governing body of a charter school may only adopt a revision to a LCAP if it follows the process to adopt a LCAP pursuant to this section and the revisions are adopted in a public meeting.

The charter school shall prominently post its board-adopted LCAP, and any board-approved updates or revisions to the LCAP, on the homepage of its website.

8.3 District Posting of Charter School Local Control and Accountability Plans

Education Code section 52065 is amended to require that the district prominently post on its website all LCAPs submitted by charter schools that are authorized by the district, or links to those plans.

9. AB 1507 – RESOURCE CENTER LOCATIONS

The district will monitor compliance with this section as part of its charter authorization and oversight process, including during annual site visits and throughout the year.

Concerns regarding non-compliance with this section will be addressed with an existing school, and will be grounds for denial of a new or renewing charter petition, or denial of a material revision.

In past years, charter schools were physically located outside of their authorizer's geographic boundaries. The ability of charter schools to locate outside of the authorizer's boundary was restricted by the *Anderson v. Shasta* ruling in 2016. Assembly Bill 1507, effective January 1, 2020, amends sections 47605 and 47605.1 of the Education Code, and further restricts charter school resource center locations. The new law prohibits a charter school from locating outside the jurisdiction or geographic boundary of the authorizing school district, with very limited exceptions.²⁹

Assembly Bill 1507 eliminated the ability of a charter school to locate outside the jurisdiction or geographic boundaries of its authorizing school district if the school was unable to locate a single site/facility to house the entire program, or if the site was needed for temporary use during a construction or expansion project.

Charter schools that established a site outside the boundaries of the authorizing school district, but within the county in which that school district is located before January 1, 2020, may continue to operate the site until the charter school submits its request for renewal of its charter petition. The charter school, before submitting its renewal, shall either first obtain written approval from the school district where the site is operating, or submit the renewal of the charter petition to the school district in which the charter school is located.

A charter school may establish one resource center, meeting space, or other satellite facility within the jurisdiction of the school district where the charter school is physically located if the following conditions are met:

1. The facility is used exclusively for the educational support of pupils who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the pupils it serves are residents of, the county in which the charter school is authorized.

²⁹ The noted exemptions: 1) a charter school located in an area subject to a Presidential declaration of a major disaster or emergency may relocate, for not more than five years, outside the area subject to the declaration, 2) charter schools located on a federally-recognized California Indian reservation or rancheria or operated by a federally-recognized California Indian tribe, and 3) charter schools that provide instruction exclusively in partnership with federal Workforce Innovation and Opportunity, federally affiliated Youth Build programs, federal job corps training, the California Conservation Corps or local conservation corps certified by the California Conservation Corps, and instruction provided to juvenile court school pupils or individuals who are placed in a residential facility.

A nonclassroom-based charter school may establish additional resource centers, meetings spaces, or other satellite facilities within the jurisdiction of its chartering authority only if the charter school is physically located within the boundaries of its chartering authority, and the charter school has obtained written approval from its chartering authority for each additional resource center, meeting space, or other satellite facility.

A charter school shall notify its chartering authority of the name and physical location of any resource center, meeting space, or other satellite facility operated by the charter school.



Innovations Academy

Charter Renewal Petition

For the Term July 1, 2026 through June 30, 2033

Submitted to the San Diego Unified School District

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AFFIRMATIONS AND DECLARATION

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Innovations Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend Innovations Academy, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student of that student’s parent or guardian within the state. Preference in the public random drawing shall be given as required by Education Code section 47605(e)(2)(B) (i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with any individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall ensure that teachers in Innovations Academy hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Innovations Academy without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”). The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. (“CPRA”). The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. (“PRA”).
- The Charter School shall comply with Education Code Section 51745, et seq. related to independent study, as applicable.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960.]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

Christine Kuglen, Lead Petitioner

Date

EXECUTIVE SUMMARY

Innovations Academy is a K-8 inquiry based project charter school that was designed to receive children and their families who seek an alternative to the conventional school model. We offer a dual-focused program that intertwines social emotional lessons with academics. In other words, we explicitly teach children that who they are and what they know are inseparable for maximizing their strength and powerfully creating exemplary lives. We are proud to truly be offering a distinctive choice for families who reside in San Diego County and fully believe that parents hold the future of their children in their hands. We are honored that they trust us in this education partnership.

We opened in August 2008, and our charter was renewed in 2012 and in 2018. We are currently located in our fifth facility, in Kearney Mesa, where we relocated in August 2020. Innovations Academy is organized as an independent 501(c)(3) non-profit corporation.

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

INNOVATIONS ACADEMY ACHIEVED HIGH-PERFORMING STATUS CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).

- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

Based on the results of the 2023 *and* 2024 Dashboards, Innovations Academy Charter School is proud to have met the legal requirement for the **High Performing** category, as also determined by the CDE. IA achieved this designation through Criterion 2, comparing the “Status” for all academic indicators to the state, school-wide and for student groups that perform lower than the statewide average.

Performance Level	Path	Result
High Performing	<u>Schoolwide</u> : All Green & Blue Indicators for "All Students" group across 2 most recent consecutive years schoolwide	
	<u>Subgroup</u> : At/above status for all state academic indicators for "All Students" group, and above the state for majority of "underperforming subgroups"	
Middle Performing	<u>Middle Track</u> : The school is not eligible for the high or low track and has clear and convincing evidence by verified data	
Low Performing	<u>Schoolwide</u> : All Red & Orange Indicators for "All Students" group across 2 most recent consecutive years schoolwide	
	<u>Subgroup</u> : At/below status for all state academic indicators for "All Students" group, and below state status for majority of "underperforming subgroups"	

The state academic indicators include the following:

- English Learner Progress (“ELPI”): grades one through twelve
- College/Career: high school only (not applicable to IA)
- Academic: grades three through eight and grade eleven – English language arts/literacy (“ELA”) and Mathematics

Other state indicators not included in Criterion 2 are:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve
- Graduation Rate: high school only (not applicable to IA)

A charter school in the high-performing category is legally eligible for a five-, six-, or seven-year renewal term, as demonstrated below.

Dashboard Performance Renewal Criteria – High Performing

Education Code Section 47607.2(b) states:

(2) (A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

...

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

...

(B) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(C) A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

Measurements of Academic Performance – Schoolwide Performance

1) Performance levels same or higher than state average on academic status:

Indicator	Year	Innovations Academy Status	CA State Status	Above or Below the State
ELA	2024	+24.2	-13.2	37.4 pts Above
	2023	+35.2	-13.6	48.8 pts Above
Math	2024	-8	-47.6	39.6 pts Above
	2023	+16.7	-49.1	65.8 pts Above
ELPI	2024	92.3%	45.7%	46.6% Above
	2023	41.7%	48.7%	7% Below

2) For a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average:

English Language Arts				
Student Group	Year	Innovations Academy Status	CA State Status	Above or Below the State
EL	2024	-12.3	-67.6	Above
	2023	+0.8	-67.7	Above
Hispanic	2024	+23.5	-39.3	Above
	2023	+28.9	-40.2	Above
SED	2024	-4.8	-40.9	Above
	2023	+18.7	-42.6	Above
SWD	2024	+10.7	-95.6	Above
	2023	+23.4	-96.3	Above

Math				
Student Group	Year	Innovations Academy Status	CA State Status	Above or Below the State
EL	2024	-32.5	-93.4	<i>Above</i>
	2023	+20.3	-93.4	<i>Above</i>
Hispanic	2024	-32.4	-79.2	<i>Above</i>
	2023	+7.5	-80.8	<i>Above</i>
SED	2024	-41	-78.2	<i>Above</i>
	2023	-0.5	-80.8	<i>Above</i>
SWD	2024	-22.5	-124.3	<i>Above</i>
	2023	+4.2	-127.3	<i>Above</i>

Dashboard State Indicator Comparison Charts, 2023 and 2024

The tables below detail IA, District, and State Dashboard performance indicators, both in colors and points above or below standard.

2023	Innovations	SDUSD	State
ELA	+ 35.2 points	+6.9 points	- 13.6 points
Math	+16.7 points	-24.1 points	- 49.1 points
ELPI	41.7% making progress	49.8% making progress	48.7% making progress

For 2023, the IA ELPI indicator was close to the State's level of progress (only 7% lower). In ELA and math, IA well outperformed the District and the State.

2024	Innovations	SDUSD	State
ELA	+ 24.2 points	+7.2 points	- 13.2 points
Math	- 8 points	-23.6 points	- 47.6 points
ELPI	92.3% making progress	49.5% making progress	45.7% making progress

In 2024, IA drastically improved its achievement for the ELPI measurement and, again, well outperformed the District and the State in all other categories.

Suspension Rates

Innovations Academy has consistently maintained a suspension rate lower than that of the district and state.

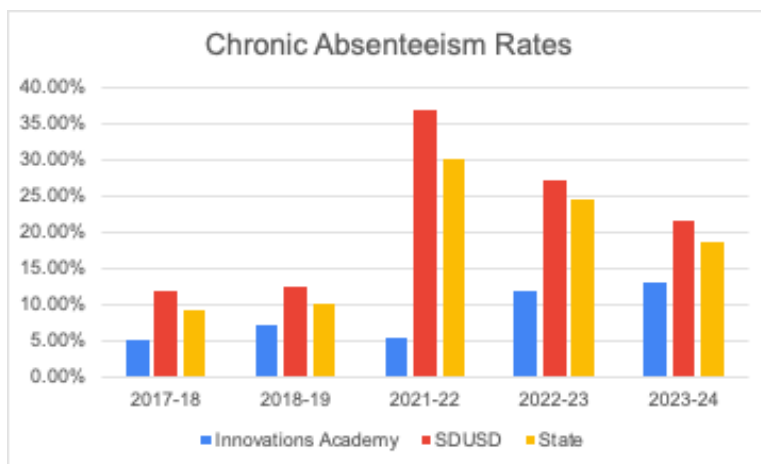
Suspensions			
	Innovations	SDUSD	State
2022	0.0%	2.5%	3.1%
2023	0.0%	2.5%	3.5%
2024	0.2%	2.5%	3.2%

Chronic Absenteeism Rates

Innovations Academy has maintained a strong attendance rate as demonstrated by the low Chronic Absenteeism Measure.

Chronic Absenteeism			
	Innovations	SDUSD	State
2022	5.3%	36.7%	30%
2023	11.7%	27.1%	24.3%
2024	13%	21.4%	18.6%

Despite a “red” indicator for Chronic Absenteeism in 2023 and an “orange” indicator in 2024, IA well outperformed the District and State in its low absenteeism rates.



Dashboard Local Indicators

IA has merited the “standard met” designation on each of the Dashboard’s local indicators for the past two years.

Indicator	2023	2024
Basics: Teachers, Instructional Materials, Facilities	Standard met	Standard met
Implementation of Academic Standards	Standard met	Standard met
Parent and Family Engagement	Standard met	Standard met
Local Climate Survey	Standard met	Standard met
Access to a Broad Course of Study	Standard met	Standard met

High Performing Charter School Term Criteria

Innovations Academy has achieved the following elements laid out by the San Diego Unified School District to recommend a High Performing Charter School for a 5-7-year renewal term.

	Criteria	Innovations Academy
Transparency and Accountability	The school’s website has links to more documents than are required to be posted, and reflect heightened transparency (i.e., board agendas, minutes and exhibits; individual board member contact information; LCAP; complaint policy; CDE notice required by SB 75, etc.). (7-year term)	Our website not only has links to required documents but has included additional information for increased transparency.
Equity and Access	The school enrolls new students at all grade levels, at any time during the school year, if seats are available. (7-year term)	We enroll students year-round for any seats that are available in our program.
	The school has a student matriculation rate of at least 80% throughout the most recent charter term. (7-year term)	The school has an average matriculation rate of 84.5% throughout the most recent charter term, with the most recent year at 87%.
	% of students with disabilities at the school was at least the same as the district’s average, and the school	During the two most recently completed school years, IA exceeded the district’s average of

	enrolled students with higher needs, during the two most recently completed school years. (7-year term)	students with disabilities by 7.1% and 4.95% respectively.
	% of English learners at the school was more than 5% below the district's average during the two most recently completed school years. (5-year term)	Geographically, IA has one of the highest rates of English Learners out of six nearby elementary and middle schools. It also has the highest EL reclassification rate for all nearby elementary schools. 100% of EL students at IA reclassify by 7 th or 8 th grade.
	% of socioeconomically disadvantaged students at the school was more than 15% below the district's average during the two most recently completed school years. (5-year term)	There was an average of 32.7% fewer socioeconomically disadvantaged students at IA over the two most recently completed school years than at the district.
Operational History	The school has not received any letters of concern issued by the Office of Charter Schools during the most recent charter term. (7-year term)	We have not received any letters of concern issued by the Office of Charter Schools.
	The school has maintained stable enrollment during the most recent charter term. (7-year term)	We have maintained stable enrollment during the most recent charter term, including maintaining stability through both a move and Covid.
	The school has responded or replied to the district in a timely manner, including the submission of all required reports by the posted deadline. (7-year term)	We have responded and replied to the district in a timely manner including the submission of all required reports by the posted deadline.
Fiscal Stability	The school has been fiscally sound throughout its most recent charter term. (7-year term)	The school has been fiscally sound throughout its most recent term and has been able to build up strong financial reserves.

California Assessment of Student Performance and Progress (CAASPP) Scores

Below, we demonstrate the successful academic achievement of our students. Our CAASPP scores consistently outperform the District and the State. We are proud that the success of our inquiry-based approach is reflected in our students' performance on standardized tests.

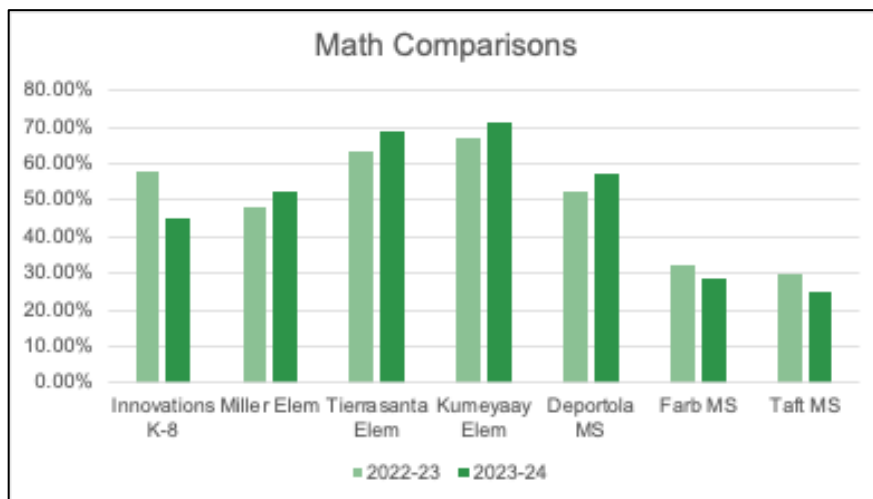
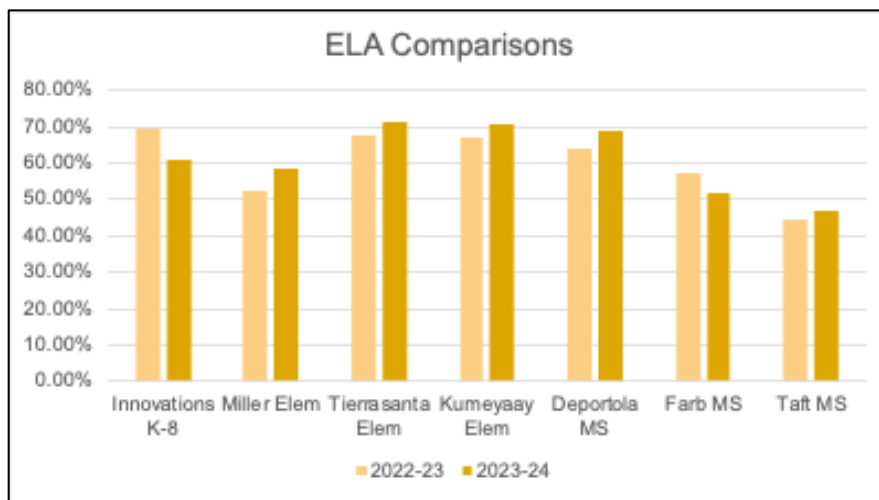
Comparison ELA/Math CAASPP Met or Exceeded						
	ELA CAASPP			Math CAASPP		
	IA	SDUSD	State	IA	SDUSD	State
21-22	67.88%	54.22%	47.06%	54.63%	43.89%	33.38%
22-23	69.28%	53.76%	46.66%	57.82%	43.15%	34.62%
23-24	61.09%	54.22%	47.04%	45.05%	43.89%	35.54%

Significant Student Group Comparisons						
	ELA CAASPP 23-24			MATH CAASPP 23-24		
	IA	SDUSD	State	IA	SDUSD	State
All Students	61.09%	54.22%	47.04%	45.05%	43.89%	35.54%
Hispanic or Latino	65.22%	38.28	36.78%	40.57%	26.58	23.73%
Economically Disadvantaged	51.64%	41.63%	36.81%	32.97%	30.27%	24.98%
Students with Disabilities	50%	22.93%	15.83%	39.49%	19.03%	12.54%

CAASPP Comparisons to Nearby Schools

Innovations Academy recognizes that the demographics of its school are unique. It is located in a commercial/industrial area and draws its students from 137 different schools in 17 different districts across San Diego County. For a more local comparison, we have identified six SDUSD schools in the surrounding area with somewhat similar demographics to Innovations Academy. Three are elementary schools and three are middle schools.

Two-Year CAASSPP Comparisons with Nearby Schools % Met/Exceeded				
	ELA		Math	
	2022-23	2023-24	2022-23	2023-24
Innovations K-8	69.28%	61.09%	57.82%	45.05%
Miller Elementary	52.57%	58.55%	47.79%	52.59%
Tierrasanta Elementary	67.46%	71.16%	63.21%	68.55%
Kumeyaay Elementary	67.26%	70.73%	66.66%	71.16%
De Portola Middle	63.95%	68.49%	52.61%	57.40%
Farb Middle	57.00%	51.50%	31.97%	28.50%
Taft Middle	44.61%	46.61%	30.08%	25.14%



Local Verified Data – NWEA MAP School Conditional Growth Index

Innovations Academy tracks student growth from Fall to Spring using NWEA MAP assessments. The following table represents the School Conditional Growth Index in four academic areas over the past three years. A range of -0.2 to 0.2 is considered one year's growth. On the table below, this is represented by green shading.

School Conditional Growth Index			
	Fall 22-Spr 23	Fall 23- Spr 24	Fall 24-Spr 25
Language Use	0.01	-0.24	0.1
Math	-0.34	-0.21	-0.1
Reading	-0.09	-0.11	0.02
Science	0.07	-0.17	0.23

Student participation rates in NWEA MAP testing have consistently been above 95%. The three years represented on this chart had participation rates of 98.6% or above.

	Fall 22-Spr 23	Fall 23- Spr 24	Fall 24-Spr 25
Participation Rates	99.1%	98.6%	99%

A charter petition renewed pursuant to Section 47607(c)(2)(E) (high performing) is eligible for up to a seven-year (7) renewal term. As clearly demonstrated by the evidence above, the Charter School meets the renewal criterion outcomes compared to its peers and should be granted renewal.

Financial Stability

Innovations Academy opened its doors in 2008, at the height of the economic recession. During this period, state funding was being cut or deferred. Many schools were forced to lay off or reduce staffing in order to keep their doors opened. Additionally, during those crisis years, we were forced to relocate 3 times due to challenges in the San Diego real estate market.

Responsible fiscal management, including a conservative budgeting philosophy that accounts for potential fluctuations in enrollment, funding, and other financial factors, has led to our long-standing financial stability.

IA has maintained a positive ending fund balance above and beyond the district required minimum. The school budgets to end of the 2024-25 school year with a fund balance of approximately \$3.7M, of which an estimated \$3.5M will be in unrestricted cash. This would be enough to cover 6 months' worth of expenses without any additional cash received.

School Accomplishments

- Successfully obtained a 30-year lease on a new facility after four different temporary locations.
- Stayed open during Covid in support of students.
- Won the CA Distinguished School Award for K-5 schools in 2023.
- Effectively increased engagement through a Middle School programmatic redesign.
- Maintained an ample enrichment program including six enrichment classes.
- Awarded California Green Schoolyard status from the California Native Plant Society for our Nature-based playground.
- Three Innovations Academy students have won the Carson Scholarship since 2020.
- Successfully created a pipeline from instructional assistant to effective teacher via an intern credential program and supportive mentor teachers to grow our staff and create consistent quality education.
- Maintained an 86% student retention rate during a move 5 miles away.
- Instituted and maintained a quality Social-Emotional Learning program for 17 years.
- Consistently engaged every student in every grade level in a minimum of 6 field trip experiences per year.
- Students engaged with over 60 nonprofits and professional experts over the past 5 years.
- Provided a minimum of 1 overnight experience each year to each middle school student to help them build resilience and exposure to nature in their preadolescent years.

School Challenges

- The growing trend since 2020 of higher mobility, especially among younger staff, has affected staff turnover. Exit interviews reveal that staff leave for many reasons that are unrelated to the work environment.
- Managing a growing special education population higher than average for over 7 years.
- Decrease in enrollment after the move and the pandemic.
- Student recruitment challenges due to lack of Transitional Kindergarten.

- The increasing costs of running a business in an expensive city.
- Managing increased administrative requirements in the face of growing bureaucratic compliance demands.
- Student overuse of personal screen-based technology is negatively impacting student behavior and learning, evidenced by mental health issues, physical health issues, academic performance struggles, social development deficits, and increased distractibility.

We are addressing these challenges through marketing campaigns, increasing professional development support for teachers, continuous solicitation of input for improvement from parents, teachers, and students, and decreasing personal technology use in the classroom.

Request

Innovations Academy appreciates the collaborative, professional relationship that has been built over the past seventeen years with the District. We support students from all over San Diego and bring students from other districts into this alternative education experience provided through our unique charter education. We request a seven-year renewal to continue our high-performing achievements and services to the community.

We request that we be able to continue to provide an alternative approach to learning in the form of progressive education with a constructivist philosophy in a setting where purposeful learning, self-expression and compassionate connection come to life in a truly beautiful way. We welcome your presence on our campus to speak with students and teachers, observe learning and experience the choice you are approving in this charter. We will commit to continued high performance including for standardized test scores, demonstrating results that align with other valuable student achievement outcomes.

If there are any questions, please feel free to reach out to me at 858-271-1414. Thank you for the professional staff that takes time to inform and engage with us. Thank you again for this opportunity to serve children and families. And finally, thank you, the Board, for your review and consideration of our charter renewal.

Sincerely,

Christine Kuglen
Director, Innovations Academy
5454 Ruffin Rd.
San Diego, CA 92123

ELEMENT ONE: Description of Educational Model

Education Code: §47605(b)(5)(A) (titles of Education Code sections added in italics)

(A) (i) *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

(ii) *The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052 [Public School Performance Accountability Program], to be achieved in the state priorities, as described in subdivision (d) of Section 52060 [Local Control Accountability Plans], that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

(iii) *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.*

SBE Criteria: 5 CCR 11967.5.1(f)(1)

(1) *The description of the educational program of the school, as required by Education Code section 47605(b)(5)(A), at a minimum:*

(A) *Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.*

(B) *Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment, and which conveys the petitioners’ definition of an “educated person” in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.*

(C) *Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.*

(D) *Indicates the basic learning environment or environments (e.g., site-based matriculation,*

independent study, community-based education, or technology-based education).

(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.

(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.

(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.

(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.

Student Population to be Served

Innovations Academy shall be nonsectarian in its programs, curriculum, admission policies, employment practices and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

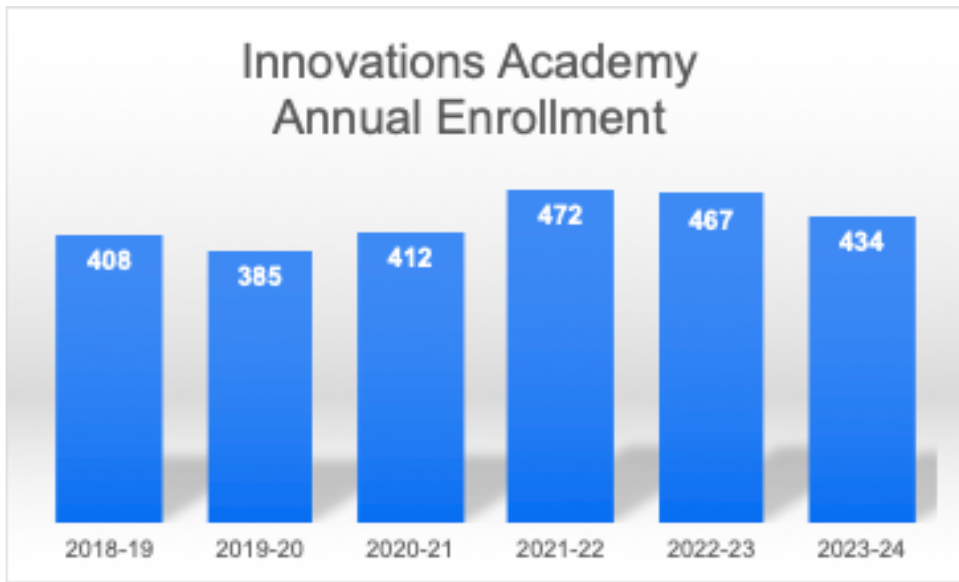
The population of Innovations Academy is diverse and unlike any other school in San Diego. We are diverse because, as a commuter school, our students come from 137 different San Diego County neighborhoods bringing with them a rich composition of lifestyles, religions, hobbies, languages, family economies, structures and histories.

Commuter Population by Residential Origin	
Number of Resident Schools	137
Number of Resident Districts	17

Enrollment Based on Home District	
Student Home District	# Students at IA
Alpine Union	1
Cajon Valley Elementary	15
Chula Vista	1
Del Mar	2
Encinitas	1
Escondido	3
La Mesa-Spring Valley	15
Lakeside	1
Lemon Grove	3
Meniffee	2
Poway	54
Ramona	8
San Ysidro	1
Santee	6
SDUSD	327
Solana Beach	3
West Valley	1

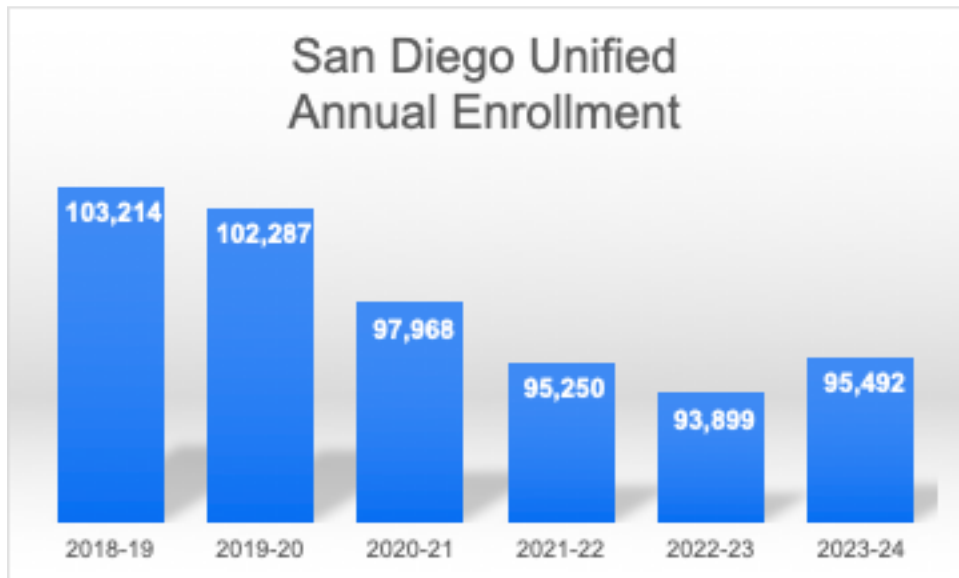
Families choose Innovations Academy because they are looking for a school with a progressive, constructivist philosophy. They are seeking a learning environment in which their children learn through a hands-on experiential approach, and they want their children to be taught social emotional learning skills embedded in the curriculum. Many of their children have struggled in traditional education, and they are looking for a school that will help their child thrive.

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

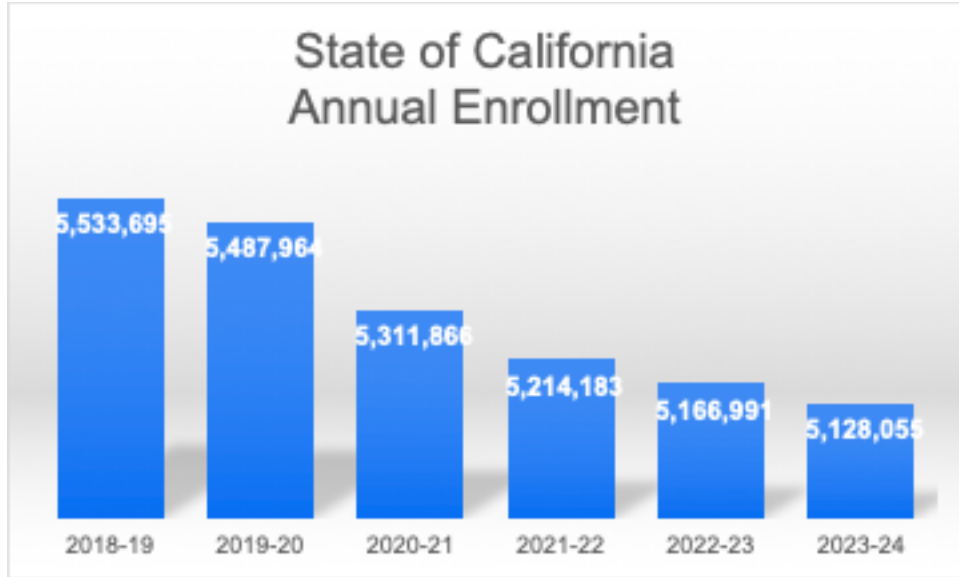


Source: Dataquest, Annual Enrollment Data, 2018-2024

Enrollment at Innovations Academy remained robust throughout the pandemic and beyond, at a time when the District and the State experienced persistent declines in enrollment.



Source: Dataquest, Enrollment Multi-Year Summary, 2018-2024



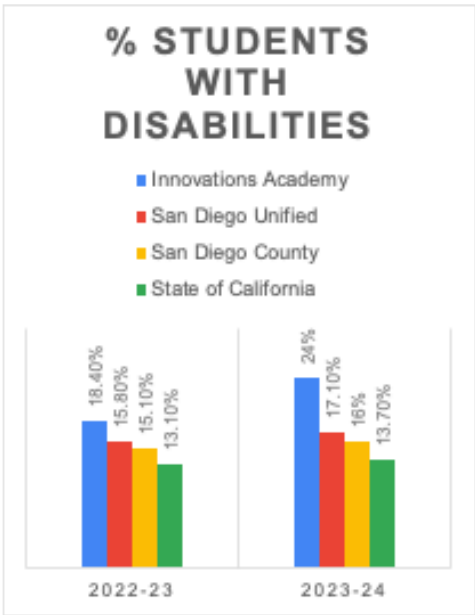
Source: Dataquest, Enrollment Multi-Year Summary, 2018-2024

Enrollment and Demographic Comparisons to Nearby Schools								
	K-8	Elementary			Middle Schools			
Category	IA	Kumeyaay	Tierrasanta	Miller	De Portola	Farb	Taft	SDUSD
Total Enrollment	434	406	498	686	659	446	375	114,330
Student Group Percentages								
Students w/Disabilities	24%	16.3%	12.9%	20.4%	13.8%	26%	20%	17.1%
Socioeconomically Disadvantaged	29.7%	27.8%	28.3%	66.6%	47%	66.8%	62.9%	59.3%
English Learners	4.6%	5.4%	3.6%	4.2%	2.6%	4%	10.1%	17.3%
African American	4.4%	2.5%	2.8%	9.3%	5.5%	11%	14.4%	7.4%
Asian	5.8%	10.1%	4.4%	1%	7.3%	2.9%	8.5%	8.7%
Filipino	1.4%	2.5%	1.4%	2.6%	4.2%	2.5%	4%	4.3%
Hispanic	25.8%	23.6%	34.7%	33.1%	35.1%	38.8%	38.1%	47%
White	43.8%	45.1%	42.6%	36.9%	32.9%	33.2%	18.9%	22.9%
Two or more races	14.3%	16.3%	14.1%	15.7%	13.8%	10.8%	14.9%	8.7%

Source: California Department of Education Dataquest for 2023-24: "Enrollment by Subgroup," "Enrollment by Ethnicity"

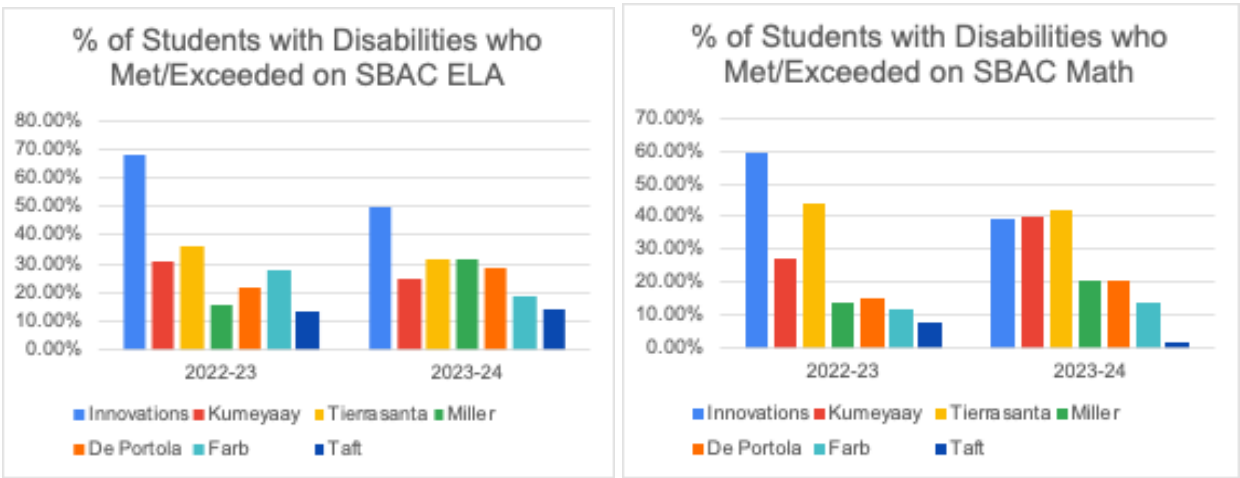
Students with Special Needs

While the percentages of students with special needs are rising across the district, county, and state, the unique program at Innovations Academy consistently attracts an even higher percentage.



Source: California Department of Education DataQuest: “Enrollment by Subgroup” reports 2023 through 2024

When compared with other elementary and middle schools in the area over the past two years, students with disabilities at Innovations Academy performed drastically better than all comparison schools in ELA, and better than most comparison schools in math.

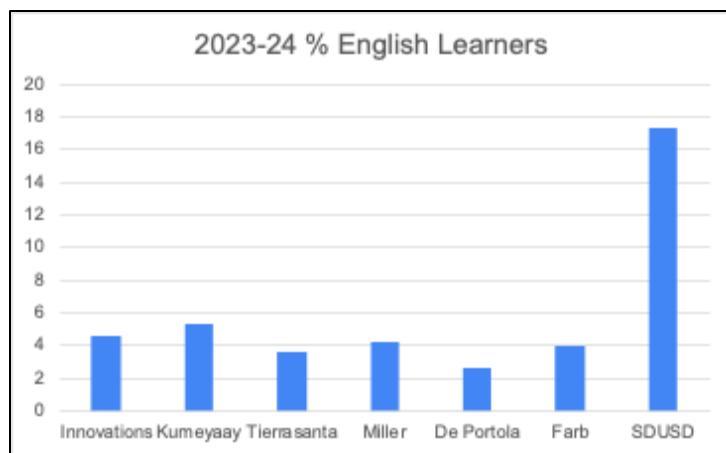


Source: CAASPP, Students with Disabilities, 2023-2024

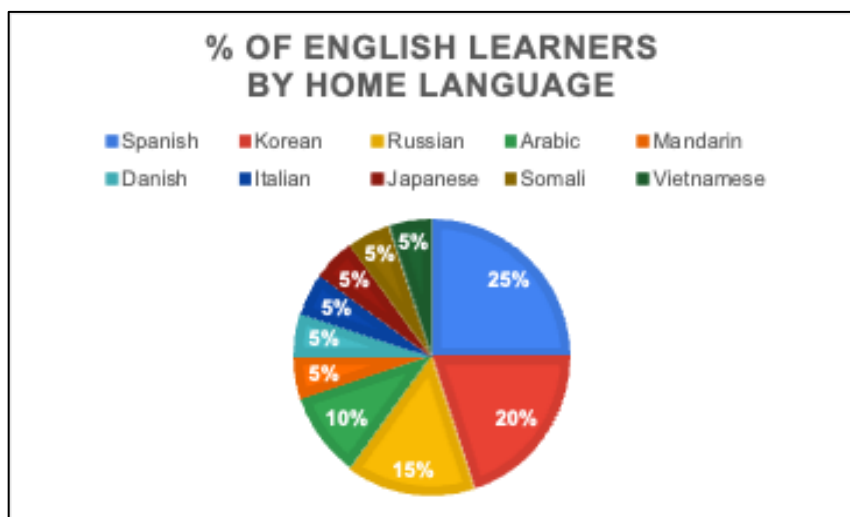
English Learners

The percent of English learners at Innovations Academy is on par with other schools in this geographic area, even though it is much lower than in SDUSD.

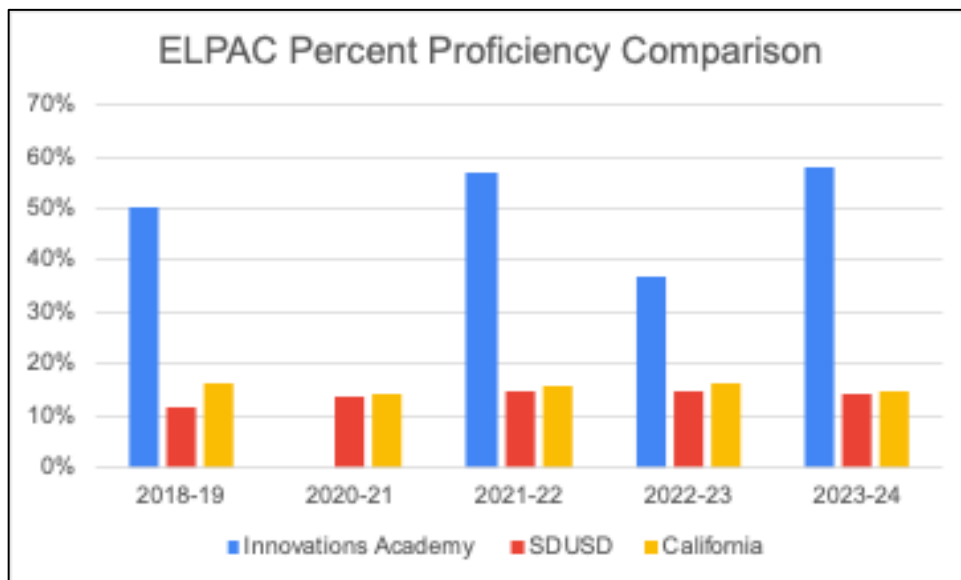
	2023-24
	% English Learners
Innovations K-8	4.6
Kumeyaay Elem	5.4
Tierrasanta Elem	3.6
Miller Elem	4.2
De Portola MS	2.6
Farb MS	4
SDUSD	17.3



There are over ten home languages spoken by the English learners at Innovations Academy.



Even with this diversity of languages, IA’s English learners are well-served by the programming and attention they receive, as evidenced by strong ELPAC proficiency.



Projected Seven Year Enrollment

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	40	40	42	42	42	42	42
1	55	55	55	56	58	58	58
2	55	55	55	56	57	57	57
3	50	55	55	56	57	57	57
4	50	55	55	56	57	57	57
5	50	55	56	56	57	57	57
6	50	55	56	56	58	58	58
7	55	55	56	56	57	57	57
8	50	55	55	56	57	57	57
Total	455	480	485	490	500	500	500

Educational Program and Philosophy

Mission

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

Vision

The vision of Innovations Academy is to:

- Build on the natural love of learning that is inherent in all human beings
- Strive for academic excellence through depth and meaning in learning
- Foster the development of the whole child
- Honor children with choices in their own learning
- Help children discover their individual talents and interests
- Model respect of self, others, and community

Educational Philosophy

Every aspect of the educational program at Innovations Academy is driven by three guiding principles:

1. Purposeful Learning
2. Compassionate Connection
3. Self-Expression

Purposeful Learning

When the purpose is clear and the context is meaningful, learning takes place with greater ease. Project Based Service Learning is an integral component of our program, giving students the purposeful context necessary for high academic achievement. Working in teams with professional experts to explore real-world problems, students are motivated to master the variety of skills necessary to achieve success. The learning feels purposeful to the student when they are collaborating and contributing to others through their academic work in its application in the real world. When not working in projects, children thrive in purposeful, standards aligned experiences and activities. This is how children are developmentally built to learn. The skills defined in the California Common Core State Standards ("CCSS"), the Next Generation Science Standards ("NGSS"), the History-Social Science Framework, the English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively, the "State Standards") are integrated into a multi-faceted, developmental curriculum that engages all students in purposeful learning.

Compassionate Connection

Connection to oneself, others, and the community is crucial for learning. Learning how to make that connection happen is a critical step in becoming an articulate, educated person. Our program supports students to develop a connection to themselves by implementing a strong social emotional curriculum in which students examine who they are and who they can be. All students become a part of a team that learns and practices communication and relational skills, strengthening their connection to others. Students are encouraged to apply these skills beyond the classroom and the school to their families and the greater community. Families are given access to these same skills through a strong parent support program. Connections to the larger community are fostered through service learning projects and professional experts from the community who consult with the students on their projects and share their expertise and knowledge.

Self-Expression

The ability to communicate concepts, knowledge and skills is as important as mastering them. Knowing one's own strengths and challenges and being able to communicate about them enhances the ability to learn. Knowing how to effectively and appropriately communicate one's struggles, desires, and successes in a variety of situations is an important life skill. Students at Innovations Academy are empowered to seek out the skills and information they need to explore their own talents and interests. They are empowered to communicate freely and teach others what they have learned. All students are expected to participate in project selection, interact with professional experts throughout the curriculum, dialogue about their learning, and participate in team discussions. Our social emotional program teaches students the skills that are necessary for responsible and effective self-expression as well as how to set their own goals and evaluate their progress each day.

Parents as Partners

The description of our educational philosophy would not be complete without mentioning the key role parents play at Innovations Academy. Parents are the primary educators of their children and will mean more to a child over the course of their life than any other person or school. Parents are considered our partners. Parents assist the school in various ways: fundraising, on-campus support with activities and events, supporting classroom teachers, and off-campus support through making connections and partnerships in the community. Most importantly, parents guide their children by teaching them how to behave in a variety of settings and holding expectations for them over the course of their childhood and adolescence. Teachers need parents to help them help their children.

An Educated Person in the 21st Century

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

- **Think Critically** – An educated person in the 21st century is bombarded with images, opinions, and data. The skill to evaluate data and sources from which to make informed choices is critical. An educated 21st century person should have a discerning mind in which to make competent decisions.
- **Creatively Solve Problems** – Thinking creatively is taking an approach that is newly invented. Creative problem solvers should be able to independently create innovative approaches, as well as coordinate with others about ideas, to recognize the individual contributions that people make to a group, and to maximize potential. Thinking creatively requires one to be self-motivated to look for new ways to solve problems.
- **Pose questions** – A principal part of the learning process is through asking questions as well as recognizing that a single person does not have all the answers. To be a lifelong learner, a 21st century person has to continue to ask questions to further their development and seek the answers to those very same questions.
- **Social-Emotional Skills** - Being self-aware and socially aware, as well as having the communication tools to collaborate are critical to an educated person in the 21st century. Without resilience and self-regulation even a person with knowledge can flounder.

Educational Program Elements - How Learning Best Occurs

At Innovations Academy, we believe that learning is inherent to being human. We believe that learning best occurs when:

- It is recognized that learning is a process. This process begins with exploring individual interests, setting goals and achieving them.
- There is freedom of choice through a diverse curriculum.
- Students are encouraged to learn in multi-age groups in which they can contribute to each other with knowledge. They can also grow socially by interacting with peers of different ages.
- Learning modalities are respected and integrated into daily teaching.

- Intellectual, social, emotional, and physical components are integrated in the learning experience.
- Parents, students, and teachers collaborate as an educational team.
- There is strong family involvement in the educational process.
- Class sizes are small within a small school setting.
- Students are given personal attention both academically and personally.
- The learning environment is safe and supportive.
- Instruction is developmentally sound; students are maximally involved in the learning process.
- Learning is connected to the real world outside of the school building.
- Learning gives the student a purpose in their community. This will drive their education forward because students can see the difference that their learning makes for others.
- Students are encouraged to challenge themselves through goal setting.
- Technology is fully integrated into the curriculum but does not dominate it. The use of the internet and educational platforms will be used to support instruction, assessment, project development, communication with parents, and support with teacher-designed curriculum materials.
- Relationships in the local community are fostered through visits to nearby businesses and organizations or programs where people from these organizations come into the school to run activities.
- There is mastery, autonomy and purpose for the learner.

Therefore, we designed our school purposefully to include the following program elements:

Constructivist Approach: The constructivist approach to learning is based on the idea that learners actively construct their own understanding and knowledge of the world through questions, experiences and reflection. Rather than passively receiving information, learners engage with new concepts by connecting them to their prior knowledge and experiences. Constructivist learning emphasizes problem-solving, critical thinking, and collaboration, as well as hands-on activities, discussions, and real-world applications. Teachers in this approach act as facilitators or guides, encouraging students to explore, ask questions, and draw conclusions on their own. Key theorists associated with constructivism include Jean Piaget and Lev Vygotsky.

Social-Emotional Learning (SEL): At Innovations Academy, our social-emotional program emphasizes the development of respectful, inclusive communities where students develop both academic and interpersonal skills. We use a combination of skill building activities and protocols from The Responsive Classroom, Positive Discipline, Restorative Practices, and our own experiences and common sense. The Responsive Classroom focuses on creating a positive school climate by integrating SEL into daily academic instruction. Practices like morning meetings, interactive modeling, and logical consequences help students build self-awareness, self-regulation, social awareness, and relationship skills. Teachers foster autonomy and collaboration through student-centered learning and proactive classroom management. Positive Discipline emphasizes mutual respect and the development of problem-solving abilities. Rooted in the principles of Adlerian psychology, it promotes belonging and significance through consistent routines, clear expectations, and respectful communication. Strategies such as family meetings, encouragement over praise, and focusing on solutions rather than punishments are central.

Project-Based Service Learning: Project- Based Service Learning is an approach to teaching in which students explore real-world questions and problems using inquiry. All classes participate in Project-Based Service Learning units in which students work in groups to make an impact in their community. Teachers collaborate to develop these units across grade levels so that multiple subject areas and basic skills are meaningfully integrated into the projects. During the school year, Innovations Academy has multiple opportunities for students, teachers, and parents to assess progress through shared discussion activities and presentations of project work.

Common Core Standards: Innovations Academy understands that the Common Core Standards were designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level. We hold our teachers accountable for implementing all adopted State Standards while giving them the flexibility to do so with freedom and responsibility. To support them in this challenging work, they are provided time for curriculum development during the school week. Teachers are trained in the alignment of project-based units with curriculum standards. Teachers are also provided with materials and resources that are aligned with the State Standards as well as professional development on the State Standards for their subject matter and grade levels.

Activity-Based Learning: At Innovations Academy, we recognize that children develop skills through a variety of methods. For this reason, we integrate learning through hands-on activities, play-based activities, role playing, debate, interactive learning experiences and other engaging activities. Activity-based learning involves multiple modalities and allows children to incorporate natural aspects of play in their learning. All mammals learn through play. These activities take place concurrent to projects and as part of project learning.

Explorations Program and Electives: Our Explorations Program and Elective options expose students to a variety of areas of study. Classes in art, media arts, performing arts, music, chess, nature studies, gardening, foreign language and more are offered in this program. This exposure

allows students to discover new areas of strength and explore an assortment of experiences while acquiring the skills of self-expression and purposeful learning.

Neurocognitive Education: Neurocognitive education applies insights from neuroscience and cognitive science to teaching and learning. It focuses on understanding how the brain processes, retains, and applies information, aiming to optimize educational practices based on how learning actually happens. This approach emphasizes factors that enhance cognitive development, including attention, memory, executive function, and emotional regulation. Teachers at Innovations Academy use strategies that align with brain development, such as incorporating movement, reducing stress, practicing mindfulness, understanding different learning modalities, encouraging healthy eating habits, and providing opportunities for reflection.

Family Support Program: Integrating families into our program serves to strengthen our community. Components include family events and Exhibition Nights, an open-door policy for parents, and encouraging volunteerism through parent committees and involvement in field trips. Throughout the year, parents are invited to participate in a variety of ways which include participating in the classroom, on field trips, designing and running events, and participating in our school parent organization, the Parent Connection. Family Partnerships are also encouraged in the Innovations Academy community. These partnerships serve to bring different families together whether it is through carpooling, social engagements, supporting other IA families in need or after school events. At Innovations Academy, we will provide information at the start of the year on how families can connect and interact.

Curriculum and Teaching Methods

Innovations Academy follows a flexible constructivist model. We understand that a dogmatic approach does not work with human children who are diverse in every way, so we follow our firm belief that children need to be doing, moving, exploring and experimenting, regardless of the approach. We allow for and encourage in children the natural curiosity and desire to experiment and explore, and for teachers, that desire for creativity. Curriculum and instruction at Innovations Academy are designed to assess and address the needs of a wide range of learners who can be supported through interactive, experiential learning.

Elements of Constructivism	Implementation at Innovations Academy
Knowledge is constructed	Every student starts their learning journey each year with preexisting knowledge and continues to build upon that. We help students leverage that knowledge and the knowledge of others by welcoming student voice through strong student collaborations, active discussions, utilizing learning structures that invite questioning and reflection, arranging intentional partnerships within the classroom and creating learning activities that provoke thought and questioning.

Learning is a social activity	The curriculum often includes group work and other collaborative learning experiences. Group projects, debate, Socratic seminar and role play are used to encourage interaction, communication, and the sharing of diverse perspectives. Teachers intentionally build classroom cultures of connection.
Learning is an active process	Awareness of student cognitive load is a key focus of lesson design. Therefore, lessons are designed to stimulate curiosity, provoke inquiry, analyze information, and apply prior knowledge to problem-solving, investigating, gathering evidence and forming conclusions. Basic skill building and memorization are incorporated, as needed, to gain sufficient mastery of basic facts, vocabulary and knowledge to participate effectively in the learning process. Additionally, this process is done as much as possible through hands-on activities, projects, experiential learning activities that are structured around real-world problems or scenarios in which students explore, investigate, and seek solutions.
Motivation is key to learning	Constructivist teachers create classroom communities that are supportive. When children feel belonging, significance and that their learning is of value, their motivation increases. Students cannot learn if they are unwilling to reflect, think and otherwise engage in the learning process. Therefore, it is crucial that a focus of our classrooms be the motivation of students toward increased engagement in the learning journey.
Authentic Assessment	IA uses a balanced assessment approach including formative assessments like exit tickets and classroom discussions which provide ongoing feedback to students and teachers, summative assessments like unit tests and projects which evaluate overall learning at the end of the study of specific skill, performance tasks which incorporate observational assessments, self-assessments, and portfolio assessments.

Below, the teaching methods and resources used in each core subject area are described.

Mathematics

At Innovations Academy we are fully committed to preparing all students, regardless of their life-long goals, with a strong mathematical background as well as the self-confidence necessary to approach mathematics with ease. One factor holding students back at all levels of mathematics is that they have not adequately mastered the fundamentals.

Our Mathematics program focus:

- Mastery of the Common Core Standards
- Development of a strong sense of what numbers are, how they relate to each other, and how they can be used in different situations.
- Differentiated instruction so that all learners are appropriately challenged
- Using mathematics to strengthen logical reasoning which can be applied in all areas of life.
- Building resilience and self-confidence by developing the ability to explain and defend mathematical understanding

Mathematics Resources:

- K-5 The Art of Problem Solving - Beast Academy
Beast Academy is an elementary math program created by Art of Problem Solving, a global leader in advanced K-12 math education, an organization driven by former math and science Olympians. This math program aligns with our philosophy as it strongly supports building numeracy through conceptual understanding, problem solving, critical thinking and using games to fortify instruction.
- 6-8 Illustrative Math/Desmos (IM)
IM is a K-12 math curriculum developed by Open Up Resources. It emphasizes a deep understanding of mathematical concepts rather than just memorization of procedures. The choice of this curriculum aligns with our constructivist practices. IM places emphasis on conceptual understanding, exploration and discovery, problem-solving, and inquiry-based learning.
- 6-8 STMath
The ST stands for spatial temporal math which describes this online program well. There are no instructions given to students as they problem solve their way from visual to algorithmic understanding. Innovations Academy uses STMath as a supplemental instructional tool.
- K-8 Mountain Math
This program offers an ongoing spiral approach that provides our students with continuous practice of previously introduced concepts and skills. Through practice, our students build math muscle, stamina and retention.

Reading/English/Language Arts

At Innovations Academy we realize that excellent and enthusiastic readers have an edge on learning. Our focus is for students to achieve a strong foundation in reading through instruction in the fundamental building blocks of reading, including explicit phonics instruction, phonemic awareness, reading fluency, vocabulary, and comprehension. Our primary grade teachers are all trained in proper phonics instruction so that there is consistency for our students across grade levels and staff.

Reading to learn is also a significant component of our English/Language Arts program, including in our project work. Students gather information by reading articles, finding evidence, summarizing, writing poems, essays, skits, letters to organizations and experts prominent in their fields. Students also read fictional stories that relate to the project topic.

Our Reading/English/Language Arts program focus:

- The systematic and explicit teaching of phonics
- Writing daily through the use of journals and portfolios
- Developing students' talents in creative writing which will aid in their self-expression at school
- Building reading comprehension through the use of discussion, dialog and activities that build vocabulary and understanding
- Connecting the experiences of writers and fictitious characters to their own life to demonstrate human connection across cultures

ELA Resources:

- K-2 Phonics Instruction
UFLI Foundations from the University of Florida Literacy Institute. It is a systematic, explicit phonics program designed to teach foundational reading skills to students in kindergarten, first, and second grade.
- K-2 Support Materials
Reading A-Z, a literacy program offering a vast library of leveled readers, supporting materials and tools for teaching foundational reading skills.
Reading Eggs, an online learning program designed to help children learn to read
Zaner-Bloser Handwriting, Learning Without Tears, and an ample supply of quality reading materials including decodable texts, picture books and engaging read-alouds.

- 3rd-8th ELA Instruction
Class sets of quality fiction novels that are tied to project themes
- 3rd-8th Support Materials
Patterns of Power, Writer's Workshop , Quill
Patterns of Power makes grammar instruction more meaningful by connecting it to the real-world practice of reading and writing, which aligns with constructivism. It focuses on how students learn grammar by studying the predictable patterns and conventions of language in authentic texts. Jennifer Serravallo's Writer's and Reader's Workshops provide teachers with a structure in which to support individual student improvement. Quill is a software program that provides each student with individualized feedback.
- K-8th grade
Accelerated Reader to promote independent reading. Accelerated Reader is a computer-based system that allows students to select their own books, read them at their own pace, and then take quizzes on the books to assess their comprehension. Innovations Academy uses this program to support its annual literacy campaign.

All of the resources listed above align with our program because they provide ample support while allowing teachers professional flexibility in their implementation. They all provide a variety of instructional implementation technique suggestions such as direct instruction, centers, classroom workshops, and partner or group work.

Science

Science is a systematic study of the natural world through observation and experimentation. Science is naturally constructivist as it invites hands on learning, collaborative problem solving and inquiry as a guide. Science at Innovations Academy is often learned through a project approach.

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

Our Science program focus:

- Mastery of the Next Generation Science Standards
- A project and inquiry approach in which children are inquisitive scientists addressing a topic related to the NGSS

- Using students' innate curiosity about the world around them as a resource for motivating the study of science
- Emphasizing the role of science as a process of asking and answering questions about how the world works and encouraging students to ask their own scientific questions
- Creating an awareness of the natural world and developing skills of identification and classification of the things around us
- Creating projects that explore relevant, real-world science topics
- Connecting more abstract scientific concepts to tangible things that can be directly observed in one's daily life
- Emphasizing ecological thinking and systems thinking as a way to understand complex systems
- Connecting students to experts in scientific fields that can help them be inspired to explore diverse topics

Science Resources:

- K-8 Science through projects. Innovations Academy teachers are provided the flexibility to design their own projects or utilize projects that we have developed over the years.
- K-5 Mystery Science: Teachers can utilize Mystery Science to support their project topic. It is an online phenomenon-driven science program that presents information, helps students generate inquiry around a specific topic and then explore and solve problems to learn. Mystery Science provides a model for inquiry for young students, encourages group learning and collaboration and gives students voice to their ideas.
- K-8 FOSS (Full Option Science System) Kits
FOSS Kits provide the materials and support to perform true experimentation in the classroom. True experimentation is a foundational part of constructivist learning.
- K-8 KnowAtom is an NGSS-designed curriculum that focuses on hands-on, phenomena-driven learning and student engagement. The curriculum is designed to help students develop critical thinking skills and become scientists and engineers.

History/Social Science

History and Social Science are integral to understanding our own present perspectives in the world. They provide a foundation for understanding the world, its history, cultures, and systems,

equipping our students with the knowledge and critical thinking skills to be informed and engaged citizens. History and Social Science help students navigate a complex world, understand diverse perspectives, and make informed decisions about issues that impact their lives.

A project-based approach is often applied to learning History and Social Science. Students participate in democratic decision-making throughout the school year and learn how to make and enforce rules that benefit our community. This encourages them to be good citizens not only in the classroom but in the world.

Our History/Social Science program focus:

- Mastery of the adopted standards for history and social science
- Projects in which students explore content standards creatively through game design, historical reenactment and role play, the creation of fictional civilizations, the creation of skits and theater pieces that incorporate knowledge of content studied and other inquiry and project approaches
- Socratic Seminars and debate
- Building civic mindedness
- Geographical awareness and content mastery
- Making students aware of the many influences that shape history
- Making connections between past and present events
- Hypothesizing on the outcomes of theoretical historical changes

Social Studies Resources:

- 6-8 History Alive program
The History Alive! curriculum, developed by the Teacher's Curriculum Institute is a social studies program designed to engage students through interactive lessons, inquiry-based projects, and hands-on activities. It emphasizes student-driven exploration, critical thinking, and the integration of reading and writing skills with primary sources, biographies, and diverse perspectives.
- K-8 Maps, globes, compasses
In order to navigate the world from a hands-on perspective, real world tools are a must.
- K-8 Teach Interact Simulations and Reenactments
Interact simulations are interactive and engaging learning experiences that focus on learning through active participation, role-playing, storytelling, and collaboration. They

are designed to make learning immersive and kinesthetic. These simulations aim to help students understand concepts by experiencing them rather than just passively reading or hearing about them.

- 3-8 Readers Theater
Reader's Theater is a form of theater or reenactment in which the performers do not need props or costumes but still benefit from the experience. It is an interactive way to learn about historical incidents.

Physical Education

PE at Innovations Academy focuses on the acquisition and practice of skills and rules associated with an assortment of sports. These experiences give students the freedom to pursue a variety of sports recreationally and competitively, if they choose. Our program emphasizes teamwork, confidence, courage and resilience as students pursue the challenges that come with acquiring skills in a new sport. Such opportunities allow us to emphasize the importance of a growth mindset on the field and court as well as inside the classroom. Ultimately, students learn from their successes and failures as they continue to improve through smart practice habits that involve the steady reinforcement of learned skills through repetition.

Sports taught at IA include but are not limited to: baseball, basketball, soccer, racquet sports, volleyball and track and field. Additionally, students build basic fitness through jogging and physical fitness exercises.

Performing Arts, Fine Arts, Media Arts

Art encompasses a wide range of human creation used to express ideas, emotions and concepts. We believe that art is a valid method of demonstrating one's learning and art is incorporated throughout our curriculum. Our school provides all students with an opportunity to engage in a variety of art forms.

Our Fine and Performing Arts program focus:

- Performing Arts, Fine Art and Sculpture
- Cultivating the expression of and appreciation for a variety of art forms
- Participation in student performances through group collaboration
- Integrated arts throughout core curriculum projects and activities

Performing arts, fine art and sculpture are a part of our Explorations Program along with Engineering and Nature Studies. Throughout the year students participate in assigned Explorations classes on a weekly basis.

Staff Recruitment and Professional Development

Innovations Academy provides excellent salaries and benefits to attract well qualified teachers. Effort is made to recruit qualified teachers from charter school employment fairs, teaching programs at local universities, charter organizations, Peace Corps, Teach for America, and internet based job postings.

Teacher quality is a major emphasis at Innovations Academy. We look for innovative and creative thinkers with strong content knowledge, familiarity with hands on, inquiry and project-based learning, and a willingness to support the goals of the charter.

On-going professional development for leaders, directors, Board members and teachers has been shown to improve student learning and school culture. This includes:

- Differentiated Instruction Training
- Project-Based and Service Learning
- Social Emotional Curriculum
- Annual Board Governance training (Brown Act, Conflict of Interest, Ethics)
- Classroom Management Techniques

Throughout the year, Innovations Academy teachers participate in weekly professional development. Additionally, we start the year with preparatory professional development that builds a team culture, common language and practices consistent with the goals of our charter.

When	Duration	Staff	Topics
Summer prior to school year	4 days	New IA teachers	Responsive Classroom and Positive Discipline
School Year Launch	3 days	New IA teachers	Our history, charter goals, classroom management and pedagogy
School Year Launch	5 days	New and returning teachers	Safety training, school logistics, pedagogy refresh, team building, Positive Discipline refresh

Monday Staff Meetings	Mondays throughout the year after school	Teachers, Education Specialists	Ongoing pedagogical and classroom management practice, assessment and student work review, logistics
Wednesday Instructional Assistant Meetings	Wednesdays during the school day	Instructional Assistants	Some topics include support of special education students, working with challenging behaviors, least invasive interventions, yard supervision
Monday Team Collaboratives	Mondays during the school day	Teacher Teams	Topics are driven by teacher needs for cross grade level collaboration and common topics of concern

Academic Schedule

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

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

Bell Schedules and Instructional Minutes

Bell Schedule K

	Schedule	Instructional minutes per day	Instructional minutes per year
Regular Days	8:30am – 2:00pm	265	37,365
Modified Days	8:30am - 12:30pm	225	7,875
Minimum Days	8:30am - 12:30pm	225	
Total			45,240

Bell Schedule 1-3

	Schedule	Instructional minutes per day	Instructional minutes per year
Regular Days	8:30am - 3:00pm	315	44,415
Modified Days	8:30am - 12:30pm	225	7,875
Minimum Days	8:30am - 12:30pm	225	
Total			52,290

Bell Schedule 4-8

	Schedule	Instructional minutes per day	Instructional minutes per year
Regular Days	8:30am - 3:00pm	330	46,530
Modified Days	8:30am - 12:30pm	225	7,875
Minimum Days	8:30am - 12:30pm	225	
Total			54,405

Flexible Scheduling Model

To meet the needs of families who desire flexible scheduling, Innovations Academy has implemented a supported hybrid scheduling model that combines flexible scheduling choices with multiple supports for parents wanting to contribute to their child's education. Parents have three options for attendance:

1. Home Learning Community - These students primarily learn at home on an Independent Study Contract and attend on-site classes two days a week with their fellow independent study students.
2. Hybrid Program – These students partially learn at home on an Independent Study Contract and attend on-site classes three days a week alongside the classroom-based students.
3. Classroom-Based Program – This program is a full-time classroom-based model.

Home Learning Community

Our Home Learning Community (HLC) credentialed teachers work each year with parents to develop a personal Learning Plan for their child that merges the child's interests with parent goals and Content Standards goals. Teachers support parents to provide student-directed learning opportunities at home based on areas of intense interest and curiosity while addressing state content standards. They meet regularly with parents and learners individually to provide guidance and feedback on their Learning Plan goals. Teachers also hold continuing education workshops designed to empower parents in their role as primary educators. We maintain a lending library of print and digital curriculum and learning support materials.

In the on-site classes two days per week, our teachers provide learning opportunities that represent children's collective deep passions and interests as well as working towards the Content Standards.

Attendance on these two days provides the opportunity to:

- Explore students' interests in depth
- Develop skills in cooperation and co-designed projects
- Learn organization and project-planning
- Practice social and communication skills
- Provide models of real-world applications of curriculum and standards

HLC students join the Explorations Program classes and are welcome to join other enrichment classes and activities on campus.

The Independent Study Contract (Master Agreement) outlines the parent, student and credentialed teacher's rights, roles, and responsibilities in the program. It is valid for one school year.

The Learning Plan is an extensive document developed at the beginning of the school year by the credentialed teacher, the student's parent/guardian, and if applicable, the certificated employee responsible for the special education programming of the pupil. It is reviewed throughout the year. Regular independent study meetings (Family Meetings) allow parents to collaborate with learners and teachers to provide meaningful, personalized instruction. During these meetings, parents, teachers, and students:

- Assess effectiveness in working towards their Learning Plan goals
- Revise Learning Plans, if needed

- Discuss strategies for best practices of home learning
- Give credentialed teachers an opportunity to share resources and knowledge with parents
- Address specific student challenges
- Collaborate with parents in creating the best educational opportunities for their children
- Collaboratively review and report the student's academic progress

Parents and students have access to their teacher between pre-arranged, formal meetings via designated office hours and/or email. All curriculum support needed by families to fulfill their Independent Study Contract is currently provided by the Charter School. These families also have access to our onsite facilities including our resource library and computer equipment.

Hybrid Program

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

- On Tuesdays, Wednesdays, and Thursdays all three-day students participate in the regular curriculum alongside our full-time seat based students.
- Three-day students have a Master Agreement and an Independent Study contract that reflects the work being done at home and at school.

Classroom-Based Program

The five-day onsite schedule is a completely site-based model. The core of the five-day curriculum is our Social Emotional program, Project-Based Service Learning, Activity Based – Learning and Explorations Program, with differentiated instruction throughout all subjects. Students who come to campus Monday through Friday make up the majority of our student population.

Goals for Enabling Pupils to Become or Remain Self-Motivated

Self-motivation is complex. Self-motivation is an internal force that encourages one to take action and to pursue goals without external pressure. Self-motivation is finding the inner drive to complete something even when it is difficult or challenging. Innovations Academy understands

the challenges schools face in working with students from a variety of parenting styles, background experiences and an infinite number of factors that influence their development of self-motivation.

Our goals regarding helping students build self-motivation fall into three categories. The first is through parent education regarding technology. The second is the explicit instruction of the social emotional skills needed to persevere in school. And the third is resisting the temptation to utilize external motivators while promoting intrinsic motivation through mastery, autonomy and purpose.

Technology

The overuse of technology and the access it provides to social media and instant gratification platforms is crushing to the development and maintenance of internal motivation. It also decreases the time that children are doing other activities that build motivation, thereby compromising their social, emotional and mental development. Innovations Academy does not allow students to have cell phones or internet-enabled watches while at school. We limit the amount of time in each classroom spent on technology and we control technology access and use by students at school. Additionally, we provide ongoing education to parents about the impact of technology on the development of their children and alternatives to technology access for children under 16 years of age.

Social Emotional Skill Building

Innovations Academy has implemented the explicit instruction of social emotional skills since our inception. These include the skills, strategies and practices of self-regulation, self- management and self-awareness. We teach mindfulness practices, breathing techniques, goal setting, movement, stress management, reframing thoughts and understanding the human brain.

Resisting Extrinsic Motivators

Extrinsic motivators are a typical part of the majority of school settings and teacher education training, even when it is known that the use of extrinsic motivators decreases intrinsic motivation. We take an intentional approach to create classroom environments that incorporate the concepts of autonomy, mastery and purpose: the three components of intrinsic motivation.

1. Autonomy is fostered through student ownership of their learning via student-led conferences, student-generated classroom rules, goal-setting activities, and ample opportunities for self-assessment in which students reflect on their learning progress, strengths, and areas of challenge. Teachers foster student autonomy by providing clear independent work times and authentic choice for students throughout the day.
2. Mastery is accomplished through clear expectations and standards for work completion and achievement, integrated student goal-setting behavior checklists, and regular opportunities for students to reflect on and recognize their achievements. Moreover, we implement a comprehensive support system to provide targeted support for students who are struggling with social emotional or academic skills.

3. Purpose is achieved when classroom learning connects standards to real-world applications via service learning, project work and guest speakers. When a student feels purpose in their learning, motivation increases. Purpose is also present when students have fun while learning, as all mammals use play to assimilate information, practice skills and grow.

Additionally, we utilize ongoing self-assessment and student and parent input throughout the year to learn where to adjust our practices to improve effectiveness, introduce new strategies and to inform improvement of practices.

Meeting the Needs of All Learners

Plan For Students Who Are Academically Low Achieving

At Innovations Academy, low-achieving students are identified through a variety of measures. We utilize the CAASPP scores, MAP assessment, performance on basic skills tests, parent and student input, and teacher observations.

Teachers, with the support of teaching assistants, use individualized instruction as well as small group instruction to support struggling students towards academic improvement and mastery of skills. Student progress is monitored through formative and summative assessments and adjustments are made to the interventions as necessary. Students participate in goal-setting meetings with their parents, the teacher and other staff as necessary.

Low-achieving students who are not making progress will be referred to the Student Success/ Study Team ("SST") process. The SST is comprised of parents, teachers, administrators, and other school professionals. The school will also recognize the need for an SST in the event of a direct request from the parent. This team will follow a traditional format in the screening of all children with behavioral (including motivation) and academic difficulties. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be used that captures any difficulties with academics, language acquisition, behavior, and/or social interactions. A referral to initiate the SST process may be made by any classroom teacher after they have attempted classroom modifications or instructional interventions and found them ineffective. Recommendations and interventions developed through the SST process will be implemented for 4-6 weeks, and their impact on student progress will be tracked. If, after this period of duly implemented interventions there is insufficient progress, the team may decide to refer the student for formal assessment for an Individualized Education Plan (IEP).

The child-centered structure of Innovations Academy supports low-achieving students in the following ways:

- Small class sizes, with strong teacher connection

- Teacher assistants
- An on-site counselor available to parents and students
- Differentiated Instruction
- The teaching of self-regulation skills and built-in movement throughout the day
- Innovative daily scheduling that allows for individualized instructional support

Response to the needs of low-achieving students includes:

- Innovative scheduling which allows for small group placement and differentiated learning within the classroom
- Individual and small group attention that focuses on mastering the current content
- Assistance through the use of explicitly taught strategies and tools
- Special Education Program Support
- Staff development opportunities that address the needs of low-achieving students
- Scheduled parent notification and involvement

Plan for Students Who Are Academically High Achieving

At Innovations Academy, high-achieving students are identified by their CAASPP scores (Advanced), MAP (Measure of Academic Progress) or other school assessments, their course performance, teacher and parent observations, and student input. High Achieving students do well in our project-based environment because well-designed projects and flexible hands-on inquiry provide opportunities for students to think critically, solve complex problems, leverage their strengths, and work at any level.

Response to the needs of high-achieving students includes:

- Group role configurations that allow for varying leadership tasks
- In-depth development of projects based on individual interests
- Differentiated Instruction throughout the curriculum
- Acquisition of mentoring skills
- Technology that adjusts to student levels

- Learning paths, centers and workshop structures with individualized pacing

Plan for English Learners

Innovations Academy complies with all applicable legal requirements for English Learners (“EL”) including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient status, monitoring and supporting reclassified students, monitoring and evaluating program effectiveness, standardized testing requirements. IA implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians.

As part of the initial enrollment process in a California public School, the Home Language Survey is administered. All attempts are made to retrieve a copy of the Home Language Survey for students previously enrolled in a California public school.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

1. Initial Assessment (“IA”): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
2. Summative Assessment (“SA”): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In

grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Innovations Academy uses the following criteria to determine Fluent English Proficiency for ELs consistent with legal requirements regarding standardized testing and other required assessments.

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

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

With our flexible scheduling model, Innovations Academy's families have the choice to enroll in our full time classroom-based model or part-time independent study model. Parents/guardians of English Learners will be encouraged to participate in the full-time model to maximize English Learner onsite opportunities and be provided with additional resources to ensure maximum learning opportunities as needed.

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

The structure of Innovations Academy supports English Learners through:

- Small class sizes
- Designated and Integrated instruction for English Learners
- Providing a Language-Rich Environment through our Explorations Program, Project - Based Service Learning and collaborative environment
- Providing a Language-Rich Environment through our communications-based Social Emotional Program
- Providing a hands-on learning environment
- Specific units in our Social Emotional Curriculum on multicultural-multilingual interaction
- Teachers making effective use of their CLAD training

- Project presentations that foster multiple modalities
- Specialized explicit instruction for EL students based on need

In addition, English Learners specifically:

- Receive support in professional expert demonstrations by a designated mentor to facilitate communication and language acquisition
- Participate in Designated ELD instruction in small groups to develop English fluency

Innovations Academy provides English Learners' families with:

- Translated written communications upon request
- Translators during parent conferences as needed
- Translated parent communications as needed
- Community resource information for English as a Second Language classes

When Students will be Served:

Each teacher will be consulted as to the most effective time to provide pull out instruction for their EL students. During these times English Learners will be provided with small group services to master English Learner skills.

How Students will be Monitored:

- Summative ELPAC testing at the end of each year until the student is reclassified as proficient
- Students will be tested in reading and comprehension twice per year at a minimum
- Staff observations using the OPTEL form throughout the year

Staff Training on English Learners:

All credentialed teachers will be trained and licensed in Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD). One staff member will be designated as our English Learner Specialist. This individual will attend

at least one professional development training per school year to receive ongoing EL training and will disseminate the strategies to all staff to address English Learner needs.

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

Plan for Students with Special Needs

Innovations Academy recognizes its responsibility to enroll and support all students and pledges to work in cooperation with SDUSD and the El Dorado County Charter (EDCOE) Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs, pursuant to Education Code Section 47641(a).

IA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the IDEA, Section 504, the ADA, and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights (OCR). Furthermore, Innovations Academy will comply with SDUSD and EDCOE Charter SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by Innovations Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(b)(5)(A)(i).

SELPA Affiliation

The specific manner in which special education and related services will be provided and funded shall be set forth in a SELPA Local Plan per Education Codes EC sections 56195 et seq., 56205, and 56206 and subsequent SELPA partner agreements delineating the respective responsibilities of the Charter School as its own LEA and the EDCOE Charter SELPA. The language that follows is not meant to preclude alternative arrangements between the EDCOE Charter SELPA and IA as agreed upon in the local plan and agreements.

Innovations Academy operates as an independent Local Education Agency (LEA) member in the EDCOE Charter SELPA for purposes of special education, pursuant to Education Code Section 47641(a). IA has been a member in good standing of since September 1, 2013. IA reserves its right to operate as a public school of SDUSD for purposes of special education, pursuant to Education Code Section 47641(b).

Innovations Academy assumes full responsibility for providing special education and related services to eligible students, in accordance with state and federal law. IA shall receive State and

Federal special education funds in accordance with the applicable EDCOE Charter SELPA fiscal allocation plan. IA shall be solely responsible for all costs above and beyond State and Federal special education funding.

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

Child Find

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

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

Referral for Assessment

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

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

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

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

Assessment for Special Education

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

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

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent’s written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student’s suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually

administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist

- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

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

Development and Implementation of IEP

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

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

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

- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate

- The director or administrative designee
- At least one education specialist
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA special education representative, if appropriate
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

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

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- A plan for emergency services if the school shuts down for more than 10 days and how services will be delivered on the 11th day
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided

- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

Innovations Academy shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed at a minimum of twice per year (which is the same minimum frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Innovations Academy will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New Charter School Students

- The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.
- The Charter School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.
- For students transferring to the Charter School from another school within the same SELPA, the Charter School, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and the Charter School agree to develop and implement a new IEP without delay.
- For students transferring to the Charter School from another school within a different SELPA, the Charter School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time the Charter School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.
- For students transferring to the Charter School from a school outside of California, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if

appropriate, in accordance with federal and state law. IEPs as deemed appropriately by the IEP team members.

Staffing

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

The Education Specialists and instructional aides provide individualized instruction in alignment with students' IEP goals, a School Counselor, and a part-time (or contracted) School Psychologist. IA may also contract with other specialists or Non-Public Agencies as needed for specialized services, including but not limited to: Speech Pathology and Occupational Therapy, Assistive Technology, Adaptive PE. All teaching staff at the Charter School are also involved in assuring that all IEPs and 504 plans are properly implemented for their students.

Special Education Training for Staff

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

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

Reporting

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

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from the Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

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

Procedural Safeguards

Parents or guardians of students with IEPs at Innovations Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. IA will utilize the Notice of Procedural Safeguards used by the EDCOE Charter SELPA.

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

Dispute Resolution

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

Complaint Procedure

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

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

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

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

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

- Maintaining 26 or fewer students per classroom
- Group instruction on learning differences will be taught in our Social Emotional Curriculum
- Providing accommodations for Project Presentations and Explorations Program (such as mentoring and assistance)
- Providing technology-assisted learning
- Providing accommodations in regular education classes

- Providing annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general education classroom

ELEMENT TWO: Measurable Student Outcomes

Education Code: §47605(b)(5)(B):

o (B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 [Local Control Accountability Plans and the Statewide System of Support], that apply for the grade levels served, or the nature of the program operated, by the charter school.

- Educ. Code §52052(a)(3)

o [A]ll groups of pupils served" means:

(A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

- Educ. Code §52052(a)(2)

o (2) For purposes of this section, numerically significant pupil subgroups include all of the following: (A) Ethnic subgroups; (B) Socioeconomically disadvantaged pupils; (C) English learners; (D) Pupils with disabilities; (E) Foster youth; (F) Homeless youth.

SBE Criteria: 5 CCR 11967.5.1(f)(2)

o (2) Measurable pupil outcomes, as required by Education Code section 47605(b)(5)(B), at a minimum:

(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.

(B) Include the school's Academic Performance Index growth target, if applicable.

Local Control Accountability Plan (LCAP)

Commitment to Innovation Academy's educational philosophy will empower our students to achieve the measurable student outcomes which are aligned with the State Priorities and the Charter School's mission, vision and definition of what it means to be a 21st century learner. Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for all significant subgroups of pupils, which addresses the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP, which is posted to the IA website and is submitted to the District annually. The current LCAP is included in Appendix A. A synopsis of IA's current goals and measurable outcomes are captured below.

Innovations Academy LCAP Goals and Outcomes
LCAP Goal 1 Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.
Measurable Outcomes • Maintain or increase in % of grade 3-8 students meeting/exceeding standards on the Math SBAC • Maintain or increase % of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment • Maintain or increase % of grade 3-8 students meeting/exceeding standards on the ELA SBAC • Maintain or increase % of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment
LCAP Goal 2 All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.
Measurable Outcomes • Maintain or increase the percentage of teachers that are appropriately credentialed for the students they are assigned to teach. • 100% of students with disabilities will be placed in the general education program at least 80% of the instructional day. • Maintain or decrease the suspension rate and expulsion rates • Maintain or increase the percentage of students who feel connected/part of their school
LCAP Goal 3 Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.
Measurable Outcomes: • 100% of students and teachers will have access to standards-based instructional materials. • 100% of core subject areas will have standards-aligned curricula available to all teachers.

• All students will have access to field trips that are meaningfully connected to learning, guest experts and quality enrichment classes • Maintain or increase the percentage of facilities that are in “good repair” • Teachers will have access to relevant lessons and a timeline for implementation for Social Emotional curriculum as well as support for instruction • Increase the teacher retention rate to 85%.
LCAP Goal 4 Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.
Measurable Outcomes: • 100% of parents are contactable using ParentSquare. • 95% or more of students attend 96% of school days. • 5% or fewer students are chronically absent (defined as missing 10%) • Decrease the percentage of students requiring weekly make up work to 5%. • 75% of staff attend 96% or more of school days.
LCAP Goal 5 Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.
Measurable Outcomes: • Families will receive weekly communications from teachers of which 75% contain information that will help them support their child’s learning. • Families will receive weekly communications from the director, 100% of which contains school event information, and 3 of which contain school financial information. • 100% participation by at least one parent for student led conferences and Exhibitions showcasing student work • A minimum of five Parent Connection (Parent Organization) meetings will be held per year.

Other Meaningful Outcomes

Projects: All students complete a minimum of two real-world projects per year, demonstrating their understanding of the embedded Common Core/NGSS concepts as well as how their project contributed to a specified community.

Portfolios: All students keep a portfolio that demonstrates growth in all core subjects and aligns with report card grades.

Purposeful Community Impact: All students engage professional experts, and write a formal letter to a community organization, leader, or professional expert during each school year. All students are actively involved in maintaining a clean school and set-up and take down of events.

ELEMENT THREE: Methods for Measuring Pupil Progress

Education Code: §47605(b)(5)(C)

o (C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

SBE Criteria: 5 CCR 11967.5.1(f)(3)

o (3) The method by which pupil progress is to be measured, as required by Education Code section 47605(b)(5)(C), at a minimum:

(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment consistent with paragraph (2)(A) of subdivision (f) of this section.

(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.

(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.

The State Standards, our charter mission, vision, goals and expected outcomes form the basis of the Charter School's teachings. Innovations Academy adheres to all state testing requirements, including all provisions of Education Code that are applicable to charter schools.

Assessment is the process of gathering evidence of student learning to inform education related decisions, to support student growth, and to communicate progress with families and the larger community. We believe that student progress and success is most accurately measured using a variety of assessments. Standardized testing is only one source of information. Innovations Academy also utilizes a variety of formative and summative assessments. Performance assessments and student portfolio work are evaluated with the use of rubrics and are analyzed on a regular basis.

State Mandated Assessments

Like all public schools, IA will comply with all state and federal assessment and accountability requirements applicable to charter schools. IA will continue to certify that enrolled students have participated in all state assessments in a manner that is consistent with other SDUSD district pupils. Both aggregate and disaggregate data from the CAASPP Program will be used to inform instruction at both the individual and classroom level and will be used to measure student progress toward mastery of State Standards. Innovations Academy complies with the

performance expectations and provisions of all state and federal accountability systems including the provisions of the ESSA.

Assessment Name	Content Measured	Grade Levels	Frequency
CAASPP	English Language Arts/Literacy Mathematics	3-8	Every Spring
California Science Test CAST	Science	5, 8	Every Spring
English Language Proficiency Assessments for CA ELPAC	English Language Proficiency	Students whose home language is not English	2x/year
Physical Fitness Test	Physical Fitness	5, 7	1x/year
California Alternate Assessments	Alternate assessments in ELA, Math, Science, and/or ELPAC available for students with significant cognitive disabilities	Same as each original assessment	Same as each original assessment

Local Assessments

Assessment Name	Content Measured	Grade Levels	Frequency
NWEA Measures of Academic Progress (MAP)	Reading, Language, Mathematics	K-8	Fall and Spring
School-Developed Math Assessment	Math	K-8	Fall and Spring
DIBELS	Reading/Literacy	K-8	Fall and Spring
Schoolwide Writing Assessment	ELA-Writing	K-8	Fall and Spring

Additional Methods of Assessment

At Innovations Academy we believe that we should be in a constant creation and evaluation process. Analysis of authentic student work developed over time through multiple iterations and improvements, allows for both formative and summative evaluation. Formatively, the use of feedback cultivates a process in which our students come to understand learning as ongoing (whether that be a piece of writing, solving equations, building a sculpture or making a game). Students therefore see learning and creating as a process, not just a final product.

At the same time, a final product allows students to see that they are working towards a quality outcome which is an improvement on their first initial draft and of value to themselves and others. The following practices provide teachers and students with valuable information to guide ongoing learning:

Feedback Culture: Cultivate a culture that values feedback over grades, emphasizing the importance of constructive input for continuous improvement.

Portfolios: K-8 students gather examples of their work in core subject areas across each semester. The work is analyzed according to rubrics and used to inform student report cards.

Presentation of Learning: This is an end-of-year self-reflection in which students share a summary of their learning through collected artifacts.

Teacher Observations of Students: Observational notes are used to personalize learning and guide future lesson planning. Observations collaborative tools to assess student by multiple adults.

Classroom Observations of Teachers: These observations are used to measure the effectiveness of instruction, provide feedback to teachers, and determine professional development needs.

Additional methods of evaluating students include, but are not limited to:

- Project exhibition work
- Teacher and student generated project rubrics
- Parent and student surveys
- Teacher created assessments and records
- Student progress trackers
- Student final project work
- Student presentations
- Displays of student art, media art, ceramic work, and performance art
- Survey results from professional experts who have interacted with our students

Reporting on Student Progress

Report Cards: Innovations Academy report cards are given at the end of each semester. The intent of our report card is to educate parents about the strengths and challenges of their child so they can better support them as a learner. This is done through pairing the report card with portfolio work across the semester. This creates an informed assessment in which a parent is receiving specific examples of student work with expected outcomes.

Student-Led/Parent Conferences: Conferences are held at the closure of the first six weeks of school. This time frame has given the teacher enough time to get to know the student, the student to set goals and the parent to provide feedback from the home perspective about how school is going. Depending on the developmental readiness of the student, the conference will be either a more traditional parent conference, or a student led conference in which the student presents their own progress and sets goals alongside their teacher and parent. Beginning of the year assessment scores, and other academic and assessment information is shared at the conference.

Presentations of Learning: During the last month of school, students create presentations of learning that are presented to their parents. In their Presentations of Learning (POLs), students share academic achievements and struggles from the year, reflections about themselves as learners and goals for themselves moving forward.

Collection and Analysis of Student Data

Student data is collected from a variety of sources: Our school behavior management software, regular academic assessments, project work, counselor records, absence and tardy records, observations by teachers and other school staff, special education minutes, EL and Title 1 coordinator records etc. This information is brought to staff meetings on a regular schedule. Teachers collaboratively and independently analyze data in a supportive environment to determine appropriate next steps for students. Data is used on a continuous basis to improve instruction, reflect on school to home communication and facilitate communication between staff members.

ELEMENT FOUR: Governance

Education Code: §47605(b)(5)(D)

The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

SBE Criteria: 5 CCR 11967.5.1(f)(4)

(4) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school's effort on behalf of the school's pupils, as required by Education Code section 47605(b)(5)(D), at a minimum:
(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.

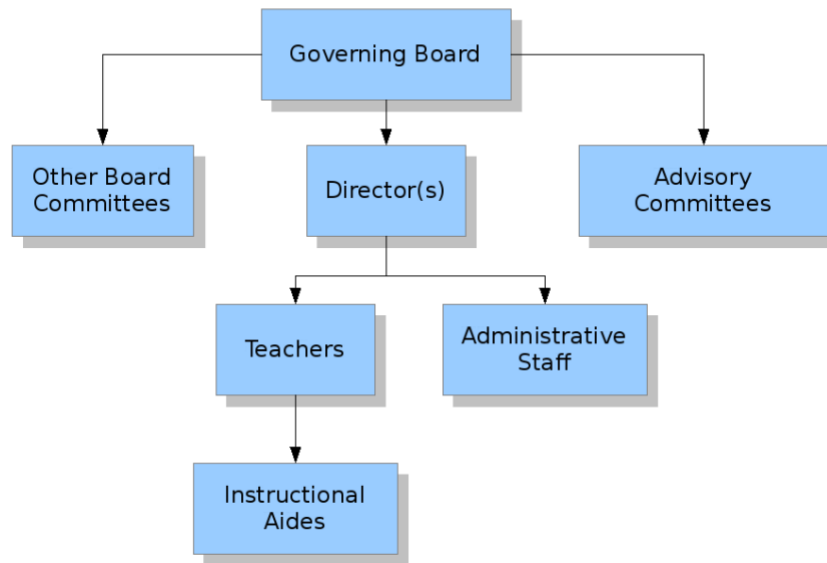
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:

- 1. The charter school will become and remain a viable enterprise.*
- 2. There will be an active and effective representation of interested parties, including, but not limited to, parents (guardians).*
- 3. The educational program will be successful.*

AB 2158 amends the Government Code and requires local agency officials to complete ethics training every two years during their term. Previously, members of school district governing boards, county boards of education, and governing bodies for charter schools were exempt from the ethics training requirement. Importantly, unlike other local agency officials, board members are subject to the ethics training requirement whether or not the member receives any type of compensation, salary, stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties. (Gov. Code § 5325.)

The governance structure of Innovations Academy is organized to meet the educational needs of all students enrolled in Innovations Academy pursuant to the organizational chart below. Each level of governance has as its purpose the supporting and advancing of the mission, vision, and stated goals of the Charter School.

Innovations Academy Organizational Chart



Legal Status

Innovations Academy is operated as a 501(c)(3) tax-exempt California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District or any other entity.

Consistent with the statutory intent of Education Code Section 47604(d), the San Diego Unified School District shall not be liable for the debts or obligations of Innovations Academy. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents. The District will not be liable for any actions taken by the School. Innovations Academy will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU")

between the School and the District and a copy of this policy will be available to the District upon request. As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Innovations Academy further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget.

Roles and Responsibilities of the Board of Directors

Pursuant to its Bylaws, the Charter School's Governing Board and will consist of not less than three (3) and not more than seventeen (17) board members. The Board of Directors will be selected to represent the community-at-large, higher education, the business community, legal, and families. One seat on the Board is reserved for parents of students currently attending Innovations Academy and one seat is reserved for a current teacher. Board members will have a term of three years. A nominating committee, composed of parents, teachers, and administration, will be created to nominate new board members. All new members will be selected with a track record of success in their particular sector and a commitment to the vision of the Charter School. Recommendations by the nominating committee will be voted on by the Board to approve membership.

The Board of Directors meets regularly, at least monthly (except during the summer) and complies with the Ralph M. Brown Act and Education Code Section 47604.1(c). Meetings of the Board are open, and meeting dates, times, and locations are posted on the campus and on Innovations Academy's website. The meetings shall be held at a location within San Diego County. Notices, agendas, and minutes of meetings will be posted prominently on the Charter School's website. Meetings minutes will be retained in Innovations Academy files and these records will be accessible for public and District review upon request.

The first duty and responsibility of the Innovations Academy Board is to promote and uphold the mission and vision of Innovations Academy. The Innovations Academy Board of Trustees shall exercise final authority on all matters concerning Innovations Academy. The Innovations Academy Board of Trustees' major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the Charter School.

The Innovations Academy Director has the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. The Director is responsible for ensuring that all funds generated by the Charter School are expended to support the purposes and operations of the Charter School, and shall, in

every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Director reports to the Board and attends Board meetings.

Board Training

- Individual board members attend leadership workshops and bring those best practices back to the rest of the board
- Board members receive training in Ethics, Conflict of Interest, and the Brown Act yearly or as required by law
- Board members receive training in educating the target student populations
- The Board establishes committees to provide informational support
- The Board receives regular budget and student performance reports from the director(s)
- The Board creates and/or updates policies to guide school personnel at the beginning of each school year.

Board Advisory Committees

The Innovations Academy Board shall establish School Advisory Committees as needed: Possible committees include staff, parent, student, and community advisory committees among others. The Advisory Committees will provide advice and input to the Board on general school issues, fundraisers, and other School interests and activities, and suggest policy to the board.

Adherence to the Brown Act

Innovations Academy's governing board will comply with all applicable provisions of the Brown Act. The Charter School Board of Directors will attend an annual in-service to train individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act. The governing board will also comply with the Public Records Act and Political Reform Act.

The Board of Directors also implements measures to ensure that they will not enter into contracts or other agreements that will result in a financial benefit to any board member, school administrator, or personnel (excluding compensation received for services rendered during employment.) A Conflict of Interest Code has been developed by Innovations Academy that complies with the PRA and Section 1090, and shall apply to all board members and designated employees. Annual disclosure statements shall be required. Innovations Academy shall ensure the minutes of each board meeting will reflect the measures taken to ensure that no board member or administrator receives any financial benefit from any contract or agreement entered into by the charter school.

Authorizer Oversight

The San Diego Unified School District is the chartering authority of Innovations Academy. At times the District may choose to offer services to charter schools at a cost. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the District provide oversight, including monitoring financial statements and audit reports, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter material revision and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified at law (Education Code Section 47613) to compensate for such oversight services.

ELEMENT FIVE: Employee Qualifications

Education Code: Educ. Code §47605(b)(5)(E)

o (E) The qualifications to be met by individuals to be employed by the charter school.

SBE Criteria: 5 CCR 11967.5.1(f)(5)

o (5) The qualifications to be met by individuals to be employed by the school, as required by Education Code section 47605(b)(5)(E), at a minimum:

(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.

(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.

(C) Specify that the requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.

The Charter School will recruit professional, effective, and well qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities through advertisements on reputable career boards and referrals. The Charter School believes that all of its employees play a key role in creating a successful learning environment and we recruit qualified employees throughout the organization.

IA will continue its current employee hiring practices and comply with any applicable continuing and new ESSA legal requirements in addition to all applicable California Commission on Teacher Credentialing ("CCTC") requirements. IA complies with background checks for FBI clearance, TB testing and retirement reporting. Prior to the first day of employment, all employees who may have interaction with students are required to submit fingerprints (Livescan), TB screening and clearance, and complete Mandated Reporter Training .

Innovations Academy shall not discriminate against any applicant on the basis of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Qualifications of Employment

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will

satisfy the requirements as stated in Education Code Section 47605(l)(1). The educational and skill-level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined by this charter petition. The Director will verify credentials prior to hiring any certificated personnel.

Additionally, all teachers who work with one or more English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the CCTC. These documents shall be maintained on file and shall be subject to periodic inspection by the District.

The Charter School's key staff members will meet the following qualifications:

Director Qualifications

The Director is the instructional leader at the Charter School and is responsible for promoting the vision of IA and helping the Charter School and its students achieve the outcomes outlined in this charter petition.

The qualifications of the Director include, but are not limited to, the following:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- Entrepreneurial passion in carrying out the school's vision.
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all "back office" operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance.
- The Director will have a minimum of five years of teaching experience.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a noncompetitive environment.
- Create the opportunity for staff to express ideas.

- An understanding of Positive Discipline as a social emotional program.
- An understanding of an inquiry-based approach to learning.
- Understanding of constructivist philosophy and curriculum

Assistant Director Qualifications

The Assistant Director supports the Director in the overall management and leadership of the school. This role involves assisting with academic programming, staff supervision, student discipline, community relations, and day-to-day operations. The Assistant Director plays a key role in maintaining a positive school culture, supporting instructional practices, and ensuring compliance with charter and state regulations.

The qualifications of the Assistant Director include, but are not limited to, the following:

- Bachelor's degree in Education or a related field
- Valid California teaching credential
- Minimum of 5 years teaching experience (experience at Innovations Academy preferred)
- Strong leadership and organizational skills
- Excellent communication and interpersonal abilities
- Familiarity with California education laws and charter school operations
- Experience with student discipline, staff evaluation, and curriculum development
- Commitment to fulfilling all the educational practices included in our charter

Teacher Qualifications

Teachers will be philosophically aligned with Innovations Academy's philosophy, and will practice constructivist, experiential and hands-on learning in their classrooms.

Teacher qualifications include, but are not limited to, the following:

- Must hold a California Multiple-Subject Credential, a Single Subject Credential depending on the position, an Intern Credential, a Short Term Staff Permit, or other permits or credentials accepted by the State.

- All teachers will be CLAD or BCLAD certified, or CCTC equivalent
- Must support the vision and educational program of the Charter School
- Must demonstrate the ability to work with the target populations
- Must be committed to student success and willing to take responsibility for student learning
- Must have an understanding of, and willingness to implement, standards-based instruction
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data
- Must be willing to work as a team member of a learning community
- Must be willing to support the school culture as defined by our Social Emotional curriculum.
- Must be willing to attend all mandatory professional development training

Office Manager Qualifications

The Office Manager is responsible for overall front office activities, reports to the Director, and works with students, parents, and outside parties. Office manager qualifications include, but are not limited to, the following:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Willingness to support the goals of the charter
- Ability to work independently as well as with a team
- A.A. degree or equivalent work experience
- 3 plus years of experience in a fast-paced administrative support position
- Experience in school front office preferable

- Proficiency with technology and software applications
- Ability to maintain accurate records on school databases

Instructional Aide Qualifications

Instructional Aides assist with the instruction and tutoring of students in assigned classrooms following the lead of the classroom teacher, assist students during lunch, recesses, other breaks and Physical Education, and assist students in the afternoons on our minimum day. With the support of an Ed Specialist, they also provide support for students with disabilities as defined in their IEPs.

Instructional aide qualifications include, but are not limited to, the following:

- Proficient in the use of technology
- Ability to work independently (without continuous direction) as well as with the educational team
- Have a track record of dependability
- Have a strong connection to the vision of the school
- Innovations Academy shall also ensure that all paraprofessionals working in programs supported with Title I, Part A funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.

ELEMENT SIX: Health and Safety Procedures

Education Code: Educ. Code §47605(b)(5)(F)

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the school furnish the school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter School, per Section 47605(c)(5)(F)

SBE Criteria: 5 CCR 11967.5.1(f)(6)

o (6) The procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(b)(5)(F), at a minimum:

(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.

(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.

(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

In order to provide safety for all students and staff, the Charter School has full health and safety policies and procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. These policies procedures are incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Campus Visitors

No outsider shall enter or remain on school grounds during school hours without having registered with the front office, except to proceed expeditiously to the office of the Principal or designee for the purpose of registering their visit. If signs posted in accordance with Penal Code Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the Principal or designee. The School shall enforce visitor compliance with such signs.

Procedures for Background Checks

All employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Section 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. Regular volunteers and those volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

Innovations Academy follows mandated child abuse reporting provisions pursuant to Penal Code section 11165.7 et seq. All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent and prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

Innovations Academy complies with federal and state laws regarding immunization of all enrolled students who receive classroom-based instruction. Such students will be required to provide records documenting immunizations as required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections

6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. Our medication policy can be found in our Family Handbook. IA also shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members per AB 1651(2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

IA may also provide emergency medical aid to persons who may be suffering from opioid overdose per Education Code Section 49414.3.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis by a nurse contracted by the Charter School. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

We also provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of Type 2 Diabetes
- A description of the risk factors and warning signs associated with Type 2 Diabetes
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened.

- A description of treatments and prevention methods of Type 2 Diabetes.
- A description of the different types of diabetes screening tests available.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Innovations Academy follows an infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Suicide Prevention Policy

Innovations Academy maintains a Suicide Prevention Policy in accordance with Education Code Section 215. IA shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education’s model policy, as revised.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

Innovations Academy shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School complies with Cal OSHA regulations.

Comprehensive Sexual Harassment and Anti-Discrimination Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Director and, if there is merit to the concern, the Director shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall provide any required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

ELEMENT SEVEN: Student Population Balance

Education Code: Educ. Code §47605(b)(5)(G)

(G) The means by which the charter school will achieve a balance of racial and ethnic balance among its pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

SBE Criteria: 5 CCR 11967.5.1(f)(7)

(7) Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted, as required by Education Code section 47605(b)(5)(G), shall be presumed to have been met, absent specific information to the contrary

Innovations Academy brings a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking IA's unique educational experience. Our innovative approach assists us in our overall recruiting efforts from a geographic area that is much wider than the district. As a school of choice, we are limited by the families who choose to attend. However, Innovations Academy makes efforts to strengthen its recruitment and outreach strategies to attract students that reflect the racial and ethnic diversity, and the special education and English Learner populations served by San Diego Unified School District (SDUSD). In alignment with Education Code Section 47605(b)(5)(G), the Charter School outlines the following planned efforts:

Community Outreach and Engagement

- Establish strategic partnerships with local community-based organizations to support outreach in diverse and underserved communities.
- Display school information at local businesses, cultural festivals, farmers markets, or other trusted community gathering spaces.

Marketing and Communication Improvements

- Translate outreach and marketing materials into commonly spoken languages in SDUSD (e.g., Spanish, Tagalog, Vietnamese, Somali, and Arabic).

- Maintain a consistent, inclusive social media presence that highlights Innovations Academy’s diverse student population and directs outreach toward underrepresented populations.

Expanded Access to Enrollment and Admission

- Simplify and streamline the online application process to be mobile-friendly and accessible across devices.
- Offer multilingual enrollment assistance via phone and in-person support, with extended hours on evenings and weekends to accommodate working families.
- Publicize and celebrate the school’s high reclassification rates for English Learners and strong performance by students with disabilities, including in core outreach materials.

Targeted Recruitment Efforts

- Engage in targeted outreach to preschool and early childhood programs (e.g., Head Start, First 5 San Diego) to support recruitment of English Learners.
- Coordinate informational sessions at local resource fairs and ESL programs to reach families of English Learners.
- Invite directors and families from diverse childcare centers and preschools for campus tours and open houses.
- Distribute bilingual and culturally responsive informational materials in SDUSD neighborhoods with high percentages of English Learners and socioeconomically disadvantaged students, such as City Heights, Linda Vista, Logan Heights, and Southeast San Diego.

Monitoring and Continuous Improvement

- Use internal demographic data collection tools to regularly evaluate representation in enrollment and identify areas of underrepresentation.
- Establish measurable annual targets for outreach to specific student subgroups and track progress toward aligning with SDUSD demographics.
- Designate an internal staff member to lead outreach strategies and monitor outcomes related to recruitment, access, and equity.

ELEMENT EIGHT: Admission Policies and Procedures

Education Code: Educ. Code §47605(c)(5)(H)

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).

The Innovations Academy admission process is designed to reach out to all families and enable the school to have a diverse student body. All students will be admitted, space permitting, without consideration for according to the place of residence of the pupil or of the student's parent or guardian, except when a public random drawing is needed to determine capacity. The Charter School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on any of the characteristics listed in Education Code Section 220. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Prior to enrollment, families will be informed of our admission process. Parents/guardians are encouraged to attend an information session which will be held a minimum of three different days and times to accommodate schedules during enrollment months.

Application

The Charter School shall require students who wish to attend the Charter School to complete an application form, indicating which program they are applying to. As described in Element One, Innovations Academy offers three different program options:

- 5-day Traditional Attendance Model
- 3-day Hybrid Learning Model
- 2-day Home Learning Community

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any program or grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Charter School teachers and staff (not to exceed 10% of total enrollment)
3. Residents of the District

Lottery/Public Random Drawing

1. Applications submitted by the priority deadline are placed in lottery pools based on the program applied for and priorities for enrollment.
2. Each applicant is only eligible for a single lottery pool based on their highest eligibility qualification.
3. Applications are sorted first by program, then by grade, then by lottery pool.
4. An automated system will randomly assign numbers to the applicant in each pool, allowing them to be placed in an order for admittance.
5. Once each application is assigned a number, open enrollment spaces are offered to applicants until the spaces are filled, and the remainder of the applicants are placed on a waiting list in the order in which they were drawn.

6. The Director and a member of the Board of Directors will witness the lottery and will certify that it was random, public, and conducted as described above.

Our enrollment system notifies all accepted applicants via email. Applicants will have up to three calendar days from receipt of the acceptance notification to accept or decline the offer for enrollment through our enrollment system. If there is no response after three calendar days, the vacancy will be considered declined. The application will be withdrawn and offered to the next student on the waiting list.

Vacancies available during the school year will be filled, in order, from the numbered applicants on the waitlist. The school will actively enroll students to fill the vacancies throughout the entire school year.

The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing or at another public venue near the Charter School large enough to accommodate all interested parties.

The lottery will take place on a weekday, evening, morning, or other time when most interested parties who wish to attend may do so.

Enrollment

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records ¹

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT NINE: Annual Financial Audit

Education Code: Educ. Code §47605(b)(5)(I)

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

SBE Criteria: 5 CCR 11967.5.1(f)(9)

o (9) The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority, as required by Education Code section 47605(b)(5)(I), at a minimum:

(A) Specify who is responsible for contracting and overseeing the independent audit.

(B) Specify that the auditor will have experience in education finance.

(C) Outline the process of providing audit reports to the SBE, California Department of Education, or other agency as the SBE may direct, and specifying the timeline in which audit exceptions will typically be addressed.

(D) Indicate the process that the charter school will follow to address any audit findings and/or resolve any audit exceptions.

An annual independent financial audit of the books and records of Innovations Academy will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m)., The books and records will be kept in accordance with Generally Accepted Accounting Principles ("GAAP"). The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The audit will be supervised by the Director.

Innovations Academy will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the California Department of Education, the County Office of Education, and the State Controller) as required by law. All exceptions and deficiencies and their remedies will be resolved to the District's satisfaction. The Board will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

Annually, the Charter School will select an independent firm to audit the operational and educational performance of the Charter School. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

ELEMENT TEN: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." Education Code Section 47605(c)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Innovations Academy. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, 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 the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction as a last resort. This policy shall serve as Innovations Academy's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the Innovations Academy Family Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, intervention meetings during and after school hours, use of alternative educational environments, suspension and expulsion. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, intervention meetings during and after school hours, use of alternative educational environments, suspension and expulsion.

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

Innovations Academy administration shall ensure that students and their parents/guardians are notified² in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

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

A student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.

Innovations Academy will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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 and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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).

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Grounds for Suspension and Expulsion

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

Enumerated Offenses

1. Students may be suspended or expelled for any of the following acts when the Director or designee determines 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 Penal Code Section 31, 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 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 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or 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 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 Penal Code Section 31, 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 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 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or 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 Hearing Officer or Administrative Panel 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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

Only the Director (Principal) or the Director’s designee may suspend a student.

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director or designee.

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

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

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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.

Authority to Expel

A student may be expelled either by the Innovations Academy Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA.)

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

Innovations Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, Innovations Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

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 hearing room during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Independent study is an alternative to classroom instruction. Students who are excluded from class-room instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance or independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to Education Code Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study only if they are also given at least one classroom instruction option.

Written Notice to Expel

The Director or designee following a decision of the Innovations Academy Charter School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, Innovations Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

Innovations Academy shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Innovations Academy as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Innovations Academy Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Innovations Academy Board following the meeting regarding their determination. The pupil's readmission is also contingent upon the Innovations Academy's capacity at the time the student seeks readmission.

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.

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the 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/guardian 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 parent/guardian to determine:

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

- 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;
- 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
- 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 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:

- 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;
- 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
- 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:

- 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.
- The parent/guardian has requested an evaluation of the child.
- 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.

ELEMENT ELEVEN: Employee Retirement Programs

Education Code: Educ. Code §47605(b)(5)(K)

o (K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

SBE Criteria: 5 CCR 11967.5.1(f)(6)

o (11) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by Education Code section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

All eligible certificated staff members will participate in the State Teachers' Retirement System ("STRS") - to the extent allowed by law. They shall retain all previous vested rights in STRS. This will include the Director, if certificated, and teachers. The Director will ensure compliance with this provision.

All classified staff will participate in the federal social security program. The Director will ensure compliance with this provision.

ELEMENT TWELVE: Public School Attendance Alternatives

Education Code: Educ. Code §47605(b)(5)(L)

o (L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

SBE Criteria: 5 CCR 11967.5.1(f)(12)

o (12) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Innovations Academy is a school of choice. As per state law, no student may be required to attend Innovations Academy. Students who reside within the District who choose not to attend Innovations Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in Innovations Academy will be informed on admission forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Innovations Academy will provide information about attendance alternatives to inquiring parents and students. Transportation is the parental responsibility for families who choose to attend Innovations Academy, unless such transportation is provided by IA at its sole discretion.

ELEMENT THIRTEEN: Return Rights of District Employees

Education Code: Educ. Code §47605(b)(5)(M)

o (M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

SBE Criteria: 5 CCR 11967.5.1(f)(13)

o (13) The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by Education Code section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

(A) Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.

(B) Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school

No public school district employee shall be required to work at the Charter School. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

District employees will have no special rights to work at Innovations Academy. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement.

Innovations Academy shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by Innovations Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: Dispute Resolution

Education Code: Educ. Code §47605(b)(5)(N)

o (N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

SBE Criteria: 5 CCR 11967.5.1(f)(6)

o (14) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), at a minimum:

(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not an LEA.

(B) Describe how the costs of the dispute resolution process, if needed, would be funded.

(C) Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and Director of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Innovations Academy Director and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School, or their respective designees, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Innovations Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Innovations Academy.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify Innovations Academy governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

Internal Complaints

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures, and Title IX complaint procedures as required by state and federal law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT FIFTEEN: Closure Procedures

Education Code: Educ. Code §47605(b)(5)(O)

o (O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

• 5 CCR 11962: Definition of Procedures for School Closure.

o As used in Education Code sections [47605(b)(5)(O)] and 47605.6(b)(5)(Q), “procedures” means, at a minimum, each of the following:

(a) Designation of a responsible entity to conduct closure-related activities.

(b) Notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorization entity), the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:

(1) The effective date of the closure;

(2) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;

(3) The pupils' school districts of residence; and

(4) The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

(c) Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated in subdivision (a).

(d) Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter may require to be transferred to a different entity.

(e) Transfer and maintenance of personnel records in accordance with applicable law.

(f) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

149(1) An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

(2) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

(3) An assessment of the disposition of any restricted funds received by or due to the charter school.

(g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

(1) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

(2) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

(h) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

(i) Identification of funding for the activities identified in subdivisions (a) through (h).

The following procedures shall apply in the event Innovations Academy closes. The following procedures apply regardless of the reason for closure.

Closure of Innovations Academy will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.

The Innovations Academy Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

As applicable, Innovations Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. Innovations

Academy will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure. District property that is transferred to Innovations Academy together with the facilities remains District property, is not an asset of Innovations Academy, and must be returned to the District when Innovations Academy closes.

As soon as reasonably practical, Innovations Academy will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

Should Innovations Academy cease operation, the assets of the Academy shall be first prioritized towards paying any debts of the Academy including any overpayment or over apportionment of state funding, and any and all fees or sums due to the District. All other assets will be distributed in accordance with the Articles of Incorporation.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

As soon as reasonably practical, the Charter School will prepare final financial records. This audit will be completed within six months of school closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

Further, the Academy will notify parents, students, the District, the California Department of Education, districts affected by the closure, and the San Diego County Office of Education.

On closure of Innovations Academy, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Innovations Academy is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set

forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

MISCELLANEOUS PROVISIONS

Financial Planning, Reporting, and Accountability

Education Code 47605(h)

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

In addition to standard reporting in accordance with Education Code Section 47604.33, Innovations Academy shall provide reports as requested from the District and County office of Education. Standard finance reports to both entities include:

By July 1st

- A preliminary budget for the current fiscal year
- An annual update of the LCAP as required in Section 47606.5

By September 15th

- A final unaudited report for the prior year with an annual statement of all receipts and expenditures for the preceding fiscal year

By December 15th

- An interim financial report for the current year reflecting changes through October 31st
- A copy of the previous year's annual, independent audit (also sent to State Controller and CDE)

By March 15th

- A second interim report reflecting changes through January 31st

Innovations Academy, with the support of a business management provider (currently contracted with Charter School Management Corporation, or CSMC) shall maintain internal controls that are evaluated annually by an independent auditor in accordance with generally accepted audit standards. The audit will verify the accuracy of the school's financial statements and reporting practices. Clear audit reports are submitted to the District, County Office of Education, State Controller and CDE.

Innovations Academy Board of Directors meets routinely to review Charter School profit and loss statements, cash flow projections, budget to actual reports, and balance sheets. The Board also addresses formal or informal audit deficiencies, if any, and determines the means for resolving any such deficiencies in a timely fashion.

Information Exchange

Innovations Academy agrees to promptly respond to all reasonable inquiries, including inquiries regarding its financial records. Innovations Academy records will be treated as public records under the California Public Records Act. The District may inspect or observe any part of Innovations Academy at any time. The District agrees it will not do so unreasonably, without notice or by causing a disruption of student instruction or Innovations Academy operations except in the case of an emergency.

Innovations Academy will also complete and provide in a timely manner to the District the following reports as required by law:

- CBEDS (California Basic Educational Data System)
- ADA (Average daily Attendance) Reports
- SARC (School Accountability Report Card)
- Reports pertaining to Education Code 47604.33 mentioned specifically in Element Nine: Financial Audits.
- CAASPP
- CALPADS (California Longitudinal Pupil Accountability Data System)
- Office for Civil Rights: Provide the information necessary for the District to submit the required data
- English Language Proficiency Assessments for California
- FitnessGram Data
- LCAP update and summary report by July 1

Changes in these reporting requirements may be incorporated by reference into this charter when the District and the Academy mutually update their MOU.

Legal Status and Civil Liability Effects

Education Code Section 47605(h)

Potential civil liability effects, if any, upon the charter school and upon the school district.

Innovations Academy operates as a California non-profit public benefit corporation. As such, San Diego Unified School District shall not be liable for its debts or obligations.

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and

all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District have a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Insurance

The Charter School shall maintain at its sole cost and expense, without reimbursement, adequate policies of insurance covering Commercial General Liability, Business Automobile Liability, Worker's Compensation, Professional Liability (Errors and Omissions), Employment Practices Liability and Property Insurance (including contents).

Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

General Liability Insurance

The Charter School shall maintain throughout the term of this Operations Agreement, at its own expense, general liability insurance with limits of at least \$5,000,000 per occurrence for bodily injury, including death, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Automobile Liability

The Charter School shall maintain throughout the term of this Operations Agreement at its own expense automobile liability insurance with combined single limits of \$2,000,000 per accident, for owned, non-owned or hired vehicles. In the event the Charter School transports students, enhanced limits of \$5,000,000, combined single limits, are strongly recommended. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be

endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Workers' Compensation Insurance

Workers' compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and Employers' Liability insurance with a minimum limit of \$1,000,000. The policy must be endorsed with a waiver of subrogation in favor of the District.

Professional Liability/Errors and Omissions Insurance

Professional Liability/Errors and Omissions Insurance shall cover the Charter School for those sources of liability arising out of the rendering or failure to render professional services in the performance of this Operations Agreement, including all provisions regarding financial management and indemnification. The insurance shall be subject to a maximum deductible not to exceed \$50,000 deductible per claim. The minimum limits to be maintained by the Charter School shall be no less than \$1,000,000/\$2,000,000 per claim/annual aggregate. Coverage for sexual abuse and molestation shall be included to the full policy limits.

Employment Practices Liability Insurance

The Charter School shall obtain Employment Practices Liability coverage with minimum limits no less than \$1,000,000/\$2,000,000 per claim/annual aggregate, or equivalent.

Property Insurance

All Risk Property Insurance shall include coverage (including contents) to address business interruptions and casualty needs including fire and other hazards with replacement cost coverage for all assets listed in the Charter School's property inventory and consumables. The Charter School shall also pay an equitable share of the cost of insuring the structures if it occupies a District-owned facility.

Any and all policies of insurance maintained by the Charter School pursuant to this section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the District and/or its respective officers, agents, employees, and representatives. The District may specify that it be named as "separately insured."

To the extent that the Charter School obtains insurance providing "claims made" coverage, the retro date must be on or before the inception of the Agreement and such coverage shall include a rider or endorsement that provides for coverage for no less than three (3) years following termination of the policy.

All deductibles and/or self-insured retentions in excess of \$50,000 must be declared to and approved by the District.

The insurances required above shall be provided by insurers authorized to conduct business in

the State of California which are rated “A-, VII” or better by the current A.M. Best’s Rating Guide or an insurance joint powers authority with the consent of the District prior to commencement of such insurance. In the event coverage is written by a non-admitted insurer, the company must be included in the current California List of Approved Surplus Lines Insurers (LASLI list) and otherwise satisfy all rating requirements.

Administrative Services

Education Code Section 47605(h)

The manner in which administrative services of the charter school are to be provided.

Our Charter School Board currently contracts with Charter School Management Corporation (CSMC) for our back office and financial service needs. CSMC provides support for Innovations Academy in the following areas:

- Annual budget development
- Cash flow projections
- Long term financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- ADA tracking & reporting
- Board financial reports
- Student Data Services

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. The specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

Education Code Section 47605(h)

The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Innovations Academy is under a current lease agreement for its facilities at 5454 Ruffin Road, San Diego, CA 92123. IA agrees to abide by all agreements and uphold its responsibilities with regard to the care and maintenance of this property. Innovations Academy will comply with

Education Code section 47605.1 and 47610, when applicable, with regard to location and compliance in the current facility.

Attendance

Innovations Academy shall implement an attendance and accounting system to ensure contemporaneous record keeping, which complies with state law.

District Services/MOU

Innovations Academy and the District will negotiate in good faith on an annual basis to develop a Memorandum of Understanding ("MOU") separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. Innovations Academy's purchase of goods and services, if any, from the District shall not negate the operational independence of the Academy from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Innovations Academy does not anticipate purchasing any optional services from the District other than services identified in the MOU. The District will perform all oversight functions in accordance with Education Code Section 47613(a). The District may charge for the actual costs of supervisory oversight of Innovations Academy not to exceed one (1) percent of the revenue of Innovations Academy. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Transportation

Innovations Academy shall not provide transportation to and from school, except as required by law.

Mandated Cost Recovery

Innovations Academy will be responsible for recovering from the State all eligible mandated costs applicable to IA, if applicable.

APPENDICES

Appendix A.....	2025-26 Local Control Accountability Plan
Appendix B.....	Articles of Incorporation
Appendix C.....	Active Corporation Status
Appendix D.....	Bylaws
Appendix E.....	Conflict of Interest Policy
Appendix F.....	Uniform Complaint Policy and Form
Appendix G.....	Board Roster
Appendix H.....	Budget Projections, Assumptions, Cash Flow

APPENDIX A: 2025-26 LOCAL CONTROL ACCOUNTABILITY PLAN

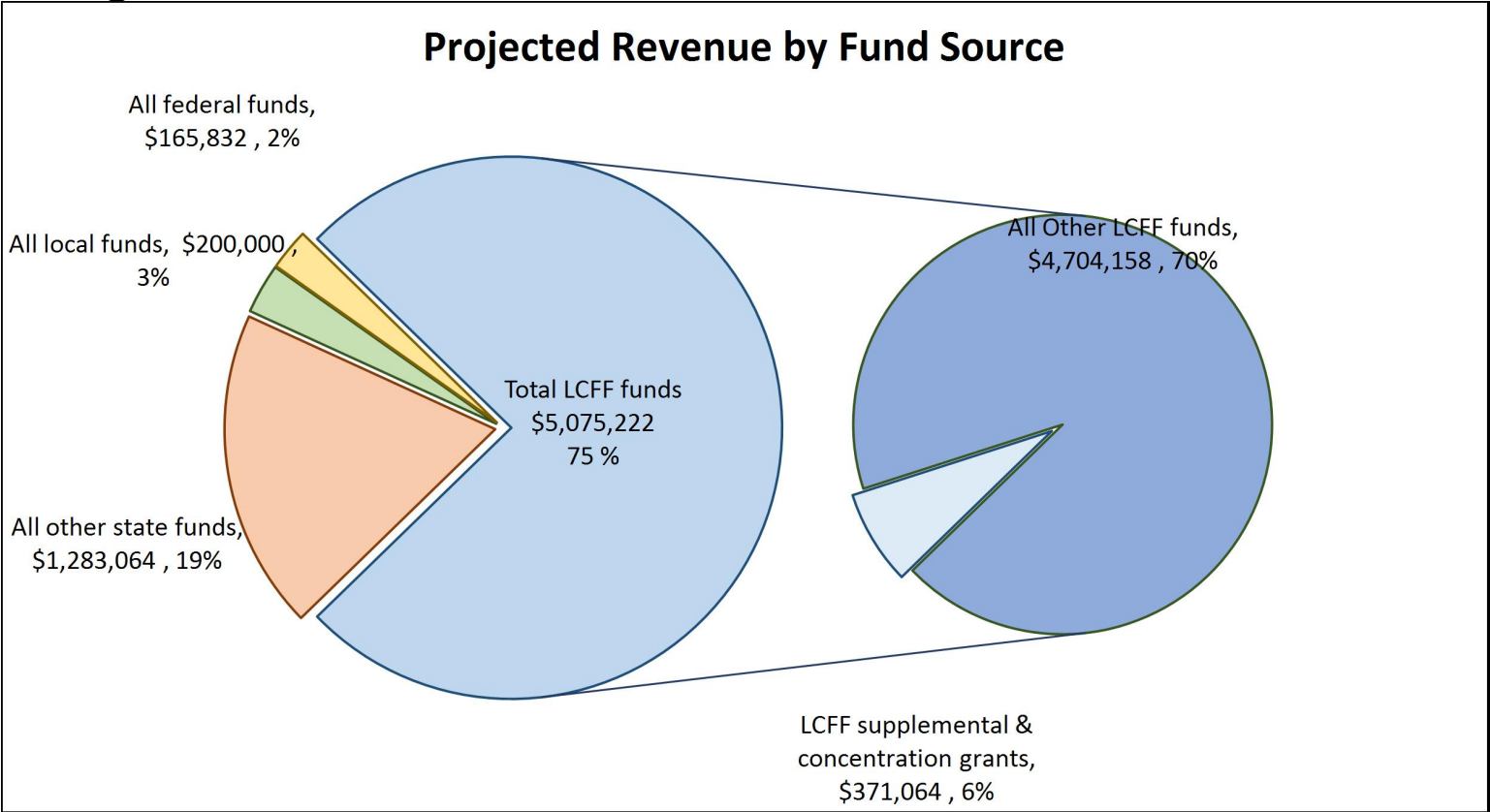


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy
CDS Code: 37683380118083
School Year: 2025-26
LEA contact information:
Christine Kuglen
Director
christine@innovationsacademy.org
858-271-1414

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



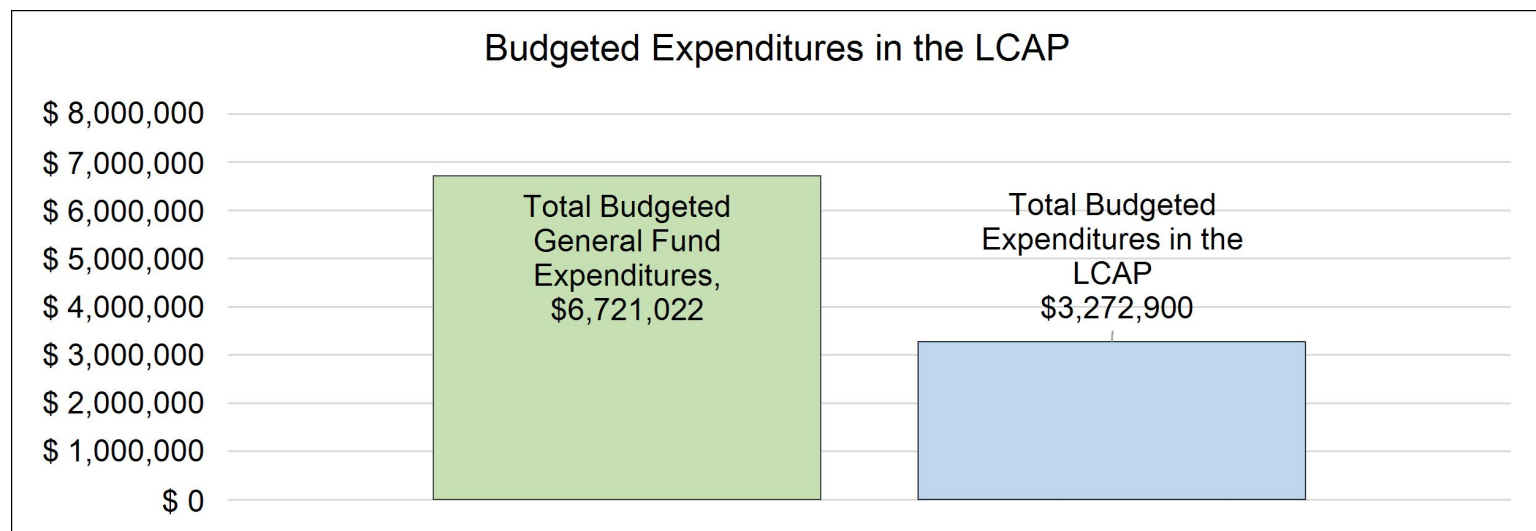
This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Innovations Academy is \$6,724,118, of which \$5,075,222 is Local Control Funding Formula (LCFF), \$1,283,064 is other state funds, \$200,000 is local funds, and \$165,832 is federal funds. Of the \$5,075,222 in LCFF Funds, \$371,064 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Innovations Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

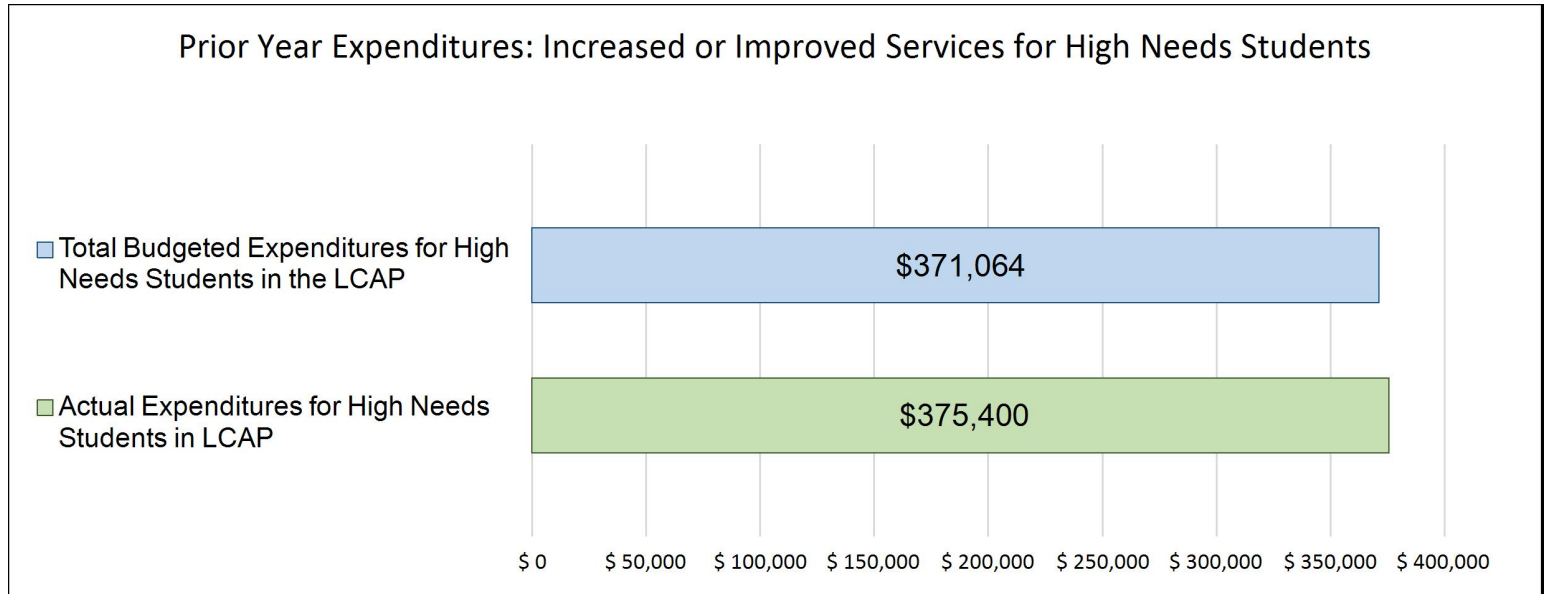
The text description of the above chart is as follows: Innovations Academy plans to spend \$6,721,022 for the 2025-26 school year. Of that amount, \$3,272,900 is tied to actions/services in the LCAP and \$3,448,122 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Innovations Academy is projecting it will receive \$371,064 based on the enrollment of foster youth, English learner, and low-income students. Innovations Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Innovations Academy plans to spend \$372,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Innovations Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Innovations Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Innovations Academy's LCAP budgeted \$371,064 for planned actions to increase or improve services for high needs students. Innovations Academy actually spent \$375,400 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Innovations Academy is a K-8 public charter school whose charter was written to establish a school in which hands on, experiential, interactive high quality learning was accessible to all learners within an environment that respects the interconnected academic and social emotional needs of all learners. Innovations Academy opened our doors in September 2008 and was relocated four times in our first five years. We remained stable for 9 years in Scripps Ranch and finally moved into our forever home in August of 2020, in the midst of the pandemic. Our new facility, in Kearny Mesa, was built according to our needs and goals. During the 24-25 school year the students of Innovations Academy were a diverse population drawing from over 50 different zip codes throughout San Diego County. The student population is comprised of approximately 24% special education students, 35% FRL, and many working class families of all backgrounds that are facing increasing economic hardship due to the high cost of living in San Diego. Many rely heavily on the support of extended family even when they don't qualify as low income.

Following a constructivist philosophy, our community is comprised of families that see value in both interactive learning and a strong social emotional curriculum. The diversity of personalities, abilities, religions, family cultures and practices, world views and ethnicities creates an environment in which we experience a rich mix of viewpoints daily. As open minded constructivist educators, we believe that every student brings background, context, skills and knowledge to their education and the learning environment from which they construct their learning and support the learning of others. Additionally, our job is to help students construct their learning by providing experiences that provoke thought and invite action for learning. We believe that each person's journey is unique to them and is practically immeasurable. Our goal is to facilitate learning along that journey. Post pandemic and due to increasing inappropriate use of technology by children, we have added emphasis in helping students build focus and motivation while also developing skills of self-regulation and resilience. Our social emotional

program, which has been an integral part of our program since 2008 has allowed us to continue to address the rise of mental health conditions in students.

As a single school charter, we have integrated our SPSA into our LCAP. By doing this we are better able to align the programs and services funded by both state and federal funds into one cohesive program that serves the needs of all our students and student groups.

The testing and data culture that has been created over the past 25 years has been destructive to both schools and children and it persists. It comes with an underlying belief system that gathering data through standardized testing will somehow make working with children less complicated, provide us with accurate information about individual and groups of students or automate the learning process for all. Education across our country has been tasked with doing everything for everyone. Not only are we expected to provide a solid academic education, we are expected to feed, establish value systems, worry about how parents are parenting, provide before and after school care and according to our own CDE be vigilant for them from "cradle to career," something that in the past was the role of parents and extended family. We don't think that is the answer and we provide parent education to empower parents to be parents and not to rely on an education system for what should be family responsibilities and honor. Schools have always struggled with addressing the needs of children who are coming from diverse families, parenting skill levels, socio-economic situations etc. and the bureaucracy has not yet realized that schools can't fix all of that, especially in a one to three year span. Children are not data points, they are individuals, each with unique variables (such as unique timelines, readiness and life factors) contributing to their learning, their decisions and their educational experiences. The skills of collaboration and teamwork, creativity and imagination, deep critical thinking and problem solving are firmly rooted in our program, embedded with content learning. How we teach is profoundly different than the typical public school and is nearly impossible to measure in data driven ways.

How we interact is also different. Our behavior management is community centered and designed to promote doing the right thing when no one is looking. Our social emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically designed from a behaviorist perspective. The lack of extrinsic motivators is based on solid research about its destructive tendencies. How we assess whether or not our school has achieved its goals is crucial to determining the overall effectiveness of our program components and structure. Frequent and varied assessments, both summative and formative, provide insight to teachers when planning instruction and serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes also allows parents, students and teachers the information needed to guide and decide the paths to take on the educational journey.

Innovations Academy utilizes both traditional assessments, teacher-designed assessments and observation of students to continually review current levels and progress. Traditional assessments such as NWEA MAP assessment, writing rubrics, published curriculum and online resources are utilized alongside student inquiry-based learning and project work and peer evaluation. We are very aware that no single assessment, especially computer based standardized, statewide or nationwide assessments can define the skills, knowledge or academic level of a student and that there are many very different ways that a demonstration of learning can and should look. Most important is that a student knows their strengths and challenges and builds fortitude for their own long educational journey.

Innovations Academy students are required to learn the same content, standards and skills as all other students but how we do it is wonderful. At Innovations Academy we are dedicated to inquiry, deep project work, experiences and hands-on exploration. Our students wonder, build, discuss, debate, perform, create, interact, research, defend, cut, color, draw, paint, challenge, diagnose, interview, speak,

determine and explore in collaboration with each other and the real world. We have stayed true to these values through recessions, a pandemic, four location changes and the overexposure to technology of our students. We provide the resources, guidance and expertise as adults who are further along in the journey.

Innovations Academy is dedicated to our mission of supporting students to powerfully create their lives through self-expression, compassionate connection and purposeful learning.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Innovations Academy's 2024 California School Dashboard reflects achievements and successes across various categories. In 2023 we were given status as a California Distinguished school for our elementary program. The California Dashboard, which is based on CAASPP scores alone, reflects several data points:

English Language Arts

- IA student test scores are higher for English Language Arts than Mathematics.
- The percentage of IA students who meet or exceed standards for ELA on the CAASPP statewide testing (61.09%) is higher than the local district (SDUSD)scores (54.22%)
- The percentage of IA students who meet or exceed standards for ELA on the CAASPP statewide testing (61.09%) is higher than the state scores (47.04%)

Math

- IA Math scores dropped. We need to attend to this point and determine interventions to shift this.
- The percentage of IA students who meet or exceed standards for Math on the CAASPP statewide testing (45.05%) is higher than the local district (SDUSD)scores (43.89%)
- The percentage of IA students who meet or exceed standards for Math on the CAASPP statewide testing (45.05%) is higher than the state scores (35.54%)

Science

- Only .95% (less than 1%) of IA students failed to meet standard in Science on the CAASPP statewide tests given to 5th and 8th graders
- The percentage of IA students who meet or exceed standards for Science on the CAASPP statewide testing (52.38%) is higher than the local district (SDUSD) scores (37.78%)
- The percentage of IA students who meet or exceed standards for Science on the CAASPP statewide testing (52.38%) is higher than the state scores (30.7%)

English Language Learners and the ELPAC

- The percentage of English Language Learner students who progressed at least one level went from 8.3% to 84.6%. Two years ago 100% of students fell into a category of staying on the same level.

Chronic Absenteeism has been an issue for Innovations Academy since the pandemic. We are not unique to this post pandemic trend and we will be continuing to set goals to make improvement in this area. The continuing increase in our chronic absenteeism is concerning. Though our percentage is lower than our authorizing district and the state we intend to remain vigilant for improvement.

Chronic Absenteeism			
Year	Innovations	District	State
2023-2024	13.0%	21.4%	18.9%

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Innovations Academy is not required to participate in technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Innovations Academy is not designated as a school receiving Comprehensive Support and Improvement

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/staff	Meetings: January 5th, 9:05am, 10:15am, 11:25am January 5th, 1:00pm January 7th, 2:15
Administrators	Meeting: December 17th, 1:00pm May 6th, 1:00pm
Parents, Families and Communities Members	Parent Advisory Committee: Meeting November 14th, 2:00 pm Meeting January 16th, 2:00 pm Parent LCAP and Report Card Meeting February 5th @ 7 p.m. Survey March 14th, May 25th LCAP Board Presentation with input: May 13, 2025 English Learner Advisory Committee (DELAC) January 24th
Students, Staff and Parents	Surveys: September 2024

Educational Partner(s)	Process for Engagement
	School Climate Survey May 2025 School Climate Survey Parent LCAP Input Survey Staff LCAP Input Survey

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The input of educational partners was used to revise and/or refocus actions, to make updates, and to help us decide how to break up a goal into more understandable parts.

Teachers/staff:

- Input from teachers included requests for a large variety of trainings including project training and how to use data from our data management software.
- Areas of improvement mentioned by teachers includes parent education about how to communicate effectively with teachers and organization of the large and varied amount of resources on campus.

In the 24-25 school year, teachers expressed a need to understand accountability without punishment, a desire for teacher planning time to be evenly distributed, to work on new ways to implement advisory time in middle school, to figure out the sound system volume adjustments in class and a renewed desire to decrease absences in their classes.

Parents/Community:

- Input from parents reflected an overall satisfaction with the school, the environment, and the academic successes.
- Areas of improvement that were mentioned most often centered around:
 - attendance improvement, and the need for a notification system
 - engaging with parents to educate them about our program
 - a desire to know more about and understand academic performance, assessment results and report card/portfolio work.
 - suggestions were made about explaining the reasons for standardized testing
 - looking at alternatives such as student teachers or interns to increase staff
- Parents are adjusting to a new report card this year and have asked for more effective communication about these changes.

In the 24-25 school year, Parents expressed a need to understand our new report card system, to have a platform that would help them view their child's progress, to have phones consistently answered during the school day, to understand how fundraisers and field trip payments support each other, to have a payment system for field trips that is more user friendly.

Students:

- The majority of students requested more activities.

- Students like the field trips, explorations and electives. There were also comments about liking the environment and believing that the staff cares about the students.

In the 24-25 school year, students expressed appreciation for the field trips, explorations and electives. They also worked effectively in Middle School Cafe time. Students in middle school expressed confusion about advisory.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We were in the green and blue sections on the dashboard due to academic test scores for the 22-23 school year. Due to these dashboard improvements from previous years, we feel it is important to have a goal that continues our focus on maintaining or slightly increasing our scores. We will continue to refine and implement actions that we had created previously because those actions were successful in helping our students achieve the metrics that we had set out to achieve. We hope to adjust the action items so that we challenge and push our students academically even more.

The following actions were successful and we hope to implement with slight adjustments:

- The cohesive assessment plan has been instrumental to the increase in student performance. We hope to adjust our in house assessments in order to be consistent with the type of assessments throughout the school year rather than just at the start and the end of the school year. We used feedback from teachers in order to address the most important of student needs so we can be consistent in assessing progress across our school campus.
- We want to continue to utilize IABs and previous year's CAASPP scores to analyze progress and isolate gaps. This will lead to a comprehensive plan of next steps for teachers. When we're not looking at these forms of assessment, we'll have teachers utilize in-house assessments that address the areas seen on CAASPP tests to target specific learning goals.
- Holding one collaborative meeting a month to analyze assessments was successful in gauging where student needs are. We will continue to use this time to track student progress and brainstorm supports to best meet the needs of students based on these particular assessments.
- Our current intervention plan has been successful but we will work on adjusting this process so that teachers utilize more whole class and small group interventions to best support their students. We will incorporate a more structured protocol for identifying and tracking student needs in one central location so that there is transparency in needs across all support providers.

Our school recognizes the importance of providing targeted support to students who require support and challenge in all population groups. Our staff emphasized the significance of equipping our team with the knowledge and transparency in what's going on in each classroom and

offering ample opportunities for staff to collaborate and brainstorm supports and challenges for students based on assessment data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of grade 3-8 students meeting/ exceeding standards on the Math SBAC	2022-2023 School Year Schoolwide: 57.82% Hispanic: 47.54% SED: 78.95% SWD: 59.70% White: 60.00%	2023-2024 School Year Schoolwide: 45.05% Hispanic: 40.57% SED: 32.97% SWD: 39.48% White: 48.51%		Schoolwide: 62% Hispanic: 52% SED: 80% SWD: 62% White: 65%	Schoolwide: 16.95% Hispanic: 11.43% SED: 47.03% SWD: 22.52% White: 16.49%
1.2	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	2023-2024 School Year Schoolwide: 60.4% Hispanic: 54.0% Other: 65.7%	MAP test in progress. Will update in June		Schoolwide: 65.0% Hispanic: 57.0% Other: 67.0%	TBD in June 2025
1.3	% of grade 3-8 students meeting/ exceeding standards on the ELA SBAC	2022-2023 School Year Schoolwide: 69.28% Hispanic: 63.34% SED: 68.42% SWD: 68.18% White: 74.00%	2023-2024 School year Schoolwide: 61.09% Hispanic: 65.22% SED: 51.64% SWD: 50% White: 64.18%		Schoolwide: 72.0% Hispanic: 66.0% SED: 71.0% SWD: 71.0% White: 77.0%	Schoolwide: 10.91% Hispanic: 78 % SED: 19.36% SWD: 21% White: 12.82%
1.4	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment	2023-2024 School Year Schoolwide: 74% Hispanic: 71% Other: 75%	MAP test in progress. Will update in June		Schoolwide: 77.0% Hispanic: 75.0% Other: 78.0%	TBD in June 2025

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our assessment plan was carried out in full. At times it feels like an overkill in assessment, which may need to be modified over time. Our scores on the assessments slipped from 23-24 to 24-25 year especially in math. We will be exploring this drop in the 25-26 school year by improving communication with parents about math and reading, tightening up our classroom management and taking a more intentional approach to seeking students that need support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We spent more on these goals than initially planned. We provided a significant amount of additional staff to support struggling students. We also spent more time than anticipated reviewing data as our scores had unpredictably dropped, especially in math. As our number of special education assessments increased, this created an increased demand for services as well.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We do not have the assessment data yet from the state to determine if actions taken during the 24-25 school year were effective in improving test scores. Our scores dropped from the 22-23 year to the 23-24 year. We feel that we need to more closely monitor the instructional interventions for teachers and the learning interventions for students. We also need to support parents to be co-educators in academic advancement of their children (whether that be through greater interest in attendance, their child's work or motivation at home in specific subject areas). We also need to better leverage our high scoring teachers to support the classrooms whose overall scores are lower. For the 24-25 year, we experienced a more calm assessment period as all teachers are working on a coordinated schedule. The assessment data was shared with teachers throughout the year. This guaranteed an awareness on the part of teachers about their students and an ability to make a plan. We also had ample staff in classrooms providing support to students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have decided to acquire a software that helps with the management of interventions and the flow of work involved with those interventions. This will impact both instructional practice intervention support for teachers and academic intervention support for students. This will also help decrease interruptions due to changes in positions of support staff throughout the year. We would also like to target intervention for teachers using other teachers with stronger instructional strategies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Streamlined Assessment Plan	2024-25 We will continue to implement our current assessment plan which specifies implementation of the following assessments; NWEA Map, CAASPP, IABs, Dibels, Spelling Inventory, Writing Assessment, Math Facts Fluency and our SEL survey. We will continue to assess students at the beginning and end of year following this plan. Teachers will be required to give 2 IABs per month (one for math and one for ELA) beginning in January to prepare students for the CAASPP - a total of 6 IABs will be given. We will also create benchmark mini-assessments for teachers to utilize in their classrooms once a month so we can monitor progress more closely. This plan will also include structured testing times and designate students to test with specified staff members. The costs associate with this might include NWEA, Spellography curriculum, OTUS for processing the SEL data, and potentially paying a staff member to develop new writing assessments, score assessments or manage data. 2025-26 We will streamline the specific assessments, including their design, to facilitate implementation of the plan and to support the use of a quantity of data that is not overwhelming. We will continue to utilize assessments in a variety of subject areas and the same number of IABs.	\$16,500.00	No
1.2	Support for Academic Instruction	2024-25 We will analyze our CAASPP and MAP data by the end of September for any trends. We will use our other in-house assessment data to find patterns and areas of need. Based on the areas of identified need, we will tailor professional development in staff meetings and collaboration meetings to give all teachers the tools to best support their students in addressing these deficits. We will also seek professional development for teachers whose practices excel student growth to help facilitate mentorship within the school. The costs associated with this actions might involve curriculum resources, stipends, outside trainers, software for assessment analysis and NWEA. We will provide professional development to continue to unify our staff around our mission. 2025-26 This action will stay the same.	\$47,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Data Analysis, Reflection and Tracking	2024-25 We will hold one collaborative meeting each month (August to March) that will be specifically designated for analysis of student work, assessments, formative assessments and classroom observation data. Data gathered will be used to create a plan for improvement. Teachers will track this progress and create action items for students in a shared document that will be updated weekly. Teachers will have access to support staff, resources, trainings and other support providers in order to address the concerns highlighted on their tracking document. The EL and Title 1 coordinator will be involved and specifically tracking services and progress for students in these communities. Each quarter, students who have not made progress will be given an individual plan through the SST process. The associated costs for this might include staff support for tracking and monitoring, SST coordinator costs, support staff costs, developing or purchasing resources to support specific student needs. 2025-26 We will continue this action as in the previous year.	\$12,200.00	Yes
1.4	Intervention Plans	2024-25 We will create opportunities during August professional development and once a month for teachers to review and learn intervention strategies and techniques that should be used with students who are not achieving at grade level. These strategies and techniques will be tracked in the weekly data tracker to show actions and steps taken towards supporting students. Students who do not meet academic goals or show some improvement will be recommended to start the SST process. The associated costs that this action item might occur will be paying the SST coordinator, developing and collecting resources for intervention, and paying outside support providers to offer professional development for teachers. 2025-26 We will continue this action as in the previous year.	\$21,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The foundational philosophy of our school is that hands-on, interactive, inquiry is the most developmentally appropriate way for students to learn. We also know that teachers are at the core of student outcomes, school progress and climate. We pride ourselves on offering ample opportunities of support for teachers in their teaching practice in the areas of student engagement, classroom management, inquiry based learning and dealing with difficult behaviors by seeking solutions for developing happy and healthy students. We apply research based practices to interventions and thrive and grow as a community by providing opportunities for teacher, TA and other support staff input. By creating and aligning structures that are consistent across all grade levels, our students and teachers will benefit in every way.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential. 75% of enrichment teachers hold a specific area credential	100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a		100% of classroom and enrichment teachers hold a credential in their area of assignment.	0% We are currently maintaining our fully credentialed teacher status.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			specific area credential.			
2.2	Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% if the instructional day	100% of students with disabilities are in the general education program over 80% of the instructional day.		100% of students with disabilities are in the general education program over 85% if the instructional day	0% We are currently maintaining our goal of learning through inclusion such that our students with disabilities are learning in the classroom over 80% of the time.
2.3	Suspension rate	0.2% schoolwide suspension rate	0.2% schoolwide suspension rate		0% schoolwide suspension rate	0.2% difference.
2.4	Expulsion rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate		0% schoolwide expulsion rate	0% We have never expelled a student.
2.5	Percentage of students who feel connected/part of their school	According to the September 2023 in house Social Emotional Survey: 62% of students scored 80% or higher in the social awareness category 57% of students scored 80% or higher in the responsible decision making category 50% of students scored 80% or higher in the self awareness category 51% of students scored 80% or higher in the	According to the September 2024 in house SEL Survey 57% of students scored 80% or higher in the social awareness category 56% of students scored 80% or higher in the responsible decision making category 35% of students scored 80% or higher in the self		Based on SEL survey: 70% of students score 80% or higher in the social awareness category 65% of students score 80% or higher in the responsible decision making category 60% of students score 80% or higher in the self awareness category	Social Awareness=-5% from baseline Decision Making=-1% from baseline Self Awareness= -15% from baseline Relationship Skills= 6% from baseline Self Management=-8% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		relationship skills category 57% of students scored 80% or higher in the self management category.	awareness category 45% of students scored 80% or higher in the relationship skills category 49% of students scored 80% or higher in the self management category.		60% of students score 80% or higher in the relationship skills category 65% of students scored 80% or higher in the self management	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, this goal was very successful in its implementation. We were able to carry out our action items with general success and have been able to get the staff involved in analyzing our success and processes that surround each action item. We were able to gather a lot more data this year on student behaviors using our incident tracking software program. It helped with creating more transparency throughout the school on what is happening and where it's happening. This has allowed our administration, special education team, and general education team to connect and stay on the same page. We also have a document where teachers are entering the different supports and concerns that they're seeing both academically and behaviorally in a shared tracking tool so that we can go back and see what actions have been done in order to support students who are flagged as needing more support. Although this was immensely more successful than our previous year, the consistency with which teachers were entering this information into the software greatly decreased at the end of the year. We made strides with becoming more consistent in our grading policies across grade bands. All teachers have successfully implemented one-point rubrics that have helped their grading be more objective, allowing for more clarity for parents and students. We also have been consistently putting student work into portfolios where the grades can be tied directly back to student work. Although it was a difficult process to learn, our staff has grown more comfortable over the school year with the new system and we have experienced success in cross grade communication and an understanding about how grading can be more objective. We had some difficulties in figuring out how to adapt this method to some of our enrichment classes, but have been working with staff to develop strategies that work for their particular course that also meets the goal of the grading system. Parents were confused by the new report card system. We are addressing that confusion by providing explanations in our weekly communications and making portfolio work more clear. We also found that more work needed to be included to ensure that the points were not unfairly weighted for any given assignment.

Our middle school redesign has also gone incredibly well. Our teachers in our middle school took on the task of the redesign and were very successful in creating a system that works within our setting, while also meeting the needs of the staff and students. We were able to utilize cafe time to create independent students who can complete and track their own work, our teachers had less planning to do and could focus on two subject areas with more depth, and our students feel much more united than any other year before. This was measured by student complaints in middle school about students in other grade levels. A noted decrease was experienced. There have been some challenges along the way with this restructuring, but we were able to work through these as a team in order to adjust and shift everything to best meet the objectives of quality instruction for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

On three out of the four goals we spent less than expected. We have still not found the best way to track incidences as we would like. We did not spend the anticipated funds on this though we did spend a lot of time on it and our tracking improved. Our report card efforts exhausted a lot of energy but not necessarily funds. The only category in which our spending far exceeded our anticipated expenditure was the middle school redesign. This was in part due to the amount of furniture and materials we purchased to create the cafe environment. The outcome was successful and we are celebrating success with our cafe.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 was effective .We were able to gather incident data that helped us see patterns. We will continue to track this data but our plan is to acquire a software program that will help us capture more data and create consistent interventions for students who continue to be repeat offenders. The new system will be integrated with other data which will consolidate information for us. 2.2 The report card launch first semester informed us about the weak areas of our system but was welcomed by teachers as a system that will work for them 2.3 Our middle school redesign was effective. The elements of seminars, enrichment aligned with projects, cafe as well as the sharing of students between teachers consistently were all successful. The advisory was functional but we would like to create a specific list of topics prior to the start of the school year. 2.4 We have realized that changes in staff are inevitable when we work with a young staff whose journey is still unfolding for them. We would like to see more of our staff noticing areas in which they would like to improve, taking ownership for improving their practice, speaking up about their needs and taking the support to make changes to their practice. We will continue to seek ways to do that.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For action 2.1, we will acquire a new software system that allows us to create a flow chart for interventions that helps us collect data about which interventions are working and track repeat offenders more effectively. 2.2. We launched our new report card system connected to portfolio work. We will continue to refine the grading system, the report card look and the communication with parents so they can better understand report card information. 2.3 We will refine the middle school redesign to make advisory topics more effective and to incorporate enrichment into science and social studies with more consistency and flow. 2.4 We realize that there will be more changes in teaching staff when we hire young teachers. We will continue to seek ways to gather data on performance and explore with teachers how to notice their needs and empower them to seek ongoing support and training provided to them. We will find ways to promote their own self reflection on the needs they have to improve instruction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Incident Tracking Program	2024-25 We will either create, purchase or utilize an already existing software so that staff can track behavioral incidents that occur in their classrooms and on the playground. We will insure that procedures for doing so are documented and that there is accountability for accurate and consistent documentation. We will provide a short period of time during each collaboration meeting for staff to update and communicate about any possible concerns. The associated costs that could accompany this action are paying a staff member to monitor tracking and follow up with teachers/staff, the potential cost of software and trainings to support staff in utilizing techniques and strategies for interventions. 25-26 The tracker we used last year was not comprehensive enough. We will purchase a new software that is customizable, gathers data and also sends reminders and has analytics. We will monitor and share information about incidents within our organization.	\$14,500.00	No
2.2	Monitoring Student Work	2024-25 This action is to align student work with report cards and to create a consistent school structure for portfolio assessment. We will create a protocol for collecting work each week (one core subject per week). Work will then be placed in a portfolio. Portfolio work will be used to develop grades on report cards, to demonstrate student growth and to track improvement in core subject areas throughout the year. Basic requirements for portfolios will be established. With the establishment of this protocol, we plan to redesign our report cards into a point system that will identify clear designation of mastery or not. The cost associated with this action item might include a software system to store grades/report card data, a digital platform to store portfolio work, and physical supplies to store portfolio work. 2025-26 Our new portfolio aligned report card drew a lot of attention, which we feel is beneficial. We modified the portfolio requirements and this year we will define and refine the alignment of work with our report cards. We	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		noticed that our SIS does not effectively support our report card management and distribution and we will explore new student information systems for improvement over time.		
2.3	Middle School Redesign	2024-25 We will restructure our middle school in order to allow for more inquiry based learning and project based learning to take place as well as increase motivation and to grow academic rigor. This restructuring will allow for teachers to become responsible for two subject areas rather than all subject areas. By using this format, we hope to attract more middle school candidates that can execute our projects and make them a reality. This restructure will also create more independent learners who are critical thinkers. The associated cost with this goal might include staff salaries, standards-based projects, field study opportunities, guest speaker fees, and materials needed to execute the projects. 2025-26 The restructuring of middle school was successful. Student independence was markedly improved, middle school became more cohesive and the teacher team worked collaboratively. This year we will restructure the advisory, rework the schedule to give more time to ELA and more clearly define the roles and responsibilities of the Explorations teachers involved in middle school.	\$3,000.00	No
2.4	Professional Development	2024-25 Educators deserve to be supported in a variety of ways and deserve to continually grow, learn, develop their practice, set goals and receive training. All students deserve teachers who are well trained and equipped to manage the complex dynamics of classroom learning. Training and professional development will be provided to equip our staff and teachers with proactive techniques and methods rather than reactive interventions. We will utilize collaboration time and staff meetings to provide mentoring and share best practices. We will seek and provide professional development as needs arise. The associated costs for this action might include, stipends, curriculum, specialists/trainers, and conferences. 2025-26 Training will take place prior to the start of the school year, on Mondays throughout the school year and will include proactive and	\$57,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intentional intervention strategies and supports. Teachers will be observed and given feedback throughout the year, new teachers will receive planning, curriculum expectations and school philosophy prior to the start of the year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We know that in order to provide an environment where students are immersed in rich inquiry-based instruction, we must provide them with high-quality materials and a safe space for them to learn. Maintenance of our facility is necessary in order for our students to be safe and prepared to learn each day and for the overall well-being of our students and teachers. We also believe that teachers deserve to have autonomy, freedom and choice in order to create academic challenging learning that is hands on, interactive and developmentally appropriate. We know that providing teachers with a choice of high-quality resources that meet this inquiry based goal, we will have students that are met with rigorous and challenging learning opportunities. Teacher retention has become an issue since the pandemic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students and teachers with access to standards-based instructional materials. Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS,		100% of students and teachers have access to quality standards aligned resources in all subject areas.	0% difference. We pride ourselves in having quality resources for our teachers and students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELD, and Social Science standards			
3.2	All students will access field trips that are meaningfully connected to learning, guest experts and quality enrichment classes	Average number of field trips and guest speakers per grade level are 12 in the 2023-2024 school year	Each class achieved the goal of 6 field trips and 1 expert per project. 100% of students accessed enrichment classes weekly.		Minimum number of field trips tied to academics are 6 per year per class and 1 expert per project. 100% of students access 2 enrichment classes weekly.	0%, we decreased the expectation for field trips due to rising costs. We used the funds to maintain our enrichment program.
3.3	Percentage of facilities that are in "good repair"	100% of facilities are in good repair	100% of facilities are in good repair		100% if facilities are in good repair.	0% We expend a lot of funds keeping our facility in quality condition.
3.4	Social Emotional Support and Curriculum	Accumulated activities for SEL lessons	We added Fly Five as a resource for our SEL activities. A teacher website was created for easy access to resources.		An organized library of activities with a set timeline for implementation throughout the year.	50% We have resources and now we need full organization.
3.5	Teacher Retention Rate	78% of credentialed staff are staying at IA following the 2023-24 school year.	75% of credentialed staff are staying at IA following the 2024-2025 school year.		85% of credentialed staff stay for the following year.	-2% from baseline.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the past year, our goal centered on enhancing the quality and intentionality of our instructional resources, curriculum, and student experiences. Overall, implementation was successful, with several key developments and areas of growth. Our original plan focused on

expanding access to a wide variety of standards-based instructional materials and resources. This objective was met; however, as implementation progressed, we recognized a need for greater intentionality in how these resources were selected and used. As a result, we shifted mid-year to focus not just on availability, but on alignment and relevance—ensuring that the tools we invest in are truly impactful for both teachers and students.

A key adjustment was the introduction of teacher feedback loops to assess curriculum usage and effectiveness. We did not initially plan for this data collection, but it became essential in guiding our decisions.

One notable success was the integration of field experiences into the curriculum. Teachers made strong efforts to embed field trips and guest speakers into their projects, resulting in meaningful, hands-on learning opportunities for students. On average, each grade level engaged in approximately 12 such experiences. These real-world connections significantly enhanced student engagement and understanding.

Additionally, we began fine-tuning our social-emotional learning (SEL) supports and curriculum. While this work is still in progress, we made valuable strides in expanding available resources and building teacher capacity in this area.

Despite these successes, there were challenges. One key issue was inconsistency across grade levels in the number and quality of field trip and guest speaker experiences. To address this, we identified a need for dedicated planning time during monthly collaboration meetings.

This will help streamline logistics and ensure more equitable access to these opportunities across the school. Staff retention also presented a challenge, with a 75% retention rate. While many of the departures were due to personal circumstances such as relocation, career changes, or parenting responsibilities, this turnover highlighted the importance of continued support for our educators and the need to maintain a strong pipeline of well-qualified teaching staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The biggest difference in expected expenditures and actuals was in facility costs. It may have been that I added too many zeros when writing the last LCAP, but that will be looked into. Otherwise, we completed the goals with the required amount of money and it was different than what was expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 has been highly effective in supporting progress toward our goal. We have equipped teachers across all grade levels with a wide range of high-quality, standards-based instructional resources. This has significantly facilitated instructional planning and delivery. We plan to expand the implementation of Beast Academy into 5th grade next year, building on its success in earlier grades. In middle school, the 6th–8th grade team will begin using Desmos in addition to their IM curriculum, which offers high-quality digital manipulatives. We recognize the importance of teacher support and will explore professional development opportunities to ensure successful implementation and well as continue to help teachers take ownership of their needs as expressed in goal 2..

Additionally, we've provided ongoing structures—such as small group discussions, staff meetings, and one-on-one coaching with the director—for teachers to assess and reflect on the effectiveness of their project-based learning. We are also in the process of reviewing ST Math to determine how it can be better utilized in grade levels not using Beast Academy, aiming for consistent math support school-wide.

Action 3.2 has been moderately effective. While grade levels averaged approximately 12 field trips and guest speakers—meeting our numerical baseline—the distribution of these experiences was inconsistent. Some grade levels offered significantly more opportunities than others. To improve in this area, we plan to provide additional support for teachers in the planning and execution of high-quality field experiences, including dedicated time for logistics and scheduling during collaboration meetings.

Action 3.4 showed mixed effectiveness. At the start of the year, teachers implemented our social-emotional learning (SEL) plan with enthusiasm and fidelity, particularly using our school-specific “First Six Weeks” curriculum and the Fly Five program in grades 3–5. However, consistency in SEL implementation declined over time. While we laid a strong foundation, we need to develop a more comprehensive, yearlong scope and sequence for SEL lessons and activities. We also need to make sure that teachers are implementing class council meetings that help students learn negotiation and take ownership of their own behavior. This will ensure sustained implementation and alignment across classrooms.

Action 3.3 and 3.5 has been effective. We maintained our facilities in good repair, contributing to a positive learning environment. Additionally, our ability to offer competitive salaries and benefits has helped us attract and retain high-quality teachers, despite broader challenges in staffing across the education sector. The costs in San Diego for living are increasingly difficult for us but we also stress the ability we have to provide benefits such as freedom in teaching practice,. strong administrative support when confronting difficult situations, medical benefits and a very low to no cost and ample planning time during the school day compared to other schools.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our effectiveness and ineffectiveness in regards to our action items, metrics and target outcomes, there are a few changes that need to be put in place that have been mentioned above. First, for goal 3.1 we need to build in checks throughout the year so that staff can truly evaluate the effectiveness of certain curriculum items. This would require some coaching and observations from administration throughout the year to ensure that teachers and staff are implementing high quality, standards based teaching and utilizing the resources that will work to improve instruction. For goal 3.2 we need to look at our field trip planning and embed more structured time, with experts present, to allow for teachers to look into field trip and guest speaker opportunities. This can be done during our set up time at the start of the school year. Additionally, using collaboration meetings, director weekly meetings and staff meetings periodically to focus on field trips and guest speakers could help ensure that this is being addressed consistently. Lastly, for goal 3.4, there is a need to strengthen the scope and sequence for our SEL curriculum to ensure that teachers are putting the lessons, ideas and activities into place with fidelity, holding class meetings regularly about relevant topics and helping students take ownership which will be observed by having cleaner classrooms, hallways and playground, by having the lunch discard area respected, by decreased destruction of items on campus and by having students take ownership of their resolutions in our problem solving/conflict resolution meetings.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	High Quality Curriculum Resources	2024-25 Teachers will have access to at least 2 high quality, standards based resources for each subject area from which to create their own curriculum and projects for class. These will continue to build and develop our project library that will incorporate rigorous standards based resources	\$21,500.00	No

Action #	Title	Description	Total Funds	Contributing
		and activities so that there are ultimately four projects per grade level as options for future teachers. We will continue to extend our implementation of the Beast Academy curriculum to our K-5 classrooms over the next few years. We expect that by the year 2027, all classrooms (K-5) will be using the Beast Academy curriculum, and online support software. Beast Academy staff will train, collaborate and offer feedback to teachers as they apply this program to their every day classrooms. The associated costs for this action might include paying staff to participate in extra trainings, the possible purchase of curriculum and resources and any materials needed for Beast Academy. 2025-26 Teachers will continue to have access to 2 high quality, standards based resources for each subject they teach and create their instructional delivery with those resources in mind. We will continue to build our project library. Beast Academy implementation will extend to 5th grade (so 1st-5th will be utilizing that math program). We will sort through the resources and designate the most effective and help teachers understand best practices with those resources.		
3.2	Students will access field trips, guest experts and quality enrichment classes	2024-25 Interactive inquiry and projects involve extending learning outside the classroom. All students will have access to field trips that support their learning. Experts in various fields of study will be included in all projects. Our students will access enrichment classes each week. The costs to implement this action might include fees associated with experts, costs for bus maintenance and use, costs of entrance to venues, materials and supplies for enrichment classes and salaries of enrichment teachers. 2025-26 Teachers will intentionally plan field trips to contribute academically to student learning. Classroom teachers will connect each of their projects to a guest expert or organization. We will continue to implement field trips as part of our curriculum. Enrichment will continue to be provided to all students that includes, at a minimum, both art and science.	\$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Facility Costs	2024-25 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair, as well as upgrades. 2025-26 We will continue to use our funds to repair and maintain our quality facility. We will look into solar options and window change options to gather information about the possibility of lowering facility costs.	\$363,000.00	No
3.4	Social and Emotional Curriculum	2024-25 Innovations Academy began implementation of our own internally developed SEL program in 2008. It is time to reorganize resources and streamline our SEL program. We will select activities that meet specific SEL objectives and create a timeline for the school year. The associated cost for this action might include staff time, resources and curriculum. 2025-26 We will continue to assess our current curriculum and streamline access for teachers which we expect will improve implementation. We will add new resources as needed. We will take the social emotional skills to our playground, facility and lunch court as we improve personal responsibility among our students. We will seek improved ways to measure and track social emotional curriculum success and challenge.		No
3.5	Teacher Salaries and Benefits	2024-25 We will continue to use our funds to offer competitive salaries in order to attract and retain qualified teachers. We will look at our benefit options each year to make sure they are competitive and address teachers' needs. The associated costs with this will include teacher salaries and costs associated with benefits. 2025-26 We will continue this action as originally stated including all staff salaries. We will also explore how to maintain teacher quality while structuring salary increases in a way that is sustainable for the school.	\$2,518,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student success is entirely dependent on their attendance at school. Without being at school, they disconnect from the flow of learning, lose valuable opportunities to participate in learning, engage in social interactions and develop important skills needed to become a successful student. Our previous efforts have not been enough to combat the steady increase in student absenteeism which is happening across San Diego County, the state of California and the nation. . Although our numbers remain lower than San Diego Unified, we recognize the significant decline in attendance since before the pandemic. We hope to inspire students to be present at school, educate parents and staff members about the importance of attendance and address absenteeism promptly, firmly and supportively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of parents who open ParentSquare communications regarding absences.	100% of parents are contactable via ParentSquareO	99.5% of parents were contactable.		100% of parents are contactable.	+99.5% because we are now tracking this information.
4.2	Percentage of students attending 96% of school days	84.8% of students attended 96% or more of school days in 2023-24	Our P-2 ADA for 24-25 had increased from 94.6% in the		95% of students attend 96% of school days.	+.5% Our attendance P-2 rate increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			previous year to 95.1% for 24-25			
4.3	Percentage of students who are chronically absent (defined as missing 10%)	11.7% of students were considered chronically absent during the 2022-2023 school year - will update final percentages of the 2023-24 school year once the year has ended. 2023-24 = 13%)	13% of students were considered chronically absent in the 23-24 school year. We will update this number for 24-25 at the close of the year.		5% of students considered chronically absent	-1.3%. This was an increase in chronic absenteeism.
4.4	Number of students attending make up time per week	new action and metric, no baseline chronic absenteeism at 13% at the end of 23-24 school year.	On average 15% of students (68) were assigned to do Monday make up work.		Data will show a decrease in students assigned to make up work overtime as absenteeism as chronic absenteeism goes from 11%- 5%	-3%. Chronic absenteeism is a growing issue from 22-23 school year to 23-24 school year.
4.5	Percentage of staff attending 96% of school days	63% of staff attended 96% or more school days in 2023-24	87.5% of teaches attended 96% or more of school days.		75% of staff attend 96% or more school days	an improvement of 24% in teacher absence metric.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We were not successful in this goal. Our chronic absenteeism rose for the 23-24 school year. We communicated with every family that had not called in on the second day of absence. Deeper, more exploratory communication with parents was difficult to implement. We need to reinforce our efforts to communicate often with parents about absences in a way that helps them see the impact of the absence on their child and the class community and build commitment to school in our parent community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal focuses on attendance. We expended a larger amount on staff absences than anticipated but it was an error to calculate an expense on substitutes at only \$1000. We will have a larger expenditure for the coming school year with the adoption of a new software.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

4.1 The action may still possibly work but we did not implement with fidelity to a depth that would have made a difference. Parents are using sickness as a reason even when it is obvious (such as an absence the same day every week) that this is not the reason. We will increase our commitment to this action such that we will attempt accountability. 4.2 We did not follow up as often as would be helpful to determine if this communication would make a difference. It is hard to hold meetings that parents will attend. 4.3 We did provide Monday make up time for students who had been absent the previous week, but parents decreased their use of short term independent study when going on trips, which may have countered the benefit by increasing our chronic absenteeism rate. We don't have dashboard info to know the exact data shift yet. 4.4 We received information from our families that the Feb vacation time was valued and used for vacations. We received positive feedback, as well, from staff. 4.5 Staff absences early in the year seemed to improve but due to the state changes in mandatory absence days as PTO, we saw an uptick in absences in the spring among staff. We continue to stress the fact that staff has built in time off throughout the year, unlike other professions.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

4.1 We are acquiring a software platform that will improve the flow of communication for staff and parents. We hope this helps us manage absences in a way that allows us to differentiate between legitimate illness and chronic absences. 4.2 We will attempt to find ways that hold accountability for students and parents. We would like parents to take more ownership of their attendance choices and ask for help when needed. 4.3 We will continue with Monday make up and give students academic support to complete unfinished work. 4.4 We will continue to celebrate teachers and also provide a week during "off peak travel" for families to take those vacations they seek.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Whole School Absence Communication	2024-25 We will be sharing absence data weekly with families so they can stay informed about the trends we are seeing in regards to absences. This will include weekly communication through Parent Square as well as using a sign visible in the drop off and pick up line to share percentages of students attending school each day. Teachers will share information about absence percentages in their weekly communication to families. The	\$73,000.00	No

Action #	Title	Description	Total Funds	Contributing
		associated costs with this might include ParentSquare, and any costs associated with the upkeep of the sign board. 2025-26 We will set up a software to help us manage school absence awareness. We will place access to independent study contracts and the impact of absences online, easily accessible to parents. We will communicate via Sunday whole school messages about the absence levels as well as inform parents weekly about number of absences during the week.		
4.2	Absence Follow Up	2024-25 We will create a communication and follow up protocol for any student that is absent each week, as well as students who fall within the threshold of being chronically absent at any point in the year. Each week, we will call families of absent students who neglect to notify the school. Once a student crosses the threshold of chronic absenteeism, the director will call to emphasize the importance of attendance. Once that phone call has been made, we will monitor their attendance. We will hold quarterly mandatory meetings for all families of chronically absent students to attend. The associated cost with this action item might include staff salaries who are helping with communication and meetings as well as possible software for monitoring attendance. 2025-26 We will continue to modify and improve our communication with individual families about absences. We will continue to institute a required make up time on Monday for students who are absent to complete missed work.	\$8,000.00	No
4.3	Absent Student Support	2024-25 We will closely monitor student absences weekly and provide mandatory make up work and a time during the school day when the work will be completed. We will select specific times for make up work such as Monday electives, end of the day and other flexible schedule times for students with recent absences. The associated costs with this action item might include educational software such as ST Math, Reading Eggs, Reflex Math, etc.	\$6,700.00	No

Action #	Title	Description	Total Funds	Contributing
		2025-26 Teachers will provide a mandatory make up time on Mondays for students who were absent and missed work. Teachers will post work in a way that is accessible to parents for completion of make up work at home.		
4.4	Teacher/ Staff Attendance	2024-25 We will alter our calendar adding one extra vacation week and days in front of winter break to allot for staff travel as requested by teachers. Our goal is for teachers to focus their days off on regularly scheduled breaks. Additionally we will shorten August professional development to lengthen summer break based on teacher input. We will also include more opportunities through out the year to appreciate staff with coffee, treats, and activities. We will be using one staff meeting a month to create team building activities for staff. The associated costs with this action item might include food, drinks, supplies and other materials. 2025-26 We will continue with our calendar changes from last year. We will continue to find ways to celebrate our teachers. We will track attendance and share the costs to our school of teacher absences. We will continue to educate our teachers about the paid time off included in the vacations during the school year.	\$18,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that parents are the primary educators of their children. We strongly believe in providing parents and families the opportunity to participate in the school side of that education. We have an open door campus policy, encourage chaperoning field trips, working with classes as expert speakers, helping with school wide or classroom events and fundraising. We also understand that parents have full lives outside of our school communities and that their primary life responsibility is to care for their children. Our goal is to incorporate parent education and information sharing during school events that have the highest historical parental/caregiver attendance. We have low parental/caregiver engagement at stand alone meetings focused on one topic so we will combine events with information that is valuable and important to our community stakeholders.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Weekly director communications and weekly teacher communications with parent education, financial information and school event information	In the 2023-24 school year 42 director messages were sent. 50% contained parent education, 100% contained school information and 0% contained financial information	In the 24-25 school year, 44 messages will go out. 75% contained parent education, 100% contained school information and 1co message contained financial information.		One message per week of school, 75% contain education, 100% contain school information and 3 messages contain financial updates	+2 messages sent to parents, +25% increase in parent education, maintained school information, +1 message with financial information messages.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Number of school trainings for parents on academic and social emotional initiatives	A parent education seminar was included as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum and open to 100% of IA families. Babysitting was free. 2 sets of 10 sessions each were offered free of charge for parents to participate in the S.P.A.C.E. program during the 23-24 school year. One Positive Discipline seminar was offered.	Two parent advisory meetings were held that were tagged onto the Parent Connection Meetings. One invite for Parent Advisory was sent with 16 responses. Those 16 people gave meaningful responses to questions about school needs. Positive Discipline class (11/19/24) aligned with our school practices was offered one time during the school year.		An annual combined parent advisory, LCAP and parent education seminar will be held. One parent education opportunity will be offered regarding parenting.	We did not hold a large parent advisory but opted to hold advisory via survey method. We offered a parent education class but it was cancelled due to low enrollment.
5.3	Parent Connection meetings	5 Parent Connections meetings are scheduled for this school year remotely. 5 meetings are scheduled this year in person. They take place every other month.	Seven Parent Connection meetings were held this year. 100% had remote options. Parents had a minimum of 10 opportunities to volunteer.		A minimum of five Parent Connection meetings will be held yearly. Parents will be given at least three opportunities to volunteer.	+2 meetings of the Parent Connection. +20 minimum of opportunities to volunteer.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The actions were fully implemented. We did not have challenges doing so. Our Parent Connection leader was strong. We offered everything we set out to offer. We have a large amount of volunteers between field trip drivers, chaperones, parents who support performing arts productions, volunteers for school events, classroom volunteers and parents who participate in fundraisers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We were able to spend less on this goal than anticipated, principally due to not holding an all parent advisory meeting.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We are effective at meeting this goal. We would like parents to feel educated about the philosophy of the school, which may be an area we take on more.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to this goal or the actions are needed.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Communication	2024-25 The director's weekly messages through our school platform (ParentSquare) will be organized in a predictable and consistent format. Messages will include quarterly updates on LCAP including spending and additionally provide information on fundraising events. This communication will also highlight any important school wide events and upcoming deadlines pertinent to families plus provide parent education on how to support their child at home. Teachers will also share a weekly communication update similarly with a predictable format and timing that includes information on deadlines, family events, classroom subject matter	\$13,000.00	No

Action #	Title	Description	Total Funds	Contributing
		being covered and recommendations for how families can support their student. The associated costs with this action will include the ParentSquare fee for subscribing as all family communication takes place through parent square. 2025-26 Continue with the actions from the previous year. Include a regular item about LCAP and attendance. Help families integrate to our new software that helps streamline communication and workflow. Teachers will continue to follow a specific template for sharing information about weekly about the learning in their classroom including actions parents can take to support their child academically.		
5.2	Parent Engagement through Education	2024-25 Two Exhibition Nights will be held which will coincide with student portfolio work reviews, one at the end of first semester and the other just before spring break. Parent education in the form of how to review portfolio work will be provided. Parents will have access to student portfolios throughout the year. We will also utilize Open House as a time for parents to both view classrooms and participate in educational opportunities. For additional parent education, we will offer S.P.A.C.E. training for parents of anxious children and 2 Positive Discipline classes. The associated costs for this might include salaries for staff to help with babysitting, leading topics, as well as purchasing food and drinks for the events. 2025-26 We will provide parent education on support to improve numeracy, literacy, read report cards, the school protocols for completing make up work and Positive Discipline.	\$9,000.00	No
5.3	Parent Connection	2024-25 IA staff will work closely with the Parent Connection (our parent organization) throughout the year to consistently increase parent participation. We will work with the Parent Connection to create a school calendar with events that serve our family population. Meeting times and agenda will be shared with all families ahead of time while also including other ways for families to get involved other than going to a meeting.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$275,095	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.377%	0.000%	\$0.00	6.377%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Data Analysis, Reflection and Tracking Need: There is an identified need for improvement on math assessment scores in both MAP and CAASPP assessments. Scope:	In order to identify the students most needing intervention, the entire population will be assessed and have work collected. Ultimately it will be beneficial to all students to have had their data analyzed, but the actions will ultimately target those most in need. Additionally, our Title 1 and EL coordinator will be specifically supporting teachers to identify needs in that community. Learning Recovery Emergency Block Grant will be used to improve test scores by funding intervention tools, analysis tools and to provide	improved scores on MAP and CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	teachers with intervention for non or slow progressing students with a focus on socioeconomically disadvantaged students who had a more serious decline in test scores.	
1.4	Action: Intervention Plans Need: Intervention plans are a solid way to track progress and provide unique support to students with unique situations. The monthly tracking of students will provide staff with an ongoing focus. Scope: Schoolwide	Interventions are provided on a schoolwide basis because it is the only way to identify specific students based on data. Otherwise it would be a subjective review and a student could be missed. For math interventions, a study of the CAASPP scores shows that the most significant populations with declining scores were socioeconomically disadvantaged, English language learners and Hispanic students. We will therefore look more closely at these populations while creating intervention plans and continue to involve the ELL coordinator and Title 1 coordinator to look at non just ELA progress but math progress.	improved scores on MAP and CAASPP
2.4	Action: Professional Development Need: Unduplicated pupils have a higher need for highly qualified teachers. Scope: Schoolwide	This is provided as a schoolwide/LEA wide action because truly all students benefit when teachers are provided professional development, even when the training is specific towards the needs of unduplicated students. Using designated LREBG funds, our teachers will be provided professional development to notice and own their areas of challenge as teachers and then be provided support and monitoring to improve in those areas. We will focus on all areas where ELA and math are being learned, including project development and implementation.	The continued inclusion of students with disabilities in the classroom and increased engagement, connectedness and decreased suspension rates.
3.2	Action: Students will access field trips, guest experts and quality enrichment classes	Parents are provided the amount it costs for a field trip and they contribute voluntarily. Unduplicated students more often do not have the funds to pay	100% of students will have access to field trips with no barriers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: financially costly, field trips would outprice a financially challenged family if not provided by the school. Scope: Schoolwide	for field trips and so the school provides them these learning opportunities. The trips are offered and provided to all students, so it is still addressed schoolwide. LREBG funds will be used to help pay for learning experiences outside the classroom, especially for our Title1/SED students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Providing additional academic support (Goal 1 Action 3) will support our low-income students who traditionally cannot afford after school enrichment programs. When enrolling students in extended day or year tutoring that may be offered, first priority for enrollment will be given to foster youth, EL students and financially challenged families. This explicit and individualized academic support will help our low-income and English learner students make progress on their assessments as stated in Goal 1. Encouraging all students to participate in field trips and ensuring low income families understand that there is no mandatory cost for participation will benefit those students academically and by increasing engagement. Providing a bus supports access to field trips for all students equally.

We will utilize LRBEF funding for goals 1.3, 1.4, 2.4, 3.2, with a focus on academic scores for our lowest scoring students who have been identified to be our socioeconomically disadvantaged students, and our ELL students, especially in the area of math where we will focus our efforts on assessment analysis, intervention strategies and preparation of teachers to provoke progress for them.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We will be adding training for our instructional assistants in managing behaviors in a non behaviorist environment and using supportive questioning techniques to provoke independence and deeper thinking for students. In our outreach for new teachers, we seek experienced teachers and apply funds to hiring these more expensive teachers. Additionally, we are maintaining our education specialist caseload and targeting each one to a reasonable grade level span. We are providing professional development for a lead education specialist to support the team.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40	
Staff-to-student ratio of certificated staff providing direct services to students	1:17	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,313,726	\$275,095	6.377%	0.000%	6.377%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,239,200.00	\$0.00	\$0.00	\$52,700.00	\$3,291,900.00	\$2,931,600.00	\$360,300.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Streamlined Assessment Plan	All	No			All Schools		\$9,500.00	\$7,000.00	\$14,500.00			\$2,000.00	\$16,500.00	0
1	1.2	Support for Academic Instruction	All	No			All Schools		\$47,500.00	\$0.00	\$45,000.00			\$2,500.00	\$47,500.00	0
1	1.3	Data Analysis, Reflection and Tracking	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		\$12,200.00	\$0.00	\$7,200.00			\$5,000.00	\$12,200.00	
1	1.4	Intervention Plans	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		\$21,200.00	\$0.00	\$14,000.00			\$7,200.00	\$21,200.00	
2	2.1	Incident Tracking Program	All	No			All Schools		\$5,000.00	\$9,500.00	\$9,500.00			\$5,000.00	\$14,500.00	
2	2.2	Monitoring Student Work	All Students with Disabilities	No			All Schools		\$20,000.00	\$15,000.00	\$35,000.00				\$35,000.00	5%
2	2.3	Middle School Redesign	All	No			All Schools		\$3,000.00	\$0.00				\$3,000.00	\$3,000.00	10
2	2.4	Professional Development	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		\$55,000.00	\$2,800.00	\$53,300.00			\$4,500.00	\$57,800.00	10%
3	3.1	High Quality Curriculum Resources	All	No			All Schools		\$1,500.00	\$20,000.00	\$20,000.00			\$1,500.00	\$21,500.00	
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Low Income	Yes	School wide	Low Income	All Schools		\$10,000.00	\$44,000.00	\$50,000.00			\$4,000.00	\$54,000.00	
3	3.3	Facility Costs	All	No			All Schools		\$113,000.00	\$250,000.00	\$363,000.00				\$363,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Social and Emotional Curriculum	All	No			All Schools									10
3	3.5	Teacher Salaries and Benefits	All	No			All Schools		\$2,518,000.00	\$0.00	\$2,500,000.00			\$18,000.00	\$2,518,000.00	
4	4.1	Whole School Absence Communication	All	No			All Schools		\$73,000.00	\$0.00	\$73,000.00				\$73,000.00	
4	4.2	Absence Follow Up	All	No			All Schools		\$8,000.00	\$0.00	\$8,000.00				\$8,000.00	0
4	4.3	Absent Student Support	All	No			All Schools		\$6,700.00	\$0.00	\$6,700.00				\$6,700.00	
4	4.4	Teacher/ Staff Attendance	All	No			All Schools		\$18,000.00	\$0.00	\$18,000.00				\$18,000.00	
5	5.1	Parent Communication	All	No			All Schools		\$10,000.00	\$3,000.00	\$13,000.00				\$13,000.00	
5	5.2	Parent Engagement through Education	All English Learners Low Income	No		English Learners Low Income	All Schools		\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	0
5	5.3	Parent Connection	All	No			All Schools									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,313,726	\$275,095	6.377%	0.000%	6.377%	\$124,500.00	35.000%	37.886 %	Total:	\$124,500.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$124,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Support for Academic Instruction				All Schools	\$45,000.00	0
1	1.3	Data Analysis, Reflection and Tracking	Yes	Schoolwide	English Learners Low Income	All Schools	\$7,200.00	
1	1.4	Intervention Plans	Yes	Schoolwide	English Learners Low Income	All Schools	\$14,000.00	
2	2.2	Monitoring Student Work				All Schools	\$35,000.00	5%
2	2.4	Professional Development	Yes	Schoolwide	English Learners Low Income	All Schools	\$53,300.00	10%
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Yes	Schoolwide	Low Income	All Schools	\$50,000.00	
5	5.2	Parent Engagement through Education			English Learners Low Income	All Schools	\$9,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,062,625.00	\$3,363,957.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Streamlined Assessment Plan	No	\$9,000.00	26,666.00
1	1.2	Support for Academic Instruction	No	\$17,000.00	82,114.00
1	1.3	Data Analysis, Reflection and Tracking	Yes	\$81,000.00	80,508.00
1	1.4	Intervention Plans	Yes	\$111,000.00	1,882.00
2	2.1	Incident Tracking Program	No	\$19,000.00	11,581.00
2	2.2	Monitoring Student Work	No	\$25,000.00	1,332.00
2	2.3	Middle School Redesign	No	\$15,000.00	54,928.00
2	2.4	Professional Development	Yes	\$42,000.00	33,770.00
3	3.1	High Quality Curriculum Resources	No	\$30,500.00	17,259.00
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Yes	\$62,000.00	64,950.00
3	3.3	Facility Costs	No	\$3,097,000.00	247,008.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Social and Emotional Curriculum	No	\$15,000.00	\$6014.85
3	3.5	Teacher Salaries and Benefits	No	\$2,500,000.00	2,700,000.00
4	4.1	Whole School Absence Communication	No	\$5,125.00	229.00
4	4.2	Absence Follow Up	No	\$8,000.00	\$5,000.00
4	4.3	Absent Student Support	No	\$5,000.00	\$2000.00
4	4.4	Teacher/ Staff Attendance	No	\$1,000.00	\$18,622.00
5	5.1	Parent Communication	No		8504.00
5	5.2	Parent Engagement through Education	No	\$20,000.00	1590.00
5	5.3	Parent Connection	No	0	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
371,064.	\$279,000.00	\$179,228.00	\$99,772.00	28.000%	28.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Data Analysis, Reflection and Tracking	Yes	\$75,000.00		5%	5%
1	1.4	Intervention Plans	Yes	\$105,000.00	80,508.00	10%	10%
2	2.4	Professional Development	Yes	\$41,000.00	33770.00	3%	3%
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Yes	\$58,000.00	64,950.00	10%	10%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,075,222.	371,064.	0	7.311%	\$179,228.00	28.000%	31.531%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

APPENDIX B: ARTICLES OF INCORPORATION

State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 25 2007

A handwritten signature in cursive script that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

MAY 22 2007

**ARTICLES OF INCORPORATION
OF
INNOVATIONS ACADEMY
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

ONE

The name of this corporation is **INNOVATIONS ACADEMY**.

TWO

- a. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for **PUBLIC** purposes.
- b. The specific and primary purpose for which this corporation is organized is **EDUCATION**. Innovations Academy is an innovative charter school serving elementary students.

THREE

The name and address in the State of California of this corporation's initial agent for service of process is:

Danielle Strachman
3804 La Jolla Village Dr.
La Jolla, **CALIFORNIA** 92037

FOUR

(a) This corporation is organized and operated exclusively for **charitable** purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE

The names and addresses of the persons appointed to act as the initial directors of this corporation are:

Name

Address

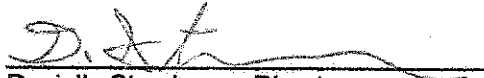
Danielle Strachman

3804 La Jolla Village Dr., La Jolla, CA 92037

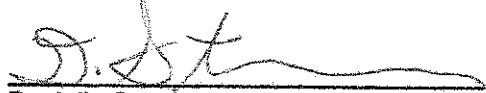
SIX

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: May 18, 2007


Danielle Strachman, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which instrument is our act and deed.


Danielle Strachman, Director

APPENDIX C: ACTIVE CORPORATION STATUS

INNOVATIONS ACADEMY (3004228)



Request Certificate

<i>Initial Filing Date</i>	05/22/2007
<i>Status</i>	Active
<i>Standing - SOS</i>	Good
<i>Standing - FTB</i>	Good
<i>Standing - Agent</i>	Good
<i>Standing - VCFCF</i>	Good
<i>Formed In</i>	CALIFORNIA
<i>Entity Type</i>	Nonprofit Corporation - CA - Public Benefit
<i>Principal Address</i>	5454 RUFFIN RD. SAN DIEGO, CA 92123
<i>Mailing Address</i>	5454 RUFFIN ROAD SAN DIEGO,CA92123
<i>Statement of Info Due Date</i>	05/31/2027
<i>Agent</i>	Individual Christine Kuglen 5454 RUFFIN ROAD SAN DIEGO, CA 92123

APPENDIX D: BYLAWS

**BYLAWS
OF
INNOVATIONS ACADEMY**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

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

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

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

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

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

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

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

ARTICLE IV CONSTRUCTION AND DEFINITIONS

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

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

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

ARTICLE VII BOARD OF DIRECTORS

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

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

- a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service; subject to the terms of any employment contracts and authority previously delegated to the Director of the Charter School (referred to herein as “Director”).
- b. Change the principal office or the principal business office in California from one location to another; cause the Charter School to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Charter School’s behalf and cause to be executed and delivered for the Charter School’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

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

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

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

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

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

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

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

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

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

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

Board Member's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

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

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

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

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

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

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

The Board shall meet annually on the first Monday in October, or as soon thereafter as practicable, for the purpose of electing Board Members, organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This

meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

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

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

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

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

Section 19. QUORUM A majority of the number of Board Members currently in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a

decision of the Board. Should there be fewer than a majority of the Board Members present at any meeting, the meeting shall be adjourned. Voting Board Members may not vote by proxy.

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

- a. At a minimum, a quorum of the Board Members shall participate in the teleconference meeting from locations within the boundaries of the State of California;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a Board Member constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;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 11/19 _____, 2013, at San Diego, California.

Secretary

APPENDIX E: CONFLICT OF INTEREST POLICY

Exhibit A

CONFLICT OF INTEREST CODE OF INNOVATIONS ACADEMY, INC.

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Innovations Academy, Inc., a California nonprofit public benefit corporation (“Corporation”), is therefore required to adopt such a code. The Fair Political Practices Commission (“FPPC”) has adopted a regulation (Cal. Code of Regs., title 2, § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency’s code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of Cal. Code of Regs., title 2, § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation. This Code shall take effect when approved by the San Diego County Board of Supervisors, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Cal. Code of Regs., title 2, § 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests (“Form 700”) with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the San Diego County Board of Supervisors. Statements for all other designated employees shall be retained by the Secretary.

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
INNOVATIONS ACADEMY, INC.**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Innovations Academy, Inc., a California nonprofit public benefit corporation (“Corporation”). (Gov. Code § 83114; Cal. Code of Regs., tit. 2, § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party’s reliance on such legal counsel’s opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Gov. Code § 91003.5.

I.

Designated Employees

<u>Designated Employees</u>	<u>Disclosure Categories</u>
President/Chief Educational Officer	1 through 6
Chief Financial Officer/Treasurer	1 through 6
All other Members of the Board of Directors	4 through 6
Consultants ¹	1 through 6

¹ With respect to consultants, the President/Chief Educational Officer may determine in writing that a particular consultant, although a “designated employee,” is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President/Chief Educational Officer’s determination is a public record and shall be retained for public inspection by Corporation in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

II.

Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Gov. Code § 82034, in business entities located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Diego County where the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Gov. Code §§ 82033 and 82035, that are within two (2) miles of any of facilities utilized by the Corporation's school.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Gov. Code § 82030 received by the designated employee during the reporting period from business entities or other sources located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Diego County where the Corporation's school is located, which business entities or sources operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Gov. Code § 82034 in any business entity which, within the previous two (2) years, has contracted with or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business San Diego County where the Corporation's school is located, and is associated with the job assignment or position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Gov. Code § 82030 which is derived from a business entity or other source which, within the previous two (2) years, has contracted with Corporation or the school or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business in San Diego County where the Corporation's school is located, and is associated with the job assignment or

position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose the information described below by completing Form 700, Schedule C, with respect to any business entity that provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or the school. A designated employee shall list (a) the name and address of each such business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management; (b) a description of the business activity in which each such business entity is engaged; and (c) the designated employee's position with each such business entity.

2024 Local Agency Biennial Notice

Name of Agency: Innovations Academy
Mailing Address: 5454 Ruffin Road San Diego, CA 92123
Contact Person: Christine Kuglen Phone No. 858-271-1414
Email: christine@innovationsacademy.org Alternate Email: officemanager@innovationsacademy.org

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (*check one BOX*):

☐ **An amendment is required. The following amendments are necessary:**

(*Check all that apply.*)

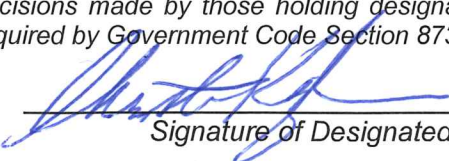
- ☐ Include new positions
- ☐ Revise disclosure categories
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (*describe*) _____

☐ **The code is currently under review by the code reviewing body.**

☒ **No amendment is required.** (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.



Signature of Designated Officer

09/11/2024

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2024**, via email to:

Form700@sdcounty.ca.gov

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.



Christine Kuglen <christine@innovationsacademy.org>

REMINDER: Conflict of Interest Code: 2024 Local Government Agency Biennial Review

Porter, Jocelyn N. <Jocelyn.Porter@sdcounty.ca.gov>

Fri, Mar 7, 2025 at 12:52 PM

To: Christine Kuglen <christine@innovationsacademy.org>, "County of San Diego, Form 700" <form700@sdcounty.ca.gov>

Cc: "Ware, Loicia" <Loicia.Ware@sdcounty.ca.gov>, "Fialho, Alexandra" <Alexandra.Fialho@sdcounty.ca.gov>, "Magpayo, Gliceria" <Gliceria.Magpayo@sdcounty.ca.gov>

Hello,

I am confirming that this was received on September 16, 2024.

Thank you,

Jocelyn



Jocelyn N. Porter, Senior Board Assistant

County of San Diego Clerk of the Board of Supervisors

1600 Pacific Highway, Rm. 402, San Diego, CA 92101

(619) 685-2593

Jocelyn.porter@sdcounty.ca.gov

Pronouns: She/Her/Hers

[Quoted text hidden]

APPENDIX F: UNIFORM COMPLAINT POLICY AND FORM



Uniform Complaint Policy & Procedures

Board Approved: 10/2018

Board Revised and Approved: 12/8/2020

Innovations Academy ("IA") complies with applicable federal and state laws and regulations. IA is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

Not all complaints fall under the scope of this Policy.

- Many concerns can be made in accordance with the **General Complaint Policy**, including complaints regarding classroom assignments, common core, grades, classroom requirements, hiring and evaluation of staff, drop off and pick up procedures, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Bagley- Keene Open Meeting Act, the Brown Act, and other general education and school requirements that do not otherwise fall under the purview of this Policy. A complete copy of this Policy is included within this Family Handbook.
- Concerns may also be raised under the School's **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**. A complete copy of this Policy is included within this Family Handbook.

The following complaints are referred to other agencies for resolution and not subject to the Uniform Complaint Policy:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
- Allegations of fraud are referred to the responsible Division Director at the California Department of Education ("CDE").

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, pregnancy, sex, or sexual orientation, or on the basis of a person's association with a person or group with

one or more of these actual or perceived characteristics in any IA program or activity.

2. Complaints of violations of state or federal law and regulations governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - **Every Student Succeeds Act**;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs; and/or
 - School Safety Plans.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- d. If IA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, IA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by IA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or IA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- 4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF"), or Local Control and Accountability Plans ("LCAP") under Sections 47606.5 and 47607.3 of the Education Code, as applicable. If IA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
 - 5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.
 - 6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Moreover, IA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. IA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, IA will attempt to do so as appropriate. IA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

IA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure Innovations Academy's compliance with law:

Christine Kuglen

Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

or

Devon Woodruff Instruction &
Curriculum Administrator
Devon@innovationsacademy.org

Devon@innovationsacademy.org

IA shall ensure that the staff persons responsible for conducting investigations relating to this Uniform Complaint Policy shall be knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Director or Assistant Director, the compliance officer for that case shall be the Parent Representative on the Board of Directors or his/her designee.

Notifications

The Executive Director or designee shall annually provide written notification of this Policy to employees, students, parents and/or guardians, school officials and other interested parties by publishing notification on the website and in the Family Handbook. A copy is available upon request free of charge.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in IA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that IA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that IA is operating pursuant to Title 22 licensing requirements.
3. A statement that IA is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the responsible staff member, position, or unit designated to

receive complaints.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal an IA decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of IA's decision, except if IA has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals IA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if IA finds merit in a UCP complaint, or the CDE finds merit in an appeal, IA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
11. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address complaints that allege that IA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint.

- **Step 1: Filing of Complaint subsequent related actions**

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization alleging noncompliance by IA or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy may file a written complaint using the complaint form.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying, unless the time for filing is extended

by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension

A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the IA Board of Directors approved the LCAP or the annual update was adopted by IA.

The complaint shall be presented to the Compliance Officer, who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist him/her in the filing of the complaint.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist the complainant in the filing of the complaint.

- **Step 2: Resolution Meeting**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting with the IA school counselor serving as mediator. If the complainant agrees to a Resolution Meeting, the compliance officer shall make arrangements for the same.

Before initiating the Resolution Meeting of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the counselor a party to related confidential information.

If the Resolution Meeting does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend IA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

Within five (5) business days of receiving the complaint, the compliance officer is encouraged to informally discuss with the complainant the possibility of using mediation.

This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide IA's compliance officer with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

IA's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Response**

Unless extended by written agreement with the complainant, the compliance officer shall issue to the complainant a written report of IA's investigation and Decision within sixty (60) calendar days of receipt of the complaint.

IA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the decision within thirty (30) calendar days to the CDE, except when IA has used its UCP to address complaints that are not subject to the UCP requirements.
7. Procedures to be followed for initiating such an appeal
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of IA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the CDE

If dissatisfied with IA's Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are

incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of IA's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. IA failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, IA's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in IA's Decision are not supported by substantial evidence.
4. The legal conclusion in IA's Decision is inconsistent with the law.
5. In a case in which IA's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed IA's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of IA's complaint procedures.
7. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to IA for resolution as a new complaint. If the CDE notifies IA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, IA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not

consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by IA when one of the conditions listed in Title 5, California Code of Regulations section 4650 exists, including cases in which IA has not taken action within sixty (60) days of the date the complaint was filed with IA.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of these complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if IA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Consolidated Categorical Programs

☐ Pupil Fees

☐ Adult Education

☐ Career Technical and Technical Education/Career Technical and Technical Training

☐ Child Care and Development

☐ Regional Occupational Centers and Programs

☐ Regional Occupational Centers and Programs

☐ School Plans for School Achievement

☐ School Safety Plan

☐ Pregnant, Parenting or Lactating Students

☐ Local Control Funding

☐ Formula/ Local Control and Accountability Plan

☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

☐ Every Student Succeeds Act

☐ Migrant Education Programs

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Age

☐ Ancestry

☐ Color

☐ Disability (Mental or Physical)

☐ Ethnic Group Identification

☐ Immigration Status/citizenship

☐ Gender / Gender Expression / Gender Identity

☐ Genetic Information

☐ Medical Condition

☐ National Origin/Nationality

☐ Race or Ethnicity

☐ Religion

☐ Sex (Actual or Perceived)

☐ Sexual Orientation (Actual or Perceived)

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

☐ Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any IA staff members? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
Innovations Academy, 5454 Ruffin Rd. San Diego, CA 92123

Christine Kuglen, Director or
Devon Woodruff,
Instructional & Curriculum
Administrator

**PLEASE KEEP A COPY OF YOUR COMPLETED FORM FOR
YOUR RECORDS.**

APPENDIX G: 2025-26 BOARD ROSTER

Innovations Academy 25-26 Board Roster

Name	Designation	Term Beg. and End Dates	Email/Phone
Stephen Rosen	Board President	3/11/2025- 3/10/28	stephen.d.rosen@gmail.com
Danielle Strachman	Board Member Cofounder	12/13/22- 12/12/25	danielle.lynne@gmail.com
Tom Marchand	Parent Board Member Board Secretary	5/13/25- 5/12/28	tmarchand@provenrecruiting.com
Tom Keliinoi	Board Member	5/13/25- 5/12/28	tk@santerraproperties.com
Kiran Simma	Board Member	5/13/25- 5/12/28	simmakiran@gmail.com

APPENDIX H: Budget Projection, Cash Flow, Assumptions

Innovations Academy			FY2526	FY2627	FY2728	FY2829	FY2930	FY3031	FY3132
FY2526-FY3132		Enrollment	455	480	485	490	500	500	500
MYP Summary		ADA %	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
		ADA	432.25	456.00	460.75	465.50	475.00	475.00	475.00
Account	Rst	Description	Preliminary Budget	MYP	MYP	MYP	MYP	MYP	MYP
8011	00	LCFF Revenue	775,778	1,035,482	1,250,523	1,469,982	1,710,542	1,839,294	2,049,341
8012	30	Education Protection Account Revenue	86,450	91,200	92,150	93,100	95,000	95,000	95,000
8019	00	Prior Year Income/Adjustments							
8096	00	Charter Schools Funding In-Lieu of Property Taxes	4,212,994	4,444,477	4,490,774	4,537,070	4,629,664	4,629,664	4,629,664
Revenue Limit			5,075,222	5,571,159	5,833,447	6,100,152	6,435,206	6,563,958	6,774,005
8181	65	Special Education - IDEA	56,810	59,150	62,400	63,050	63,700	65,000	65,000
8182	66	Special Education - Mental Health	4,997	5,271	5,326	5,381	5,491	5,491	5,491
8220	47	Federal Child Nutrition Programs	41,403	43,678	44,133	44,588	45,498	45,498	45,498
8291	01	Title I Federal Revenue	45,156	47,638	48,134	48,630	49,622	49,622	49,622
8292	02	Title II Federal Revenue	7,693	8,115	8,200	8,284	8,454	8,454	8,454
8293	03	Title III Federal Revenue	-	-	-	-	-	-	-
8294	04	Title IV Federal Revenue	10,000	10,549	10,659	10,769	10,989	10,989	10,989
8299	00	ERC	-						
Total Federal Revenue			166,059	174,402	178,853	180,703	183,754	185,054	185,054
8792	65	Special Education - AB602	372,071	392,515	396,603	400,692	408,870	408,870	408,870
8520	47	State Child Nutrition Program	51,754	54,598	55,166	55,735	56,873	56,873	56,873
8550	00	Mandated Block Grant	8,582	9,194	10,050	10,510	10,618	10,835	10,835
8560	12	State Lottery Revenue Prop 20	35,445	37,392	37,782	38,171	38,950	38,950	38,950
8560	22	State Lottery Revenue Unrestricted	82,560	87,096	88,003	88,911	90,725	90,725	90,725
8590	6770	Arts and Music Prop 28	79,097	82,355	87,785	87,785	88,690	90,500	90,500
8590	2600	ELOP	168,112	177,718	179,640	181,561	185,404	185,404	185,404
8590	65	SPED Mental Health	34,455	36,348	36,726	37,105	37,862	37,862	37,862
8590	7435	Learning Recovery Emergency Block Grant	188,000	99,374	-				
8590	6762	Arts, Music, and Instructional Materials Block Grant	233,007						
8590	6266	Educator Effectiveness Grant	31,802						
8599	00	Prior Year State Income/Adjustments							
Other State Revenue			1,284,884	976,590	891,756	900,469	917,991	920,018	920,018
8634	00	Student Lunch Revenue							
8650	00	Rental Income	-						
8660	00	Interest Income	100,000	100,000	100,000	100,000	100,000	100,000	100,000
8682	00	Foundation Grants/Donations	-						
8684	00	Student Body (ASB) Fundraising Revenue	-						
8685	00	School Site Fundraising	124,944	124,944	124,944	124,944	124,944	124,944	124,944
8699	00	All Other Local Revenue							
Local Revenue			224,944	224,944	224,944	224,944	224,944	224,944	224,944
Total Revenue			6,751,109	6,947,095	7,128,999	7,406,269	7,761,895	7,893,974	8,104,021
1100	00	Teachers' Salaries	2,277,387	2,340,015	2,404,366	2,470,486	2,613,424	2,683,231	2,754,957
1120	00	Substitute Expense	-	-	-	-	-	-	-
1200	00	Certificated Pupil Support Salaries	286,000	293,865	301,946	310,250	318,782	327,548	336,556
1300	00	Certificated Supervisor and Administrator Salaries	332,000	341,130	350,511	360,150	370,054	380,231	390,687
1900	00	Other Certificated Salaries	72,000	73,980	76,014	78,105	80,253	82,460	84,727
Certificated Salaries			2,967,387	3,048,990	3,132,838	3,218,991	3,382,513	3,473,469	3,566,927
2100	00	Instructional Aide Salaries	234,014	241,034	248,265	255,713	290,108	298,811	307,775
2200	00	Classified Support Salaries (Maintenance, Food)	208,182	214,257	220,511	226,946	233,570	240,388	247,405
2300	00	Classified Supervisor and Administrator Salaries	-	-	-	-	-	-	-
2400	00	Clerical, Technical, and Office Staff Salaries	174,320	177,481	182,443	187,545	192,788	198,179	203,721
2900	00	Other Classified Salaries (Noon and Yard Sup, etc.)	-	-	-	-	-	-	-

Classified Salaries			616,516	632,772	651,219	670,204	716,466	737,378	758,901
3101	00	State Teachers' Retirement System	566,771	582,357	598,372	614,827	646,060	663,433	681,283
3202	00	Public Employees Retirement System	-	-	-	-	-	-	-
3313	00	OASDI	38,224	39,232	40,376	41,553	44,421	45,717	47,052
3323	00	Medicare	51,967	53,386	54,869	56,393	59,435	61,057	62,725
3403	00	Health & Welfare Benefits	390,000	429,000	430,000	430,000	450,000	450,000	450,000
3503	00	State Unemployment Insurance	25,200	25,200	25,200	25,200	26,040	26,040	26,040
3603	00	Worker Compensation Insurance	44,799	46,022	47,301	48,615	51,237	52,636	54,073
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	-	-	-	-	-	-	-
Employee Benefits			1,116,960	1,175,197	1,196,117	1,216,588	1,277,193	1,298,883	1,321,172
Total Personnel Expenses			4,700,863	4,856,959	4,980,173	5,105,782	5,376,172	5,509,730	5,647,001
4100	00	Approved Textbooks and Core Curricula Materials	13,000	13,260	13,525	13,796	14,072	14,353	15,071
4200	00	Books and Other Reference Materials	13,000	13,260	13,525	13,796	14,072	14,353	15,071
4300	00	Materials and Supplies	25,000	25,500	26,010	26,530	27,061	27,602	28,982
4315	00	Classroom Materials and Supplies	40,000	40,800	41,616	42,448	43,297	44,163	46,371
4342	00	School Sponsored Athletics	-	-	-	-	-	-	-
4381	00	Plant/Facilities Maintenance	20,000	20,400	20,808	21,224	21,649	22,082	23,186
4400	00	Noncapitalized Equipment	25,000	25,500	26,010	26,530	27,061	27,602	28,982
4407	00	Student Educational Software	10,000	10,200	10,404	10,612	10,824	11,041	11,593
4410	00	Software and Software Licensing	85,000	86,700	88,434	90,203	92,007	93,847	98,539
4430	00	Noncapitalized Student Equipment	10,000	10,200	10,404	10,612	10,824	11,041	11,593
4700	47	Food and Food Supplies	110,000	112,200	114,444	116,733	119,068	121,449	127,521
Books and Supplies			351,000	358,020	365,180	372,484	379,934	387,532	406,909
5100	2600	Subagreements for Services	177,395	180,943	184,562	188,253	192,018	195,858	205,651
5200	00	Travel and Conferences	5,000	5,100	5,202	5,306	5,412	5,520	5,796
5210	00	Training and Development Expense	30,000	30,600	31,212	31,836	32,473	33,122	34,779
5300	00	Dues and Memberships	12,000	12,240	12,485	12,734	12,989	13,249	13,911
5400	00	Insurance	75,000	76,500	78,030	79,591	81,182	82,806	86,946
5500	00	Operation and Housekeeping Services	85,000	86,700	88,434	90,203	92,007	93,847	98,539
5501	00	Utilities	210,000	214,200	218,484	222,854	227,311	231,857	243,450
5600	00	Space Rental/Leases Expense	120						
5601	00	Building Maintenance	50,000	51,000	52,020	53,060	54,122	55,204	57,964
5602	00	Other Space Rental	1,500	1,530	1,561	1,592	1,624	1,656	1,739
5605	00	Equipment Rental/Lease Expense	30,000	30,600	31,212	31,836	32,473	33,122	34,779
5610	00	Equipment Repair	5,000	5,100	5,202	5,306	5,412	5,520	5,796
5800	00	Professional/Consulting Services and Operating Expenditures	45,000	45,900	46,818	47,754	48,709	49,684	52,168
5803	00	Banking and Payroll Service Fees	20,000	20,400	20,808	21,224	21,649	22,082	23,186
5804	00	SPED AB602 Admin Fee	-	-	-	-	-	-	-
5805	00	Legal Services	65,000	60,000	61,200	62,424	63,672	64,946	68,193
5806	00	Audit Services	10,500	10,710	10,924	11,143	11,366	11,593	12,172
5807	00	Legal Settlements	30,000	30,000	30,600	31,212	31,836	32,473	34,097
5809	00	Employee Tuition Reimbursement	5,000	5,100	5,202	5,306	5,412	5,520	5,796
5810	00	Educational Consultants	310,000	316,200	322,524	328,974	335,554	342,265	359,378
5811	00	Student Transportation/Field Trips	7,000	7,140	7,283	7,428	7,577	7,729	8,115
5812	00	Other Student Activities	580	592	603	616	628	640	672
5815	00	Advertising/Recruiting	30,000	30,000	30,600	31,212	31,836	32,473	34,097
5820	00	Fundraising Expense	6,000	6,120	6,242	6,367	6,495	6,624	6,956
5830	00	Field Trip Expenses	110,000	112,200	114,444	116,733	119,068	121,449	127,521
5850	00	Scholarships Awarded	-	-	-	-	-	-	-
5873	00	Financial Services	80,000	82,500	85,000	87,500	90,000	92,500	95,000
5874	00	Personnel Services-live scan, office temps	3,000	3,060	3,121	3,184	3,247	3,312	3,478
5875	00	District Oversight Fee	152,257	167,135	175,003	183,005	193,056	196,919	203,220
5877	00	IT Services	8,000	8,160	8,323	8,490	8,659	8,833	9,274
5890	00	Interest Expense/Fees	10,000	10,200	10,404	10,612	10,824	11,041	11,593

5891	00	Factoring Fees & Interest	-	-	-	-	-	-	-
5900	00	Communications (Tele., Internet, Copies,Postage,Messenger)	32,000	30,000	30,600	31,212	31,836	32,473	34,097
5999	00	Expense Suspense	-	-	-	-	-	-	-
Services & Other Operating Expenses			1,605,351	1,639,929	1,678,104	1,716,967	1,758,448	1,794,318	1,878,364
6900	00	Depreciation Expense	90,000	91,800	93,636	95,509	97,419	99,367	104,336
Capital Outlay			90,000	91,800	93,636	95,509	97,419	99,367	104,336
7310	65	Federal IDEA Indirect Fee	-	-	-	-	-	-	-
Other Outgo			-	-	-	-	-	-	-
Total Operational Expenses			2,046,351	2,089,749	2,136,920	2,184,959	2,235,800	2,281,218	2,389,609
Total Expenses			6,747,214	6,946,709	7,117,093	7,290,742	7,611,973	7,790,948	8,036,610
Net Income			3,895	387	11,906	115,527	149,923	103,026	67,411
Net Income as a % of LCFF revenue			0.08%	0.01%	0.20%	1.89%	2.33%	1.57%	1.00%
Net Income as a % of Total expenses			0.06%	0.01%	0.17%	1.58%	1.97%	1.32%	0.84%
Beginning Balance			3,944,917	3,948,812	3,949,198	3,961,104	4,076,632	4,226,554	4,329,580
Ending Balance			3,948,812	3,949,198	3,961,104	4,076,632	4,226,554	4,329,580	4,396,991
Ending Balance as a % of Total expenses			58.53%	56.85%	55.66%	55.92%	55.53%	55.57%	54.71%

Innovations Academy			FY2526 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals		
FY2526 Cash Flow			Enrollment	Advance Apportionment Period (July-January)				Principal Apportionment Period (February-May)									2nd Principal Apportionment Period	
		ADA %	95%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			
		ADA	432.25	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%			
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
8011	00	LCFF Revenue	775,778	28,614	28,614	51,506	51,506	51,506	51,506	51,506	92,204	92,204	92,204	92,204	92,204	-		
8012	30	Education Protection Account Revenue	86,450			20,880			20,880			22,345			22,345	-		
8019	00	Prior Year Income/Adjustments														-		
8096	00	Charter Schools Funding In-Lieu of Property Tax	4,212,994		244,212	488,425	325,616	325,616	325,616	325,616	325,616	617,425	308,712	308,712	308,712	308,712		
Revenue Limit			5,075,222	28,614	272,827	560,810	377,122	377,122	398,002	377,122	417,820	731,974	400,917	400,917	423,262	308,712		
8181	65	Special Education - IDEA	56,810						28,405							28,405		
8182	66	Special Education - Mental Health	4,997	-	-	-	-	-	2,498							2,498		
8220	47	Federal Child Nutrition Programs	41,403	-	-	-	4,600	4,600	4,600	4,600	4,600	4,600	4,600			9,201		
8290	00	All Other Federal Revenues - CSFIG		-	-	-	-	-	-	-	-	-	-	-	-	-		
8290	00	All Other Federal Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-		
8291	01	Title I Federal Revenue	45,156	-	-	-	9,031	-		11,289	-		-	11,289		13,547		
8292	02	Title II Federal Revenue	7,693	-	-	-	1,539	-	-	1,923	-			1,923		2,308		
8293	03	Title III Federal Revenue		-	-	-	-	-	-	-	-			-		-		
8294	04	Title IV Federal Revenue	10,000				2,500			2,500						5,000		
8295	05	Title V Federal Revenue														-		
8299	00	Prior Year Federal Revenue		-	-	-	-	-	-	-						-		
Total Federal Revenue			166,059	-	-	-	17,670	4,600	35,504	20,313	4,600	4,600	4,600	13,212	-	60,959		
8792	65	Special Education - AB602	372,071	17,973	17,973	32,351	32,351	32,351	32,351	32,351	34,874	34,874	34,874	34,874	34,874	-		
8520	47	State Child Nutrition Program	51,754	-	-	-	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175		
8550	00	Mandated Block Grant	8,582	-	-	-	8,582	-	-	-	-	-	-	-	-	-		
8590	6770	Arts and Music Prop 28	79,097	-	-	-	-	-	39,549						39,549	-		
8560	12	State Lottery Revenue Prop 20	35,445	-	-	-	-	-	8,861				8,861		17,722	-		
8560	22	State Lottery Revenue Unrestricted	82,560	-	-	-	-	-	20,640				20,640		41,280	-		
8590	2600	ELOP	168,112	-	-	-	-	-	84,056						84,056	-		
8590	65	All Other State Revenues	34,455	-	-	-	-	-	17,227						17,227	-		
8590	7435	Learning Recovery Emergency Block Grant	188,000	-	-	-	-	-	94,000						94,000	-		
8590	6762	Arts, Music, and Instructional Materials Block Grant	233,007	-	-	-	-	-	116,504						116,504	-		
8590	6266	Educator Effectiveness Grant	31,802	-	-	-	-	-	15,901						15,901	-		
Other State Revenue			1,284,884	17,973	17,973	32,351	46,109	37,527	434,264	37,527	40,049	40,049	69,550	40,049	466,287	5,175		
8634	00	Student Lunch Revenue		-		-	-	-	-	-	-	-	-	-	-	-		
8650	00	Rental Income														-		
8660	00	Interest Income	100,000						50,000						50,000	-		
8682	00	Foundation Grants/Donations	-													-		
8684	00	Student Body (ASB) Fundraising Revenue	-													-		
8685	00	School Site Fundraising	124,944						62,472						62,472	-		
8688	00	In Kind Contributions	-													-		
8698	00	E-rate Revenue	-													-		
8699	00	All Other Local Revenue	-													-		
Local Revenue			224,944	-	-	-	-	-	112,472	-	-	-	-	-	112,472	-		
Total Revenue			6,751,109	46,587	290,800	593,162	440,901	419,249	980,242	434,962	462,470	776,623	475,067	454,178	1,002,021	374,847		
1100	00	Teachers' Salaries	2,277,387		207,035	207,035	207,035	207,035	207,035	207,035	207,035	207,035	207,035	207,035	207,035	-		
1120	00	Substitute Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1200	00	Certificated Pupil Support Salaries	286,000		26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	-		
1300	00	Certificated Supervisor and Administrator Salaries	332,000	27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	27,667	-		
1900	00	Other Certificated Salaries	72,000		6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	-		
Certificated Salaries			2,967,387	27,667	267,247	267,247	267,247	267,247	267,247	267,247	267,247	267,247	267,247	267,247	267,247	-		
2100	00	Instructional Aide Salaries	234,014		21,274	21,274	21,274	21,274	21,274	21,274	21,274	21,274	21,274	21,274	21,274	-		
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	208,182		18,926	18,926	18,926	18,926	18,926	18,926	18,926	18,926	18,926	18,926	18,926	-		
2300	00	Classified Supervisor and Administrator Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2400	00	Clerical, Technical, and Office Staff Salaries	174,320	14,527	14,527	14,527	14,527	14,527	14,527	14,527	14,527	14,527	14,527	14,527	14,527	-		
2900	00	Other Classified Salaries (Noon and Yard Support, etc.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Classified Salaries			616,516	14,527	54,726	54,726	54,726	54,726	54,726	54,726	54,726	54,726	54,726	54,726	54,726	-		
3101	00	State Teachers' Retirement System	566,771	5,284	51,044	51,044	51,044	51,044	51,044	51,044	51,044	51,044	51,044	51,044	51,044	-		
3202	00	Public Employees Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3313	00	OASDI	38,224	3,185	3,185	3,185	3,185	3,185	3,185	3,185	3,185	3,185	3,185	3,185	3,185	-		
3323	00	Medicare	51,967	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	-		
3403	00	Health & Welfare Benefits	390,000	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	-		
3503	00	State Unemployment Insurance	25,200	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	-		
3603	00	Worker Compensation Insurance	44,799	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	-		

Innovations Academy			FY2526 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2526 Cash Flow			Enrollment	455.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)					2nd Principal Apportionment Period
			ADA %	95%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	432.25	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits			1,116,960	51,133	96,893	96,893	96,893	96,893	96,893	96,893	96,893	96,893	96,893	96,893	96,893	-
Total Personnel Expenses			4,700,863	93,327	418,867	418,867	418,867	418,867	418,867	418,867	418,867	418,867	418,867	418,867	418,867	-
4100	00	Approved Textbooks and Core Curricula Mater	13,000	3,250	6,500	3,250	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	13,000	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-
4300	00	Materials and Supplies	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-
4315	00	Classroom Materials and Supplies	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-
4381	00	Housekeeping Supplies	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-
4400	00	Noncapitalized Equipment	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-
4407	00	Student Educational Software	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-
4410	00	Software and Software Licensing	85,000	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-
4430	00	Noncapitalized Student Equipment	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-
4700	47	Food and Food Supplies	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	-
Books and Supplies			351,000	31,417	34,667	31,417	28,167	28,167	28,167	28,167	28,167	28,167	28,167	28,167	28,167	-
5100	2600	Subagreements for Services	177,395	14,783	14,783	14,783	14,783	14,783	14,783	14,783	14,783	14,783	14,783	14,783	14,783	-
5200	00	Travel and Conferences	5,000	417	417	417	417	417	417	417	417	417	417	417	417	-
5210	00	Training and Development Expense	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
5300	00	Dues and Memberships	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-
5400	00	Insurance	75,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-
5500	00	Operation and Housekeeping Services/Supplie	85,000	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-
5501	00	Utilities	210,000	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	-
5600	00	Space Rental/Leases Expense	120	10	10	10	10	10	10	10	10	10	10	10	10	-
5601	00	Building Maintenance	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-
5602	00	Other Space Rental	1,500	125	125	125	125	125	125	125	125	125	125	125	125	-
5605	00	Equipment Rental/Leasing Expense	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
5610	00	Equipment Repair	5,000	417	417	417	417	417	417	417	417	417	417	417	417	-
5800	00	Professional/Consulting Services and Operatin	45,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-
5803	00	Banking and Payroll Fees	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	65,000	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	-
5806	00	Audit Services	10,500	875	875	875	875	875	875	875	875	875	875	875	875	-
5807	00	Legal Settlements	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
5809	00	Employee Tuition Reimbursement	5,000	417	417	417	417	417	417	417	417	417	417	417	417	-
5810	00	Educational Consultants	310,000	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	-
5811	00	Student Field Trips/Activities	7,000	583	583	583	583	583	583	583	583	583	583	583	583	-
5812	00	Substitutes	580	48	48	48	48	48	48	48	48	48	48	48	48	-
5815	00	Advertising/Recruiting	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
5820	00	Fundraising Expense	6,000	500	500	500	500	500	500	500	500	500	500	500	500	-
5830	00	Field Trip Expenses	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	-
5873	00	Financial Services-CSMC	80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	-
5874	00	Personnel Services-live scan, office temps	3,000	250	250	250	250	250	250	250	250	250	250	250	250	-
5875	00	District Oversight Fees	152,257	12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688	-
5877	00	IT Services	8,000	667	667	667	667	667	667	667	667	667	667	667	667	-
5890	00	Interest Expense / Misc. Fees	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	32,000	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-
5999	00	Expenses Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Services & Other Operating Expenses			1,605,351	133,779	133,779	133,779	133,779	133,779	133,779	133,779	133,779	133,779	133,779	133,779	133,779	-
6900	00	Depreciation Expense	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-
Capital Outlay			90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-
7310	65	Indirect Charges on Federal IDEA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operational Expenses			2,046,351	172,696	175,946	172,696	169,446	169,446	169,446	169,446	169,446	169,446	169,446	169,446	169,446	-
Total Expenses			6,747,214	266,023	594,813	591,563	588,313	588,313	588,313	588,313	588,313	588,313	588,313	588,313	588,313	-
Net Income			3,895	(219,435)	(304,013)	1,599	(147,412)	(169,063)	391,930	(153,351)	(125,843)	188,310	(113,246)	(134,135)	413,708	374,847

CASH FLOWS																
Cash At Beginning of Period			6/30/25 Balance	3,949,934	3,864,999	3,568,486	3,577,585	3,437,673	3,276,110	3,675,540	3,529,688	3,411,345	3,607,156	3,501,410	3,374,775	3,569,578

Innovations Academy			FY2526 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2526 Cash Flow	Enrollment		455.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
		ADA %	95%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	432.25	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Accounts Receivable	(250,000)	250,000												(374,847)
		Accounts Payable														-
		Other Short Term Liabilities	354,772												(226,405)	-
		Accrued Liabilities	122,999	(122,999)												-
		Other Assets		-												-
		IntraCompany														-
				-												-
		Cash flows from investing activities	(222,754)	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-
																-
		Cash flows from financing activities														-
																-
		Net Assets	3,944,917	(219,435)	(304,013)	1,599	(147,412)	(169,063)	391,930	(153,351)	(125,843)	188,310	(113,246)	(134,135)	413,708	374,847
		Cash At End of Period	3,949,934	3,864,999	3,568,486	3,577,585	3,437,673	3,276,110	3,675,540	3,529,688	3,411,345	3,607,156	3,501,410	3,374,775	3,569,578	3,569,578

Innovations Academy			FY2627 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals		
FY2627 Cash Flow			Enrollment	Advance Apportionment Period (July-January)				Principal Apportionment Period (February-May)									2nd Principal Apportionment Period	
		ADA %	95%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			
		ADA	456.00	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%			
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
8011	00	LCFF Revenue	1,035,482	38,789	38,789	69,820	69,820	69,820	69,820	69,820	121,761	121,761	121,761	121,761	121,761	-		
8012	30	Education Protection Account Revenue	91,200			21,613			21,613			23,988			23,988	-		
8019	00	Prior Year Income/Adjustments	-													-		
8096	00	Charter Schools Funding In-Lieu of Property Tax	4,444,477		252,780	505,559	337,040	337,040	337,040	337,040	337,040	666,980	333,490	333,490	333,490	333,490		
Revenue Limit			5,571,159	38,789	291,569	596,992	406,860	406,860	428,472	406,860	458,800	812,729	455,251	455,251	479,238	333,490		
8181	65	Special Education - IDEA	59,150						29,575							29,575		
8182	66	Special Education - Mental Health	5,271	-	-	-			2,636							2,636		
8220	47	Federal Child Nutrition Programs	43,678	-	-	-	4,853	4,853	4,853	4,853	4,853	4,853	4,853			9,706		
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291	01	Title I Federal Revenue	47,638	-	-	-	9,528	-		11,909	-		-	11,909		14,291		
8292	02	Title II Federal Revenue	8,115	-	-	-	1,623	-	-	2,029	-			2,029		2,435		
8293	03	Title III Federal Revenue	-	-	-	-	-	-	-	-	-			-		-		
8294	04	Title IV Federal Revenue	10,549	-	-	-	2,637			2,637						5,275		
8295	05	Title V Federal Revenue	-	-	-	-	-	-	-	-	-			-		-		
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-			-		-		
Total Federal Revenue			174,402	-	-	-	18,641	4,853	37,064	21,429	4,853	4,853	4,853	13,938	-	63,918		
8792	65	Special Education - AB602	392,515	17,973	17,973	32,351	32,351	32,351	32,351	32,351	38,962	38,962	38,962	38,962	38,962	-		
8520	47	State Child Nutrition Program	54,598	-	-	-	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460		
8550	00	Mandated Block Grant	9,194	-	-	-	9,194	-	-	-						-		
8590	6770	Arts and Music Prop 28	82,355	-	-	-			41,178							41,178		
8560	12	State Lottery Revenue Prop 20	37,392	-	-	-	-	-	9,348				9,348			18,696		
8560	22	State Lottery Revenue Unrestricted	87,096	-	-	-	-	-	21,774				21,774			43,548		
8590	2600	ELOP	177,718	-	-	-	-	-	88,859							88,859		
8590	65	All Other State Revenues	36,348	-	-	-	-	-	18,174							18,174		
8590	7435	Learning Recovery Emergency Block Grant	99,374	-	-	-	-	-	49,687							49,687		
8590	6762	Arts, Music, and Instructional Materials Block Grant	-	-	-	-	-	-	-						-	-		
8590	6266	Educator Effectiveness Grant	-	-	-	-	-	-	-						-	-		
Other State Revenue			976,590	17,973	17,973	32,351	47,005	37,811	266,831	37,811	44,422	44,422	75,544	44,422	304,564	5,460		
8634	00	Student Lunch Revenue	-			-	-	-	-	-	-	-	-	-	-	-		
8650	00	Rental Income	-			-										-		
8660	00	Interest Income	100,000						50,000						50,000	-		
8682	00	Foundation Grants/Donations	-													-		
8684	00	Student Body (ASB) Fundraising Revenue	-													-		
8685	00	School Site Fundraising	124,944						62,472						62,472	-		
8688	00	In Kind Contributions	-													-		
8698	00	E-rate Revenue	-													-		
8699	00	All Other Local Revenue	-													-		
Local Revenue			224,944	-	-	-	-	-	112,472	-	-	-	-	-	112,472	-		
Total Revenue			6,947,095	56,762	309,542	629,343	472,506	449,524	844,839	466,100	508,076	862,004	535,648	513,611	896,274	402,867		
1100	00	Teachers' Salaries	2,340,015		212,729	212,729	212,729	212,729	212,729	212,729	212,729	212,729	212,729	212,729	212,729	-		
1120	00	Substitute Expense	-		-	-	-	-	-	-	-	-	-	-	-	-		
1200	00	Certificated Pupil Support Salaries	293,865		26,715	26,715	26,715	26,715	26,715	26,715	26,715	26,715	26,715	26,715	26,715	-		
1300	00	Certificated Supervisor and Administrator Salaries	341,130	28,428	28,428	28,428	28,428	28,428	28,428	28,428	28,428	28,428	28,428	28,428	28,428	-		
1900	00	Other Certificated Salaries	73,980		6,725	6,725	6,725	6,725	6,725	6,725	6,725	6,725	6,725	6,725	6,725	-		
Certificated Salaries			3,048,990	28,428	274,597	274,597	274,597	274,597	274,597	274,597	274,597	274,597	274,597	274,597	274,597	-		
2100	00	Instructional Aide Salaries	241,034		21,912	21,912	21,912	21,912	21,912	21,912	21,912	21,912	21,912	21,912	21,912	-		
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	214,257		19,478	19,478	19,478	19,478	19,478	19,478	19,478	19,478	19,478	19,478	19,478	-		
2300	00	Classified Supervisor and Administrator Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2400	00	Clerical, Technical, and Office Staff Salaries	177,481	14,790	14,790	14,790	14,790	14,790	14,790	14,790	14,790	14,790	14,790	14,790	14,790	-		
2900	00	Other Classified Salaries (Noon and Yard Support, etc.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Classified Salaries			632,772	14,790	56,180	56,180	56,180	56,180	56,180	56,180	56,180	56,180	56,180	56,180	56,180	-		
3101	00	State Teachers' Retirement System	582,357	5,430	52,448	52,448	52,448	52,448	52,448	52,448	52,448	52,448	52,448	52,448	52,448	-		
3202	00	Public Employees Retirement System	-													-		
3313	00	OASDI	39,232	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	-		
3323	00	Medicare	53,386	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	4,449	-		
3403	00	Health & Welfare Benefits	429,000	35,750	35,750	35,750	35,750	35,750	35,750	35,750	35,750	35,750	35,750	35,750	35,750	-		
3503	00	State Unemployment Insurance	25,200	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	-		
3603	00	Worker Compensation Insurance	46,022	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	-		

Innovations Academy			FY2627 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2627 Cash Flow			Enrollment	480.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)					2nd Principal Apportionment Period
			ADA %	95%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	456.00	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits			1,175,197	54,833	101,851	101,851	101,851	101,851	101,851	101,851	101,851	101,851	101,851	101,851	101,851	-
Total Personnel Expenses			4,856,959	98,051	432,628	432,628	432,628	432,628	432,628	432,628	432,628	432,628	432,628	432,628	432,628	-
4100	00	Approved Textbooks and Core Curricula Mater	13,260	3,315	6,630	3,315	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	13,260	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	-
4300	00	Materials and Supplies	25,500	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-
4315	00	Classroom Materials and Supplies	40,800	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	-
4381	00	Housekeeping Supplies	20,400	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-
4400	00	Noncapitalized Equipment	25,500	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-
4407	00	Student Educational Software	10,200	850	850	850	850	850	850	850	850	850	850	850	850	-
4410	00	Software and Software Licensing	86,700	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	-
4430	00	Noncapitalized Student Equipment	10,200	850	850	850	850	850	850	850	850	850	850	850	850	-
4700	47	Food and Food Supplies	112,200	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	-
Books and Supplies			358,020	32,045	35,360	32,045	28,730	28,730	28,730	28,730	28,730	28,730	28,730	28,730	28,730	-
5100	2600	Subagreements for Services	180,943	15,079	15,079	15,079	15,079	15,079	15,079	15,079	15,079	15,079	15,079	15,079	15,079	-
5200	00	Travel and Conferences	5,100	425	425	425	425	425	425	425	425	425	425	425	425	-
5210	00	Training and Development Expense	30,600	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-
5300	00	Dues and Memberships	12,240	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	-
5400	00	Insurance	76,500	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	-
5500	00	Operation and Housekeeping Services/Supplie	86,700	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	-
5501	00	Utilities	214,200	17,850	17,850	17,850	17,850	17,850	17,850	17,850	17,850	17,850	17,850	17,850	17,850	-
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	00	Building Maintenance	51,000	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	-
5602	00	Other Space Rental	1,530	128	128	128	128	128	128	128	128	128	128	128	128	-
5605	00	Equipment Rental/Leasing Expense	30,600	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-
5610	00	Equipment Repair	5,100	425	425	425	425	425	425	425	425	425	425	425	425	-
5800	00	Professional/Consulting Services and Operatin	45,900	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	-
5803	00	Banking and Payroll Fees	20,400	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-
5806	00	Audit Services	10,710	893	893	893	893	893	893	893	893	893	893	893	893	-
5807	00	Legal Settlements	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
5809	00	Employee Tuition Reimbursement	5,100	425	425	425	425	425	425	425	425	425	425	425	425	-
5810	00	Educational Consultants	316,200	26,350	26,350	26,350	26,350	26,350	26,350	26,350	26,350	26,350	26,350	26,350	26,350	-
5811	00	Student Field Trips/Activities	7,140	595	595	595	595	595	595	595	595	595	595	595	595	-
5812	00	Substitutes	592	49	49	49	49	49	49	49	49	49	49	49	49	-
5815	00	Advertising/Recruiting	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
5820	00	Fundraising Expense	6,120	510	510	510	510	510	510	510	510	510	510	510	510	-
5830	00	Field Trip Expenses	112,200	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	-
5873	00	Financial Services-CSMC	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	-
5874	00	Personnel Services-live scan, office temps	3,060	255	255	255	255	255	255	255	255	255	255	255	255	-
5875	00	District Oversight Fees	167,135	13,928	13,928	13,928	13,928	13,928	13,928	13,928	13,928	13,928	13,928	13,928	13,928	-
5877	00	IT Services	8,160	680	680	680	680	680	680	680	680	680	680	680	680	-
5890	00	Interest Expense / Misc. Fees	10,200	850	850	850	850	850	850	850	850	850	850	850	850	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-
5999	00	Expenses Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Services & Other Operating Expenses			1,639,929	136,661	136,661	136,661	136,661	136,661	136,661	136,661	136,661	136,661	136,661	136,661	136,661	-
6900	00	Depreciation Expense	91,800	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	-
Capital Outlay			91,800	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	-
7310	65	Indirect Charges on Federal IDEA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operational Expenses			2,089,749	176,356	179,671	176,356	173,041	173,041	173,041	173,041	173,041	173,041	173,041	173,041	173,041	-
Total Expenses			6,946,709	274,406	612,299	608,984	605,669	605,669	605,669	605,669	605,669	605,669	605,669	605,669	605,669	-
Net Income			387	(217,644)	(302,757)	20,359	(133,163)	(156,145)	239,170	(139,569)	(97,593)	256,335	(70,021)	(92,058)	290,605	402,867

CASH FLOWS																
Cash At Beginning of Period			6/30/26 Balance	3,569,578	3,668,296	3,373,189	3,401,199	3,275,686	3,127,191	3,440,145	3,308,226	3,218,282	3,482,267	3,419,896	3,335,489	3,584,057

Innovations Academy			FY2627 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2627 Cash Flow	Enrollment		480.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
		ADA %	95%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	456.00	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Accounts Receivable	(374,847)	308,712					66,134							(402,867)
		Accounts Payable	-													
		Other Short Term Liabilities	128,368												(49,687)	
			-													
		Accrued Liabilities	-	-												-
		Other Assets	-	-												
		IntraCompany	-													
			-	-												
		Cash flows from investing activities	(132,754)	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	-
			-													
		Cash flows from financing activities	-													
			-													
			-													
		Net Assets	3,948,812	(217,644)	(302,757)	20,359	(133,163)	(156,145)	239,170	(139,569)	(97,593)	256,335	(70,021)	(92,058)	290,605	402,867
		Cash At End of Period	3,569,578	3,668,296	3,373,189	3,401,199	3,275,686	3,127,191	3,440,145	3,308,226	3,218,282	3,482,267	3,419,896	3,335,489	3,584,057	3,584,057

Innovations Academy			FY2728 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals		
FY2728 Cash Flow			Enrollment	Advance Apportionment Period (July-January)				Principal Apportionment Period (February-May)									2nd Principal Apportionment Period	
		ADA %	95%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			
		ADA	460.75	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%			
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
8011	00	LCFF Revenue	1,250,523	51,774	51,774	93,193	93,193	93,193	93,193	93,193	136,202	136,202	136,202	136,202	136,202	-		
8012	30	Education Protection Account Revenue	92,150			22,800			22,800			23,275			23,275	-		
8019	00	Prior Year Income/Adjustments	-													-		
8096	00	Charter Schools Funding In-Lieu of Property Tax	4,490,774		266,669	533,337	355,558	355,558	355,558	355,558	355,558	637,659	318,829	318,829	318,829	318,829		
Revenue Limit			5,833,447	51,774	318,443	649,331	448,752	448,752	471,552	448,752	491,760	797,136	455,031	455,031	478,306	318,829		
8181	65	Special Education - IDEA	62,400						31,200							31,200		
8182	66	Special Education - Mental Health	5,326	-	-	-	-	-	2,663							2,663		
8220	47	Federal Child Nutrition Programs	44,133	-	-	-	4,904	4,904	4,904	4,904	4,904	4,904	4,904			9,807		
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291	01	Title I Federal Revenue	48,134	-	-	-	9,627	-		12,033	-		-	12,033		14,440		
8292	02	Title II Federal Revenue	8,200	-	-	-	1,640	-	-	2,050	-		-	2,050		2,460		
8293	03	Title III Federal Revenue	-	-	-	-	-	-	-	-	-		-	-	-	-		
8294	04	Title IV Federal Revenue	10,659	-	-	-	2,665	-		2,665	-		-	-		5,330		
8295	05	Title V Federal Revenue	-	-	-	-	-	-	-	-	-		-	-	-	-		
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-		-	-	-	-		
Total Federal Revenue			178,853	-	-	-	18,835	4,904	38,767	21,652	4,904	4,904	4,904	14,083	-	65,900		
8792	65	Special Education - AB602	396,603	17,973	17,973	32,351	32,351	32,351	32,351	32,351	39,780	39,780	39,780	39,780	39,780	-		
8520	47	State Child Nutrition Program	55,166	-	-	-	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517		
8550	00	Mandated Block Grant	10,050	-	-	-	10,050	-	-	-	-	-	-	-	-	-		
8590	6770	Arts and Music Prop 28	87,785	-	-	-	-	-	43,893	-	-	-	-	-	-	43,893		
8560	12	State Lottery Revenue Prop 20	-	37,782	-	-	-	-	9,445	-	-	-	9,445	-	-	-		
8560	22	State Lottery Revenue Unrestricted	88,003	-	-	-	-	-	22,001	-	-	-	22,001	-	-	44,002		
8590	2600	ELOP	179,640	-	-	-	-	-	89,820	-	-	-	-	-	-	89,820		
8590	65	All Other State Revenues	36,726	-	-	-	-	-	18,363	-	-	-	-	-	-	18,363		
8590	7435	Learning Recovery Emergency Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8590	6762	Arts, Music, and Instructional Materials Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8590	6266	Educator Effectiveness Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other State Revenue			891,756	17,973	17,973	32,351	47,918	37,868	221,390	37,868	45,297	45,297	76,743	45,297	260,265	5,517		
8634	00	Student Lunch Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8650	00	Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8660	00	Interest Income	100,000	-	-	-	-	-	-	50,000	-	-	-	-	50,000	-		
8682	00	Foundation Grants/Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8684	00	Student Body (ASB) Fundraising Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8685	00	School Site Fundraising	124,944	-	-	-	-	-	62,472	-	-	-	-	-	62,472	-		
8688	00	In Kind Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698	00	E-rate Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699	00	All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Local Revenue			224,944	-	-	-	-	-	112,472	-	-	-	-	-	112,472	-		
Total Revenue			7,128,999	69,747	336,416	681,682	515,505	491,523	844,180	508,272	541,960	847,336	536,678	514,411	851,043	390,246		
1100	00	Teachers' Salaries	2,404,366		218,579	218,579	218,579	218,579	218,579	218,579	218,579	218,579	218,579	218,579	218,579	-		
1120	00	Substitute Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1200	00	Certificated Pupil Support Salaries	301,946		27,450	27,450	27,450	27,450	27,450	27,450	27,450	27,450	27,450	27,450	27,450	-		
1300	00	Certificated Supervisor and Administrator Salaries	350,511	29,209	29,209	29,209	29,209	29,209	29,209	29,209	29,209	29,209	29,209	29,209	29,209	-		
1900	00	Other Certificated Salaries	76,014		6,910	6,910	6,910	6,910	6,910	6,910	6,910	6,910	6,910	6,910	6,910	-		
Certificated Salaries			3,132,838	29,209	282,148	282,148	282,148	282,148	282,148	282,148	282,148	282,148	282,148	282,148	282,148	-		
2100	00	Instructional Aide Salaries	148,265		22,570	22,570	22,570	22,570	22,570	22,570	22,570	22,570	22,570	22,570	22,570	-		
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	220,511		20,046	20,046	20,046	20,046	20,046	20,046	20,046	20,046	20,046	20,046	20,046	-		
2300	00	Classified Supervisor and Administrator Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2400	00	Clerical, Technical, and Office Staff Salaries	182,443	15,204	15,204	15,204	15,204	15,204	15,204	15,204	15,204	15,204	15,204	15,204	15,204	-		
2900	00	Other Classified Salaries (Noon and Yard Support, etc.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Classified Salaries			651,219	15,204	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	-		
3101	00	State Teachers' Retirement System	598,372	5,579	53,890	53,890	53,890	53,890	53,890	53,890	53,890	53,890	53,890	53,890	53,890	-		
3202	00	Public Employees Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3313	00	OASDI	40,376	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	-		
3323	00	Medicare	54,869	4,572	4,572	4,572	4,572	4,572	4,572	4,572	4,572	4,572	4,572	4,572	4,572	-		
3403	00	Health & Welfare Benefits	430,000	35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	-		
3503	00	State Unemployment Insurance	25,200	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	-		
3603	00	Worker Compensation Insurance	47,301	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	-		

Innovations Academy			FY2728 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2728 Cash Flow			Enrollment	485.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)					2nd Principal Apportionment Period
			ADA %	95%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	460.75	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits			1,196,117	55,391	103,702	103,702	103,702	103,702	103,702	103,702	103,702	103,702	103,702	103,702	103,702	-
Total Personnel Expenses			4,980,173	99,804	443,670	443,670	443,670	443,670	443,670	443,670	443,670	443,670	443,670	443,670	443,670	-
4100	00	Approved Textbooks and Core Curricula Mater	13,525	3,381	6,763	3,381	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	13,525	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	-
4300	00	Materials and Supplies	26,010	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	-
4315	00	Classroom Materials and Supplies	41,616	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	-
4381	00	Housekeeping Supplies	20,808	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	-
4400	00	Noncapitalized Equipment	26,010	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	2,168	-
4407	00	Student Educational Software	10,404	867	867	867	867	867	867	867	867	867	867	867	867	-
4410	00	Software and Software Licensing	88,434	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	-
4430	00	Noncapitalized Student Equipment	10,404	867	867	867	867	867	867	867	867	867	867	867	867	-
4700	47	Food and Food Supplies	114,444	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	-
Books and Supplies			365,180	32,686	36,067	32,686	29,305	29,305	29,305	29,305	29,305	29,305	29,305	29,305	29,305	-
5100	2600	Subagreements for Services	184,562	15,380	15,380	15,380	15,380	15,380	15,380	15,380	15,380	15,380	15,380	15,380	15,380	-
5200	00	Travel and Conferences	5,202	434	434	434	434	434	434	434	434	434	434	434	434	-
5210	00	Training and Development Expense	31,212	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	-
5300	00	Dues and Memberships	12,485	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	-
5400	00	Insurance	78,030	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	-
5500	00	Operation and Housekeeping Services/Supplie	88,434	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	-
5501	00	Utilities	218,484	18,207	18,207	18,207	18,207	18,207	18,207	18,207	18,207	18,207	18,207	18,207	18,207	-
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	00	Building Maintenance	52,020	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	-
5602	00	Other Space Rental	1,561	130	130	130	130	130	130	130	130	130	130	130	130	-
5605	00	Equipment Rental/Leasing Expense	31,212	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	-
5610	00	Equipment Repair	5,202	434	434	434	434	434	434	434	434	434	434	434	434	-
5800	00	Professional/Consulting Services and Operatin	46,818	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	-
5803	00	Banking and Payroll Fees	20,808	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	61,200	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	-
5806	00	Audit Services	10,924	910	910	910	910	910	910	910	910	910	910	910	910	-
5807	00	Legal Settlements	30,600	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-
5809	00	Employee Tuition Reimbursement	5,202	434	434	434	434	434	434	434	434	434	434	434	434	-
5810	00	Educational Consultants	322,524	26,877	26,877	26,877	26,877	26,877	26,877	26,877	26,877	26,877	26,877	26,877	26,877	-
5811	00	Student Field Trips/Activities	7,283	607	607	607	607	607	607	607	607	607	607	607	607	-
5812	00	Substitutes	603	50	50	50	50	50	50	50	50	50	50	50	50	-
5815	00	Advertising/Recruiting	30,600	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-
5820	00	Fundraising Expense	6,242	520	520	520	520	520	520	520	520	520	520	520	520	-
5830	00	Field Trip Expenses	114,444	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	-
5873	00	Financial Services-CSMC	85,000	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-
5874	00	Personnel Services-live scan, office temps	3,121	260	260	260	260	260	260	260	260	260	260	260	260	-
5875	00	District Oversight Fees	175,003	14,584	14,584	14,584	14,584	14,584	14,584	14,584	14,584	14,584	14,584	14,584	14,584	-
5877	00	IT Services	8,323	694	694	694	694	694	694	694	694	694	694	694	694	-
5890	00	Interest Expense / Misc. Fees	10,404	867	867	867	867	867	867	867	867	867	867	867	867	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	30,600	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-
5999	00	Expenses Suspende	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Services & Other Operating Expenses			1,678,104	139,842	139,842	139,842	139,842	139,842	139,842	139,842	139,842	139,842	139,842	139,842	139,842	-
6900	00	Depreciation Expense	93,636	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	-
Capital Outlay			93,636	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	-
7310	65	Indirect Charges on Federal IDEA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operational Expenses			2,136,920	180,331	183,712	180,331	176,950	176,950	176,950	176,950	176,950	176,950	176,950	176,950	176,950	-
Total Expenses			7,117,093	280,135	627,382	624,001	620,620	620,620	620,620	620,620	620,620	620,620	620,620	620,620	620,620	-
Net Income			11,906	(210,388)	(290,966)	57,681	(105,114)	(129,096)	223,561	(112,348)	(78,659)	226,716	(83,942)	(106,208)	230,423	390,246

CASH FLOWS																
Cash At Beginning of Period			6/30/27 Balance	3,584,057	3,611,504	3,328,341	3,393,825	3,296,514	3,175,221	3,500,739	3,396,195	3,325,338	3,559,857	3,483,718	3,385,313	3,623,539

Innovations Academy			FY2728 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2728 Cash Flow	Enrollment		485.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
		ADA %	95%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	460.75	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Accounts Receivable	(402,867)	308,712					94,155							(390,246)
		Accounts Payable	-													
		Other Short Term Liabilities	78,681	(78,681)											-	
		Accrued Liabilities	-	-												-
		Other Assets	-	-												
		IntraCompany	-	-												
		Cash flows from investing activities	(40,954)	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	-
		Cash flows from financing activities	-													
			-													
		Net Assets	3,949,198	(210,388)	(290,966)	57,681	(105,114)	(129,096)	223,561	(112,348)	(78,659)	226,716	(83,942)	(106,208)	230,423	390,246
		Cash At End of Period	3,584,057	3,611,504	3,328,341	3,393,825	3,296,514	3,175,221	3,500,739	3,396,195	3,325,338	3,559,857	3,483,718	3,385,313	3,623,539	3,623,539

Innovations Aca Budget Assumptions

Budget FY 2526				Budget FY 2627				Budget FY 2728				Budget FY 2829				Budget FY 2930				Budget FY 3031				Budget FY 3132						
ADA by Grade Group:				ADA by Grade Group:				ADA by Grade Group:				ADA by Grade Group:				ADA by Grade Group:				ADA by Grade Group:				ADA by Grade Group:						
ADA TK-3				ADA TK-3				ADA TK-3				ADA TK-3				ADA TK-3				ADA TK-3				ADA TK-3						
ADA 4-6				ADA 4-6				ADA 4-6				ADA 4-6				ADA 4-6				ADA 4-6				ADA 4-6						
ADA 7-8				ADA 7-8				ADA 7-8				ADA 7-8				ADA 7-8				ADA 7-8				ADA 7-8						
TK K 1 2 3 4 5 6 7 8	Enrollment			ADA			Enrollment			ADA			Enrollment			ADA			Enrollment			ADA			Enrollment			ADA		
	-			-			-			-			-			-			-			-			-			-		
	40			38.00			42			39.90			42			39.90			42			39.90			42			39.90		
	55			52.25			55			52.25			56			53.20			58			55.10			58			55.10		
	55			52.25			55			52.25			56			53.20			57			54.15			57			54.15		
	50			47.50			55			52.25			56			53.20			57			54.15			57			54.15		
	50			47.50			55			52.25			56			53.20			57			54.15			57			54.15		
	50			47.50			55			52.25			56			53.20			57			54.15			57			54.15		
	55			52.25			56			53.20			56			53.20			58			55.10			58			55.10		
	50			47.50			55			52.25			55			52.25			56			53.20			57			54.15		
455			432.25			480			456.00			485			460.75			490			465.50			500			475.00			
200.00			190.00			205.00			194.75			207.00			196.65			210.00			199.50			214.00			203.30			
150.00			142.50			165.00			156.75			167.00			158.65			168.00			159.60			172.00			163.40			
105.00			99.75			110.00			104.50			111.00			105.45			112.00			106.40			114.00			108.30			
-			-			-			-			-			-			-			-			-			-			
455.00			432.25			480.00			456.00			485.00			460.75			490.00			465.50			500.00			475.00			

REVENUE ASSUMPTIONS														
Revenue Item	Object Code													
Federal Special Education (IDEA)	8181-65	56,810		59,150		62,400		63,050		63,700		65,000	65,000	
Federal Special Education (IDEA)	8182-66	11.56		11.56		11.56		11.56		11.56		11.56	11.56	
Title 1	8291-01	45,156		47,638		48,134		48,630		49,622		49,622	49,622	
Title 2	8292-02	7,693		8,115		8,200		8,284		8,454		8,454	8,454	
Title 3-LEP	8293-03	-		-		-		-		-		-	-	
Title 3-IMM	8293-03	-		-		-		-		-		-	-	
Title 4	8294-04	10,000		10,549		10,659		10,769		10,989		10,989	10,989	
Mandate Block Grant K-8	8550-00	20.55		21.27		22.04		22.81		22.81		22.81	22.81	
ELOP	8550-00	168,112		177,718		179,640		181,561		185,404		185,404	185,404	
State Lottery Restricted Prop 20	8560-12	82.00		82.00		82.00		82.00		82.00		82.00	82.00	
State Lottery Unrestricted	8560-22	191.00		191.00		191.00		191.00		191.00		191.00	191.00	
ASES	8590-61	-		-		-		-		-		-	-	
Arts and Music Prop 28		79,097.00		82,355.00		86,880.00		87,785.00		88,690.00		90,500.00	90,500.00	
State Special Education (AB602)	8791-65	860.78		860.78		860.78		860.78		860.78		860.78	860.78	
State Mental Health														
State Special Education (Fee)		3%		3%		3%		3%		3%		3%	3%	
Other Items:														
State Special Education (MH)	8590-65	79.71		79.71		79.71		79.71		79.71		79.71	79.71	
Federal Child Nutrition	8220-47	41,403		43,678		44,133		44,588		45,498		45,498	45,498	
State Child Nutrition	8520-47	51,754		54,598		55,166		55,735		56,873		56,873	56,873	
Local Child Nutrition	8639-47													
SB740 Rate Per ADA														
LCFF Calculation														
	Per ADA	Total		Per ADA	Total		Per ADA	Total		Per ADA	Total		Per ADA	Total
State Aide		775,778			1,035,482			1,250,523			1,469,982			1,710,542
EPA		86,450			91,200			92,150			95,000			95,000
ILPT		4,212,994			4,444,477			4,490,774			4,537,070			4,629,664
		\$ 5,075,222			\$ 5,571,159			\$ 5,833,447			\$ 6,100,152			\$ 6,435,206
		13.00			79.00			184.00			(133.00)			(47.00)
TK	3,148	-		3,259	-		3,377	-		3,495	-		3,613	-
TK-3	12,216	2,321,040		12,725	2,478,194		13,187	2,593,207		13,648	2,722,776		14,110	2,868,563
4-6	11,232	1,600,560		11,700	1,833,975		12,125	1,923,585		12,549	2,002,820		12,974	2,120,019
7-8	11,565	1,153,609		12,047	1,258,912		12,484	1,316,470		12,920	1,374,689		13,358	1,446,671
		5,075,209			5,571,080			5,833,263			6,100,285			6,435,253
General Expense Increase by %														
		1.04			1.05			1.01			1.01			1.02
COLA Annual Increase		0%			2%			2%			2%			2%



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

Family Handbook 2025-26 School Year

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

Dear Families,

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

We welcome you to the Innovations Academy 2025-26 school year. We are excited to work together to create the optimal learning environment for all students.

Working in partnership with parents, we invite you to share with us what is working for you during the year and where you would like to see improvements. Through practicing our mission, we can cultivate a community filled with participation, communication, and contribution.

We look forward to building this community together.

Please take the time to read through this handbook with your child.

Joyfully yours,

IA Staff

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ACADEMICS, INSTRUCTIONAL PROGRAM, & ATTENDANCE

- **Mission Statement and Guiding Principles**

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

Innovations Academy ("IA," School," or the "Charter School"), serving K - 8 students, is made up of difference- makers who are inspired to contribute to our world. We encourage students to create their own opportunities through enriching experiences and active choices throughout their day.

The accomplishments of IA include providing an environment that respects the intellectual, emotional, and social intelligences of all children while supporting their innate human desire to learn through a multidimensional curriculum.

For a deeper understanding of our school's philosophy, we recommend reading our school's charter (available on our website) as well as reading information about constructivist teaching philosophy, positive discipline, and project- based learning.

- **Academic Program**

Fun, excitement, curiosity, and engagement: these things make joyful learners.

At IA we create this through the following components: activity- based skill instruction, inquiry and project- based learning, character, communication and social emotional instruction, and our Explorations classes, Electives and Seminars- and clubs.

Our inquiry and project- based learning curriculum integrates student interest into meaningful standards-based projects and explorations incorporating math, art, music, language arts, science, and social studies. We believe that completing projects and other hands-on work engages both the hands and the mind.

Character, communication and social- emotional instruction underscore the importance of effective and productive social interaction and communication for success in life.

Morning meetings, self-evaluations, class council, peer-to-peer discussion, and presentations are some ways that we teach communication skills & conflict resolution. We have a structure to develop relationships conducive to social and intellectual well-being. Over the year, teachers and staff model and teach effective communication skills and techniques.

Full time and Independent Study Options:

Full Time:

80% of our student population participates in our traditional-schedule full time program. Full-time students attend Monday through Friday. We have a minimum day on Monday. The curriculum is mastered using Project Based Service Learning, engaging hands-on activities, enrichment classes, multi-age mentoring, and a strong social emotional/character education program based on learning conflict resolution and problem-solving skills.

3 Day Option:

We also offer a 3-day program for K – 2 students on Tuesday, Wednesday, and Thursday for families who wish to participate in their child's education as the primary educator 2 extra days per week but would also like to have their child(ren) participate in a typical school classroom. Students integrate into a regular 5-day classroom three days a week and are responsible for their own learning off-site the other two days, which includes submitting evidence of the work done on those two days. Many 3-day families find this to be a nice blend of school with homeschooling.

2 Day Option (Home Learner Community- HLC):

IA also offers a special 2-day program on Tuesdays and Thursdays for home learners in K – 8th grades who want to participate in project-based learning with a supportive home learning community. Our 2-Day students have their own multi-age classrooms on site with a unique schedule specifically designed to meet their needs. Though placement is flexible, we have a K-1 class, a 2nd-4th grade class and a 5th -8th grade class.

Homeschooled children join their peers to create a community of learners. The Home Learning Community (HLC) is a Self-Design (www.selfdesign.com) inspired program where children ages 5-14 co-create their learning with peers, mentors and group leaders. Classes meet on Tuesdays and Thursdays for COOPERATIVE, STUDENT-DIRECTED learning opportunities which are chosen and designed by the children themselves based on areas of intense INTEREST and CURIOSITY. It is recognized that learning takes many forms and, while there is a great deal of joyful learning in many arenas of academics and life, there is little to no direct instruction from our group leaders. Our experiences in HLC classroom are not dictated by traditional school design. The families in the HLC have created a wonderful community of home learners that function as a small school within the school of Innovations Academy. Student and parent input guide the direction of class.

• **School Calendar and Class Schedule**

***Please note that these events may be unavailable due to the impact of the pandemic on our schedule**

Event	Date
Open House	August ~~15~~ <u>14</u>
School Starts	August ~~18~~ <u>9</u>
Labor Day Holiday	September ~~1st~~ <u>2nd</u>
Student Led Conferences (take place on minimum day Mondays)	~~Sept 30-Oct 2~~ Sept. ~~29~~ Oct. ~~1~~
Veteran's Day Holiday	November ~~10~~ <u>11th</u>
Thanksgiving Holiday	November ~~24~~ <u>5-28</u> ~~9~~
Exhibition Night #1	Dec ~~12~~ <u>1</u>

Event	Date
Winter Break	Dec. 18 ⁹ -Jan. 5 ⁶
Martin Luther King Jr. Birthday Holiday	January 19 ²⁰
Patriot's Week: Lincoln & President's Day (NO SCHOOL)	February 16 ⁷ - 20 [±]
Spring Break	Mar 30-Apr 3 ⁴
CA State Testing	May and June
Memorial Day	May 25 ⁶
Exhibition of Learning #2	March 26 ⁷
Presentations of Learning Check with teacher for schedule	May and June Check with teacher for schedule
Last Day of School MINIMUM DAY	June 5

Class Schedule

Classroom teachers design their own daily schedules, as individual classes have different activities occurring throughout the school day. This flexibility allows us to design programs tailored to meet the needs of our students. Please check with each teacher for the class schedule. If major changes occur in the school schedule you will be notified. Explorations Classes (2D or 3D Art, Performing Arts, Nature Studies/Garden, Spanish, Engineering, etc.) take place for some students in the morning and others in the afternoons. These classes change quarterly. Please check with the classroom teacher for detailed information about the daily schedule.

• **School Hours**

Starting & Dismissal	Grades 1-8	Grade K
Start Time	8:30 AM	8:30 AM

Dismissal Monday Minimum Days	12:30 PM	12:30 PM
Dismissal Tuesday-Friday	3:00 PM	2:00 PM

Office Hours:

8:00 am - 4:00 pm Monday through Friday
You may contact the office by calling 858-271-1414

• **Drop Off & Pick Up**

Drop- off in the morning begins a maximum of 30 minutes before classes begin (8:00 a.m.). Children must enter the school campus through the back gate. Once on campus all students are to remain on site. The gates are closed and locked at 8:2530 a.m. All students arriving after 8:2530 a.m. must be dropped off and sign in at the front office.

Pick- up for Kindergarten starts at 2:00 p.m. on Tuesday-Friday. All parents/guardians/caregivers will meet their child at the classroom. Written parent permission must be on file in the office for a non- parent/guardian to pick up a student. Those K students with siblings are welcome to stay until 3 p.m. The front office will communicate with teachers regarding permissions for pick up.

Pick up begins for 1st-8th grades at 3:00 p.m., for a 30- minute duration (until 3:30 p.m. T-Fri). Parents have the responsibility and authority to decide how their child is picked up. If a parent chooses for their child to walk or bike home or walk across the street or walk to the corner, they must communicate this with their child and the front office and teacher in writing. We encourage parents to come into the classroom at least one time per week to pick up their child(ren). This fosters communication between parents/guardians/care- givers and teachers and allows parents to see student work.

Any child in K-5th grade going home with another family for a play date must provide a signed note to the teacher that day or earlier. In lieu of a note, the parent/guardian must notify the office.

Any child remaining after pick-up time has ended will wait in the office. This is disruptive of staff time, so please plan accordingly. Supervision is not available after 3:30 p.m.

Attendance Policy

Board Approved: ~~July 22, 2025~~ June 25, 2024

Consistent attendance is very important for a child to develop the relationship

and flow for a successful education. We take attendance very seriously. Please schedule your vacations on days when there is no school.

- If your child is enrolled in the 5- day program, then they are committed to attending 5 days per week.
- If your child is enrolled in the 3 -day program (K-2nd grade), then your child is committed to attending all three days each week.
- And finally, if your child is enrolled in the Home Learning Community ("HLC"), you have made a commitment to become a part of that community and abide by the attendance agreements.

Definitions

- "*Tardy*": IA starts at 8:30 a.m. Students shall be classified as tardy if the student arrives after that time.
- "*Unexcused Absence*": Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant*": Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- "*Habitual Truant*": Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- "*School Attendance Review Team ("SART")*": The SART panel will be composed of the Director, the School Counselor, the Accountability Coordinator and the classroom teacher. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more

of the following consequences for non-compliance with the terms of the contract:

- a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school make-up program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school event privileges
 - g. Loss of elective privileges on Monday
 - h. Required remediation plan as set by the SART
 - i. Notification to the District Attorney
3. The SART panel may discuss other school placement options.
4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy. It is important to remember that even when an absence is for good reason, a child is missing lessons, work, connections and the class is moving on regardless.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Please only remove a child for the necessary appointment time. For example: it is rare that a student would be absent an entire day for a dental appointment.
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to three (3) days
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household or determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days.
 - i. To access services from a victim services organization or agency.
 - ii. To access grief support services.
 - iii. To participate in safety planning or to take other actions to increase safety of the pupil or immediate family member of the pupil.

c.

5. Observation of a religious holiday or ceremony.
6. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
7. For the purposes of jury duty in the manner provided for by law.
8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
9. To permit the student to spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
10. For purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
13. Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
16. Appearance in court.
17. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Executive Director or designee pursuant to uniform standards established by the Board.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative. This can be provided in person at the office or by emailing info@innovationsacademy.org.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. Please call 858-271-1414. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence and expected date of return; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Tardies

William Shakespeare says, "Better three hours too soon than a minute too late." Plan ahead and drop your child off with 5 minutes to spare and they will never be late to class. If students are chronically late to school (more than 5 tardies the family will be called into a meeting to discuss the effect of said tardies on the student, teacher, and class (per the *Process for Addressing Truancy*, below)

Teaching children the importance of scheduling and punctuality will have a positive impact on their life. Additionally, when students arrive on time they are more connected to their community throughout the day which makes for a better educational environment for all.

Leaving School Early

Once at school, a student may not leave the gated premises during school hours without permission from the office. If a student needs to leave school during the school day, s/he must be signed out in the office by a parent or guardian.

We ask that you communicate directly with the office when your child needs to leave campus for any reason. Please do not text or call your child directly during the school day (they should NOT have a device with them per our policy). Students are not permitted to use phones, text or call from a personal cell phone without permission from their teacher or office staff during the school day. We are happy to take a message and carry it to your child so that it doesn't disrupt the flow of learning. If signing your student out early, please contact the office and we will send for your child.

Sick Days

Although we feel it is important that children have good attendance, we also understand that children who are ill will not be able to learn and may impact the health and well-being of peers and staff. Please take a few minutes at home to carefully check your child's health before s/he leaves for school. The following are suggested times when a child should stay home. If they come to school with any of the following conditions you may be called to pick them up:

- A report of illness during the night - fever is present (100 degrees or more)
- Complaints of nausea, upset stomach, vomiting, headache, diarrhea
- Development of a rash on face and/or body
- Severe cold, cough and/or sore throat
- Inflamed eye(s) with discharge

Please remember: An ill child cannot function properly in school. The spread of illness and disease through school can be more easily contained if sick children remain at home during the acute stage of an illness.

Process for Addressing Truancy

- After a student has 3 unexcused absences or tardies of over 30 minutes, the parent/guardian will receive a warning letter.
- After 5 unexcused absences and/or tardies of over 30 minutes, the Executive Director will contact the family to create a plan together for how to improve attendance.
- Should a student reach 10 unexcused absences or tardies of over 30 minutes, a meeting is scheduled with the family, Executive Director, and teacher to address this very serious issue.
- If your child has more than 10 unexcused absences or tardies of over 30 minutes in a school year, your child will be referred to a Student Success Team (SST) and the SART.

If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is

disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.

A budgetary note about frequent absences

While a solid education and quality learning experience are the most important factors of regular attendance, the simplest form of fundraising that you can do for our community is to ensure that your child is here each day possible as funding is based on attendance, not enrollment. When children are absent from school, we miss out on their intellectual contribution to our community and we lose funds.

Each day that a student is absent negatively impacts our budget. In order to run a school with a high-quality staff, materials and program we need funds and a predictable budget. You can support the school by having your child in school consistently. If your child is unable to attend classes on campus regularly, due to prolonged illness, temporary disability, or other reasons, please see our independent study section below or contact the main office for further options.

Short Term Independent Study Contracts

If you know in advance, including the morning of, that your child will be absent from one to fourteen school/calendar days for any reason, your child's absence may be excused if a Contract of Independent Study is completed and signed before the student leaves. In addition to the signed contract, the student must complete and return to the front office the assigned classwork.

It is of utmost importance that families with children absent for any reason for one school day or longer, obtain an Independent Study Contract. This can be done by contacting the office and downloading the contract/student work from our website, having us email work or coming into the school office to pick up the necessary documents.

When possible, please contact the office three days prior to the anticipated absence in order for teachers to adequately prepare lessons for your child. Students are expected to complete all work assigned and turn it in to the office upon returning to school.

Please note that a child is an important part of a learning community. Teachers plan for all of their students to be present when making lessons, forming student groups and setting milestones for learning. An independent study contract does not take the place of coming to school every day. It simply helps make sure a child stays in the school flow and completes something academic while out of school.

To review the School's complete Independent Study Policy, please request a copy at the main office.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first three (3) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first

three (3) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the third day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

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1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (2nd) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the third (3rd) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (e.g. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty (30) days of the disenrollment.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. 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 suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or 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 include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

• Availability of Prospectus

~~Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.~~

• English Learners

Innovations Academy is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. IA will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. IA will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

• Sexual Health Education

Innovations Academy offers comprehensive sexual health education to its students in middle school grades, at a minimum in 7th grade. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in middle school, at a minimum in 7th grade. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if IA has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

- **State Testing**

Innovations Academy shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

- **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

- **Teacher Qualification Information**

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information..

- **Animal Dissections**

Students at IA may perform animal dissections as part of the science curriculum. Parents/Guardians will be communicated with about animal dissections. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

- **Fieldtrips (AKA Field Study)**

IA students participate in many field study experiences. They are a great way to reach out to the community and experience learning in a unique way. Field study can be as simple as walking around the block or more intensive such as going to the zoo, a museum or overnight camping. A general field trip permission slip was included in the online registration packet for this purpose and is also available in the front office. If you prefer to opt-out of the general permission slip, IA can provide you with individual permission slips for each planned field trip. If you choose to volunteer on a field trip, please note the requirements in the volunteer section of this Family Handbook.

Payments for Field Trips/Field Studies

At IA, our goal this year is for all students to participate in three field study experiences per semester and many of these excursions have costs to attend. We keep our costs as low as possible by fundraising for our more expensive trips. Please let us know if the cost of a field trip is a financial hardship for your family. No student will be excluded from participating in a field study due to lack of payment. That is our responsibility as a public school.

Transportation

Students learn a lot about public transit by using our local public transportation resources during field trips. Buses, trains, and trolleys are great learning experiences and IA regularly utilizes these methods of transport on field study trips. Student groups are always supervised by an adult chaperone while riding public transit. If you would prefer your child to not ride public transit you may arrange alternate transportation for your child.

STUDENT HEALTH & SAFETY

• School Safety Plan and Emergency Action Procedures

There is a Comprehensive Emergency Action and Safety Plan on file in the main office. It can be viewed in the main office. IA holds one emergency drill per month.

Some emergency numbers to be aware of:

- Front Office Number: 858-271-1414
- Christine Kuglen, Director: 619-379-9275

• Administration of Medications

Students may not self-administer any medications (over the counter or prescription) in class. All medications must be turned into the School office. Medication given at school must be accompanied by:

1. Physician's Authorization for Medication form detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken; AND
2. A written statement from parent/guardian indicating that they desire the School to assist the student with medication.

• Informed Consent and Acknowledgment for Athletic Activities

Students at IA have the option to participate in a wide range of athletic activities

By their very nature, athletic activities can put students in situations in which serious, catastrophic, and perhaps fatal injuries may occur. The injuries could include, but are not limited to the following:

Sprains/strains	Disfigurement
Fractures	Head injuries
Cuts/abrasions	Loss of eyesight
Unconsciousness	Death
Paralysis	

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury.

Although the School may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury.

• Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have

an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

- **Physical Examinations and Right to Refuse**

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Vision, Hearing/Scoliosis: Students will be screened for vision, hearing and scoliosis by a nurse contracted by the School. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

A parent/guardian having control or charge of any child enrolled in IA may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

- **Diabetes**

Innovations Academy will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: [Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Innovations Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

• **Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations are completed with written medical records from the child's doctor or immunization clinic. Because we have no other option, IA follows and abides by the immunization and health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade		List of shots required to attend school
TK/K-12 Admission	Initial	Diphtheria, Tetanus, and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) - Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis) At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

- **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.

- **Mental Health Services**

Innovations Academy recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at IA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact our counselor by coming into the Solution Center during school hours and making an appointment. Our counselor supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to

academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our school or by an outside provider, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Lisa Smith, our special education coordinator at LSmith@InnovationsAcademy.org.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact our health clerk in the front office at 858-271-1414.

Available in the Community:

- Mental Health Services Information (<https://www.mentalhealth.gov/get-help>)
- San Diego County Mental Health Services
(<https://www.sandiegocounty.gov/content/sdc/hhsa/programs/bhs.html>~~<https://www.sandiegocounty.gov/hhsa/programs/bhs/mental-health-services-eligibility/>~~)
- Positive Change Counseling Center (sliding scale mental health)
<https://www.pccounselingcenter.com/post/affordable-mental-health-services-in-san-diego-county>~~<https://www.pccounselingcenter.com/post/affordable-mental-health-services-in-san-diego-county>~~
- Free Mental Health Screening (<https://screening.mhanational.org/screening-tools/>)

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including,

but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Christine Kuglen
Executive Director
5454 Ruffin Rd, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

A copy of the UCP is available upon request at the main office [and on our website](#). For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Suicide Prevention Policy

Board Approved **6/25/24**

The Governing Board of Innovations Academy ("IA") recognizes that suicide is a leading cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. It is also our intention to continue to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is urgent to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families,

the Director, ~~Christine Kuglen~~ and School Counselor, ~~Samantha Haller~~ shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students (Special Ed Consultants, Coaches and Enrichment Teachers)

The Director and Counselor shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

In compliance with Education Code 215, this policy has been developed in consultation with school-employed mental health professionals (school counselor, psychologist), administration other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. Schools and schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

~~(See attachments)~~

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, IA shall appoint an individual to serve as the suicide prevention point of contact (~~Samantha Haller~~, School Counselor). In addition, IA has identified one staff member to serve as the liaison to the IA's suicide prevention point of contact, and coordinate and help implement suicide prevention activities on their specific campus (Christine Kuglen, Director). This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at:
<http://www.heardalliance.org/>

You can find information about a comprehensive suicide prevention toolkit for schools at ~~<https://sprc.org/resources/after-suicide-toolkit-schools>~~ ~~on the Palo Alto Unified School District Counseling Services Web page at: <https://www.pausd.org/student-services/counseling-services>~~

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Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, IA along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at:

"<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>"

For information on engaging the media and social media regarding suicide prevention, see the Your Voice Counts Web page at: https://resource-center.yourvoicecounts.org/resources?search_api_fulltext=engaging+media"~~<http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>~~

~~For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at: "<http://resource-center.yourvoicecounts.org/content/how-use-social-media>"~~

Suicide Prevention Training and Education (Staff Development)

IA has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, and coaches.

Training includes the following:

1. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
2. All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (See attached). Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by a staff member;
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide; and
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at: <http://cal-schls.wested.org/>
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
- a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);
 - f. How to identify youth who may be at risk of suicide;
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines;
 - h. School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should

emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

- i. School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - j. Responding after a suicide occurs (suicide postvention);
 - k. Resources regarding youth suicide prevention;
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide; and
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
5. The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
- a. Youth affected by suicide;
 - b. Youth with a history of suicide ideation or attempts;
 - c. Youth with disabilities, mental illness, or substance abuse disorders;
 - d. Lesbian, gay, bisexual, transgender, or questioning youth;
 - e. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - f. Youth who have suffered traumatic experiences; and

Resources:

Youth Mental Health First Aid ("YMHFA") teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at: <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

Free YMHFA Training is available on the CDE Mental Health Web page at: <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the

warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at:

<http://www.qprinstitute.com/>

SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at:

<https://www.livingworks.net/programs/safetalk/>

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at:

<https://livingworks.net/>

Employee Qualifications and Scope of Services

Employees of IA must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by IA.

Resource:

Assessing and Managing Suicide Risk ("AMSR") is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at: <https://sprc.org/>

Parents, Guardians, and Caregivers Participation and Education

1. To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, IA shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the Policy is available.
2. This suicide prevention policy shall be prominently displayed on the IA Web page and included in the Family Handbook.
3. Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy.

4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide; and
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at:
<https://www.save.org/>

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, IA along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with IA and is characterized by caring staff and harmonious interrelationships among students.

IA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

IA's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

IA has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall**:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

2. Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
3. The content of the education shall include:
 - a. Coping strategies for dealing with stress and trauma;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, and Mental Illness Awareness).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at: <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at: <https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships/tap-online-trainings/break-free-depression-program>

Coping and Support Training ("CAST") is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at: <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at: [https://www.save.org/Linking Education and Awareness for Depression and Suicide \("LEADS"\) for Youth](https://www.save.org/Linking-Education-and-Awareness-for-Depression-and-Suicide-LEADS-for-Youth) is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at:

<https://www.save.org/learn/>

Intervention, Assessment, Referral

Two IA staff members (~~Samantha Hallor, Counselor and Christine Kuglen, Director~~) who have received advanced training in suicide intervention are designated as the primary and secondary suicide prevention liaisons.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary liaisons shall notify the Executive Director, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school web sites.

The Executive Director, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

Students experiencing suicidal ideation shall not be left unsupervised.

A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

The Director or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. (LEA to include crisis intervention procedures, including counseling and other support systems).

Parental Notification and Involvement

IA shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

1. After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
2. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotion
3. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
4. Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures. The content of the education shall include:
 - a. Coping strategies for dealing with stress and trauma;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - e. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, Success Programs, and National Alliance on Mental Illness Awareness).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page <http://www.childrenshospital.org/breakfree>

Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement suicide prevention on their campus that included the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (858-694-5141).

Action Plan for In-School Suicide Attempts

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
 - b. Move all other students out of the immediate area;
 - c. Immediately contact the administrator or suicide prevention liaison;
 - d. Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
 - e. If needed, provide medical first aid until a medical professional is available;
 - f. Parents/guardians/caregivers should be contacted as soon as possible;
 - g. Do not send the student away or leave them alone, even if they need to go to the restroom;
 - h. Listen and prompt the student to talk;
 - i. Review options and resources of people who can help;

- j. Be comfortable with moments of silence as you and the student will need time to process the situation;
 - k. Provide comfort to the student;
 - l. Promise privacy and help, and be respectful, but do not promise confidentiality;
 - m. Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
 3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
 4. After a referral is made, IA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, IA may contact Child Protective Services.
 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at IA.
 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the IA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in IA's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. IA staff may receive assistance from IA counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Action Plan for Out-of-School Suicide Attempts

If a suicide occurs or is attempted by a student of the IA campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parents/guardians/caregivers and offer support to the family;

2. Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
3. Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
4. Designate a staff member to handle media requests;
5. Provide care and determine appropriate support to affected students;
6. Offer to the student and parents/guardians/caregivers steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students after a Mental Health Crisis

Students shall be encouraged through the education program and in IA activities to notify a teacher, the Executive Director, another IA administrator, psychologist, IA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. IA staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her feelings;
3. Acknowledge the feelings and do not argue with the student;
4. Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

1. Obtain a written release of information signed by parents/guardians/caregivers and providers;
2. Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
3. Inform the student's teachers about possible days of absences;
4. Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
5. Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
6. Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page
http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Christine Kuglen, Director and Samantha Hallor, Counselor for IA shall ensure that the school has an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

The suicide prevention liaison shall:

1. Identify a staff member to confirm death and cause (Christine Kuglen);
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan, include an initial meeting of the school Suicide Postvention Response Team;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and that which you have permission to disclose.
6. Prepare staff to respond to needs of students regarding the following:
7. Review of protocols for referring students for support/assessment;
8. Talking points for staff to notify students;
9. Resources available to students (on and off campus).
10. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
11. Identify students affected by suicide death but not at risk of imitative behavior;
12. Communicate with the larger school community about the suicide death;
13. Consider funeral arrangements for family and school community;
14. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
15. If needed, identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at: <http://suicide.org/> or www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

16. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- b. Support siblings, close friends, teachers, and/or students of deceased
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at:
<http://www.sprc.org/comprehensive-approach/postvention>

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at:
<http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at:
http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at:
<http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at:
<http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. IA will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

OTHER STUDENT SERVICES, POLICIES, & PROCEDURES

• **Education of Foster and Mobile Youth**

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" means any of the following:
 - a. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code ("WIC") Section 309 (whether or not the child has been removed from the child's home by juvenile court).
 - b. A child who is the subject of a petition filed pursuant to WIC Section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 - c. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active-duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the

following staff person as the Liaison for Foster and Mobile Youth:

Devon Woodruff
Instructional Support Coordinator
5454 Ruffin Rd. SD 92123
Devon@innovationsacademy.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon

request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

- **Education of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

~~Devon Woodruff~~ Assistant Director
~~Instructional Support Coordinator~~
5454 Ruffin Rd. SD 92123
Devon@innovationsacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:
<https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than

the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

• **Visitors and Volunteers**

Visitation

The safety of all children is of utmost importance. Our gates are locked at 8:30 a.m. each morning. At that time the only way on campus is through the front office. Immediately upon entering campus, all visitors, including volunteers, are required to sign in with the school office. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When required by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. IA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access.

Volunteers

Volunteerism by parents is encouraged but not mandatory. We love volunteers at IA because they contribute so much time and energy to the students and staff! If you would like to volunteer, please see the below requirements for each level of involvement. For levels 2, 3 or 4, volunteers must complete and turn in the listed

documents to the front office. Volunteers will receive an IA Volunteer Card indicating the volunteer categories that are allowed. If the requirements have not been met, then a parent will not be allowed to volunteer for that category. There are four categories of volunteers, each with different requirements:

- 1) Visitors or guests who enter the school for a one-day visit. This **excludes** whole school events such as Exhibition Nights, the school dance, etc.

Requirements:

- Sign in at the front office.

- 2) Volunteers with regular group exposure who have little or no direct unsupervised exposure or contact with children, and volunteers with classroom exposure who work with children and are supervised by school staff.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 3) Field Trip Drivers: Volunteers who drive on field trips but do not spend the night.

Requirements:

- Sign in at the front office.
- File a copy of your automobile insurance in the front office.
- File a copy of your driver's license in the front office.
- Provide copy of DMV record obtained at DMV or on their website (search Driver's Record Request)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 4) Volunteers who work with students unsupervised or who assist on overnight field trips.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years).
- Present a fingerprint clearance from the SD County Office of Education.
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

A complete copy of the *Visitor and Volunteer Policy* is available for review in the main office and on the school website.

- **Parent and Family Engagement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

Professional Boundaries: Staff/Student Interaction Policy

- Innovations Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.
- Corporal Punishment
- 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 property.
- For clarification purposes, the following examples are offered for direction and guidance of School personnel:
 - A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
 - B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
- Acceptable and Unacceptable Staff/Student Behavior
- This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

- Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"
- For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.
- Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.
- Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.
- Duty to Report Suspected Misconduct

• When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

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• Examples of Specific Behaviors

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• The following examples are not an exhaustive list:

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• Unacceptable Staff/Student Behaviors (Violations of this Policy)

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- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in

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- an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

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- Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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- **(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

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- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

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- Cautionary Staff/Student Behaviors

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- **(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

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- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

- Acceptable and Recommended Staff/Student Behaviors

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- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.

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- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

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• **School Meal Program**

IA participates in the National School Lunch Program. The easiest application in online here: <https://lingconnect.com/public/meal-application/new>. Paper Applications ~~school meals~~ are available at Open House, ~~on the Charter School website~~ and in the main office. Completed application forms can be returned to the main office or submitted electronically. The Charter School will provide each student who requests either meal with one nutritionally adequate cold breakfast each day and one lunch. Please also contact the main office with any questions.

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• **School Waste**

IA is committed to sustainable practices that will contribute to long term maintenance of our school site, city, and planet. The reuse of materials is a sustainable practice. We request that each child and staff member have a plate, cup (non-glass), fork and spoon in their classroom to be used for class parties and hot lunch on campus. Additionally, we are asking parents to send lunch items in reusable containers.

Other Lunch Options: Bring a cold lunch or leftovers as we have microwaves on campus.

Snacks: Please send your child to school with nutritionally sound snacks (and lots of them, your children will be hungry throughout the school day). No energy drinks, soda, or junk food. If a child is seen with such items, we will reach out to parents to request a change in snack items. We suggest fruits, vegetables, nuts, whole grain breads, cheeses, etc. Once again, keep in mind that our goal is to have zero trash generated on campus from snacks and lunch so please pack accordingly.

• **Fundraising**

At IA, each year we create a fundraising plan to give clarity and direction to the necessary fundraising that we must do. The funds bring resources to our program. If you have strong opinions, skills and/or ideas in this area, please volunteer for our Fundraising Committee.

We do a variety of fundraising activities:

Student: Fundraising is a great way for students to learn about budgeting, resources, and planning. Furthermore, it makes our students accountable for the activities that they want to do. An example of a fundraising event is a student-organized bake sale or car wash.

Passive/Ongoing Fundraisers: These fundraisers require little effort once established. Money comes to IA throughout the school year. Examples are Gift card purchases, Amazon Smile Program, debit or credit card registration at several locations (iGive and eScrip programs). Please see our website for links to all of our

ongoing fundraisers.

Active Fundraising: Several active fundraisers that may occur during the school year are Scholastic Book Fair and school dances and other events.

There are many other ways to help generate funds that support our students. Helping create a strong network is important. All IA community members can contribute by helping to organize, bringing supplies or goods for a fundraiser, donating monetarily, and/or helping us find grants or philanthropic organizations to partner with. One resource that many people don't tap into is their own place of employment. Many companies do matching grants/contributions for fundraising/donations. Find out about yours!

Education Innovators Program: We have the goal of creating an Education Innovators Sponsorship Program. This program would enroll 100 sponsors each year donating \$1,000.00 each year for three (3) consecutive years. With \$100,000.00 collected each year, we will deposit half of the funds into a reserve account and the other half will be used to support the continuing development of a strong educational program and innovative use of technology. If you are interested in organizing this program, please see the director.

Please note that participating in fundraising activities or donating to a fundraiser is optional. No student will be penalized for failure to participate.

- **Dress Code**

IA believes that socially responsible behavior is crucial to improving and maintaining a climate of respect. Dress and grooming should not interfere with the educational process. School clothing should be neat, clean, maintain adequate coverage, and be appropriate for school activities. Clothing that promotes alcohol, drugs, tobacco, or other controlled substances, or uses suggestive, vulgar, obscene, or profane language and/or images is prohibited.

Footwear: Please wear or bring to school closed-toe athletic shoes for outdoor activities during P.E. The scheduling of P.E. can be unpredictable and classes often play active outdoor games. Please plan accordingly

- **Cell Phone and other Electronic Communication Device Policy**

We at IA powerfully create our lives through self-expression, compassionate connection, and purposeful learning. This is the first sentence of our mission statement, and we recognize that it is also the reason why families have entrusted us with their children. We believe that the authentic, face-to-face, compassionate communication that ties not only teachers and students, but students to each other, must take place in the absence of cell phones and other communication devices (such as communication watches).

No "smart" device that connects to the internet (cell phones, watches, iPads, computers) may be brought to campus by students at any time, unless:

- A student transfers homes between guardians/parents during the week or is meeting a parent off campus after school. They may bring a device but it must

be turned into the front office or at the gate at the start of the school day and retrieved at the office at the end of the day.

- A licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.

Any student found using a “smart” device (one that connects to the internet) will have it immediately taken away and parent/guardian will be required to come to a scheduled meeting with the school counselor, Director, and Assistant Director. The device will be returned to the parent/guardian at that meeting. If this happens a second time, the student will be forbidden from bringing the device to school.

Parents who need to contact their children during the school day should leave a message at the front desk. Students are allowed to come to the office to make a phone call during class time only with the permission of the teacher, and at breaks and lunch as well as before and after school.

• **Student Use of Technology Policy**

IA offers students access to technologies that may include internet access, electronic mail, and equipment, such as chromebooks, computers, tablets, or other multimedia hardware. The technological resources provided by IA must be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Chromebook Care Agreement

IA assigns individual Chromebooks to students in grades 2- 8 for instructional use throughout the school day and iPads for K-1 students. Students agree to follow their classroom expectations governing the use and care of their individual Chromebooks to prevent loss or damage. Normal wear of student equipment is expected, and IA repairs Chromebooks as needed.

If IA staff determines that a Chromebook is willfully damaged by a student as a result of an intentional act, neglect, or abuse or because that student did not follow the acceptable use policies, below, or those established by his or her class, the student’s parents understand and agree that they are responsible for the cost of repair or replacement of the Chromebook limited to the fair-market value of the Chromebook at the time of its loss.

IA expects that students take appropriate care of their Chromebook by observing the following:

- Students transport their Chromebooks using both hands so as to avoid accidentally dropping them.
- Students store their Chromebooks carefully so the Chromebooks are not susceptible to damage (stored in the designated space in the classroom).
- Students type with care so that keys remain intact on keyboards.
- Students keep screens from bending back so as not to cause pressure damage to hinges or screens.
- Students keep their Chromebooks with them when Chromebooks are in use.

- Students keep their Chromebooks free of permanent marks and/or stickers.
- Students keep food and liquid away from their Chromebooks.
- Students plug in and remove headphones carefully so as not to damage headphone inputs or break off headphone jacks.
- Students ensure that when they use their Chromebook adapters, the cords do not pose trip hazards and are not exposed to damage.

Please communicate with your child the importance and value of handling and using his or her Chromebook with care.

Internet Safety/Network Use Guidelines

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet and IA networks as part of your student's educational experience.

IA's network provides access to the internet. The internet is an electronic highway connecting thousands of computers all over the world.

Students will have access to:

- Information and news from a variety of sources and research institutions.
- Public domain and shareware software of all types.
- Discussion groups on a wide variety of topics.
- Many university libraries, the Library of Congress, and more!

Safety

IA has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code section 313).

The teacher/staff will choose resources on the internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

While IA is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

Acceptable Use

The purpose of schools having access to the internet is to support research and education, access to unique resources, and the opportunity for collaborative work. The

use of IA networks must be in support of education and research and consistent with the educational objectives of IA. Innovations Academy takes no responsibility for the accuracy or quality of information from Internet sources.

Prohibited Use

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

- Any information which violates or infringes upon the rights of any other person.
- Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Any material that violates copyright laws.

Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code section 502).

Behaviors that constitute cyberbullying are strictly prohibited. Please see the Title IX, Harassment, Intimidations, Discrimination, and Bullying Policy within this Family Handbook for more information about cyberbullying.

Students who engage in inappropriate network use may be subject to discipline, up to and including suspension and/or expulsion, in accordance with IA policies and procedures.

Privileges

The use of IA networks and the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or IA security administrator to deny, revoke, or suspend specific user access.

Netiquette (Network Etiquette)

The use of IA networks requires adherence to rules of network etiquette.

These include, but are not limited to, the following:

- Be polite. Do not send abusive messages to anyone.
- Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language.
- Anything pertaining to illegal activities is strictly forbidden. (Note: E-mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.)
- Maintain privacy. Do not reveal the personal address or phone

numbers of yourself or other persons. Before publishing a student's picture, name, or work on the Internet, the school must have on file a parent release form authorizing publication.

- Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
- Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

Security

Security on any computer system is a high priority, especially when the system involves many users.

If you are aware of a security problem on IA networks, please notify School administration either in person, in writing, phone, or via the network. Do not demonstrate the problem to other users.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to IA networks and the internet.

Vandalism

Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses and damaging any hardware owned by IA.

Before a student is assigned a Chromebook or permitted to access any other technology on campus, including internet, they must sign the IA Acceptable Use Agreement.

• **Lost or Damaged School Property**

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation or the fair market value of the item at the time of its loss. After 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.

Incidents 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**

Most recent board approval with handbook for the ~~24-25~~25-26 school year
6/25/247/22/25

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Innovations Academy. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, 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 the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction as a last resort. This policy shall serve as Innovations Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the

Innovations Academy Family Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, intervention meetings during and after school hours, use of alternative educational environments, suspension and expulsion. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, intervention meetings during and after school hours, use of alternative educational environments, suspension and expulsion.

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

Innovations Academy administration shall ensure that students and their parents/guardians are notified¹ in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

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

A student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.

Innovations Academy will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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 and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder; attorney; and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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).

Grounds for Suspension and Expulsion

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

Enumerated Offenses

1. Students may be suspended or expelled for any of the following acts when the Director or designee determines 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 Penal Code Section 31, 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 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 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or 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 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 Penal Code Section 31, 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 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 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or 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 Hearing Officer or Administrative Panel 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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

Only the Director (Principal) or the Director's designee may suspend a student.

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director or designee.

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

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

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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.

Authority to Expel

A student may be expelled either by the Innovations Academy Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA.)

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

Innovations Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, Innovations Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

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 hearing room during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Independent study is an alternative to classroom instruction. Students who are excluded from class-room instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance or independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to Education Code Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study only if they are also given at least one classroom instruction option.

Written Notice to Expel

The Director or designee following a decision of the Innovations Academy Charter School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, Innovations Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

Innovations Academy shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Innovations Academy as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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.

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Rehabilitation Plans

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

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Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Innovations Academy Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Innovations Academy Board following the meeting regarding their determination. The pupil's readmission is also contingent upon the Innovations Academy's capacity at the time the student seeks readmission.

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.

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the 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/guardian 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 parent/guardian to determine:

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

- 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;
- 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
- 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 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:

- 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;
- 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
- 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:

- 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.
- The parent/guardian has requested an evaluation of the child.
- 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.

~~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 48990, 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.~~

~~G- 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.~~

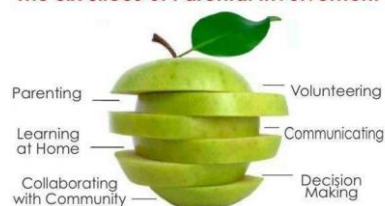
~~If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA eligible children with disabilities, including the right to stay-put.~~

~~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

When any of the above feelings happen, it is the parent's responsibility to talk with a teacher or administrator who will support the parent in getting their needs met for information and understanding.

The following are aspects of the program that may be new and/or different and which parents may need to communicate about.

IA:

- Does not have a traditional report card
- Holds student led conferences in which a student is present with the parent
- Students call staff by their first names
- Students contribute to decisions about their learning
- Does not give meaningless homework
- Implements POLs (presentations of learning), portfolio work and Exhibitions to assess a student's progress.

- Uses project based, inquiry-based and other hands-on, interactive learning experiences as a central part of the academic program
- Does not focus on test taking, benchmark testing, or test scores
- Expects students to attend all field trips.
- Has a relationship based discipline plan which is not a one size fits all approach. Students and their parents are expected to participate in conflict resolution and problem solving for behavioral issues and discipline related behaviors.

All parents are members of the IA academic community and play a vital role by showing support and participating in school activities as much as possible.

Some great ways to participate are:

- Chaperone a field trip
- Read to your children or do an outside activity
- Foster friendships between IA students by creating play opportunities outside of school
- Contribute to a fundraising event (bake sales, IA Education Conservators, etc.)
- Attend Exhibition Nights
- Provide large quantities of unstructured time for your child(ren)
- Be a Reading Buddy in a classroom
- Participate in the Parent Connection (our parent association)

If you'd like to help with any classroom or school wide event, please speak with your teacher or the Parent ~~Connection-Association~~ president who will gladly get you started. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

• **Getting Needed Information**

We often hear from parents about the need to be connected and how challenging that can be. The first step is to learn what is going on in the classroom and at school. Another component is communication between home and school. This section will explain some ways to get the information and communication you want with IA:

- Innovations Academy has its own **website**. On this website you will find updates, information about our philosophy, links to our classroom digital portfolios, calendar, Family Handbooks, Charter, etc.
- **Class Info** All IA teachers use ParentSquare to communicate with families.
- **Sunday Blast:** On Sundays a ParentSquare communication will go out to all of our parents with activity updates, parent education food for thought and information for the upcoming week.
- **Exhibition Nights:** During the 2024-25 school year we will have

Exhibition Nights on the following dates: December 11²th and March 26⁷th.. We expect 100% attendance by parents as all students will be presenting work they have completed. If you can't make it, please communicate with us ahead of time. We consider Exhibitions to be as important as report cards.

- **Student Led Conferences ("SLC"):** During SLCs, students take the lead to facilitate a conference with their teacher(s) and parent(s). The outcome of the conference is that students share their learning in various subject areas and set academic, personal and social goals.
- **Presentations of Learning ("POL"):** A presentation of learning is an opportunity for a student to speak about specific areas of their own learning in an authentic, reflective way. The act of speaking about who you are, your strengths and challenges is an important part of our program. If POLs are held in your child's class, please make every attempt to attend your child's presentation of learning.
- **Come In!** We are here every school day. Please come in and say hi and let us know if you have any questions. If we can't address them on the spot, then we can schedule time with you.
- **Director Office Hours:** Current and new IA parents have the opportunity to meet with the Director and get questions answered. It's also a great place to connect with other IA families and have fun while developing a deeper understanding of IA philosophy. Check the website calendar and Sunday ParentSquare communications.

Please let us know if you have any ideas that can improve our methods of communication. Thank you.

- **Email Communication Policy**

IA recognizes that electronic mail (email) can be a valuable communication tool, when it is used judiciously and in accordance with privacy laws and the school internet ethics code. To help us implement the School communication policy, IA faculty and staff members are provided with ParentSquare accounts to improve the efficiency and effectiveness of communication both within the school and with the parent/guardian community. Faculty and staff are required to use ParentSquare for all communications with parents.

In the interest of ensuring that email is a positive influence on our learning community of committed parents/guardians, teachers, students, and friends, we are instituting these ParentSquare guidelines for parent-teacher communication.

- Keep the message short, no more than 1 paragraph is a good rule, and request to schedule a time to meet or to speak via telephone if you need more communication.
- Respect teacher planning time by sending messages only when necessary
- Keep the content appropriate and specific
- Please keep all contacts professional. Jokes, amusing or special stories,

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chain letters, or commercial solicitations are inappropriate

Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher.

Remember that your child's teacher oversees 25 students. Before sending an email to your teacher, please ask yourself:

- Can I get the answer on the class or school website?
- Was the information sent in the teacher's weekly email?
- Can I ask my child to find out tomorrow?
- Can it wait?

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender,

gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

• **Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy**

Board Approved: 8/14/237/22/25

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Innovations Academy ("IA" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. IA school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom IA does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. IA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. IA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Christine Kuglen
Executive Director
5454 Ruffin Rd, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by IA.

IA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical

conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by IA.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, 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:

1. A message, text, sound, video, or image.
2. 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 the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," 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 the definition of "bullying," 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.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with his or her exceptional needs.

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 definition of "bullying," above. 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. "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.
4. Notwithstanding the definitions of "bullying" and "electronic act" 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in IA 's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that IA investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

IA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

IA advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

IA informs Charter School employees, students, and parents/guardians of IA's policies regarding the use of technology in and out of the classroom. IA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

IA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. IA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at IA and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

IA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

IA informs IA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

IA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other IA employees who have regular interaction with students.

IA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by IA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

IA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for IA's students.

Grievance Procedures

1. Scope of Grievance Procedures

IA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or

bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the IA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, IA will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. IA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a

staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

IA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

IA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to IA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or IA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. IA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of IA to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of IA, the Coordinator (or designee) will promptly initiate an investigation. A third-party investigator may be retained to conduct the investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that IA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - IA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with IA's policies.
 - IA may remove a respondent from IA's education program or activity on an emergency basis, in accordance with IA's policies, provided that IA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, IA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If IA offers such a process, it will do the following:
 - Provide the parties with advance written notice of:

- The allegations;
- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- IA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. IA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, IA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in IA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable IA policy.
 - IA may dismiss a formal complaint of sexual harassment if:

- The complainant provides a written withdrawal of the complaint to the Coordinator;
- The respondent is no longer employed or enrolled at IA; or
- The specific circumstances prevent IA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, IA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - IA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of IA's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including suspension and/or expulsion from IA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by IA in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find IA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of IA's decision or resolution, submit a written appeal to the President of the IA Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and IA will implement appeal procedures equally for both parties.
- Within five (5) business days of IA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).

- The complainant and respondent may appeal from a determination regarding responsibility, and from IA's dismissal of a formal complaint or any allegations therein, on the following bases:
- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- IA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

IA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

5454 Ruffin Rd. San Diego, CA 92123 (858)271-1414

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize IA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date:

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

• Professional Boundaries: Staff/Student Interaction Policy

Board Approved: 8/16/237/22/25

Innovations Academy ("IA") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain

conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct as a high priority.
- (s) Asking yourself if your actions are worth your job and career.

• **Uniform Complaint Policy & Procedures**

Board Approved: ~~8/16/23~~7/22/25

Innovations Academy ("IA") complies with applicable federal and state laws and regulations. IA is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

Not all complaints fall under the scope of this Policy.

- Many concerns can be made in accordance with the **General Complaint Policy**, including complaints regarding classroom assignments, common core, grades, classroom requirements, hiring and evaluation of staff, drop off and pick up procedures, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Brown Act, and other general education and school requirements that do not otherwise fall under the purview of this Policy.
- Concerns may also be raised under the School's **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**.

The following complaints are referred to other agencies for resolution and not subject to the Uniform Complaint Policy:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
- Allegations of fraud are referred to the responsible Division Director at the California Department of Education ("CDE").

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, pregnancy, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any IA program or activity.
2. Complaints of violations of state or federal law and regulations governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education Programs;
- Career Technical and Technical Education and Training Programs;
- Child Care and Development Programs;
- Consolidated Categorical Aid Programs;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Child Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- d. If IA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, IA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by IA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or IA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

- 4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF"), or Local Control and Accountability Plans ("LCAP") under Sections 47606.5 and 47607.3 of the Education Code, as applicable. If IA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
- 5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.
- 6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Moreover, IA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. IA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, IA will attempt to do so as appropriate. IA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

IA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and

investigate complaints and to ensure Innovations Academy's compliance with law:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

IA shall ensure that the staff persons responsible for conducting investigations relating to this Uniform Complaint Policy shall be knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Director or Assistant Director, the compliance officer for that case shall be the Parent Representative on the Board of Directors or his/her designee.

Notifications

The Executive Director or designee shall annually provide written notification of this Policy to employees, students, parents and/or guardians, school officials and other interested parties by publishing notification on the website and in the Family Handbook. A copy is available upon request free of charge.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in IA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that IA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that IA is operating pursuant to Title 22 licensing requirements.
3. A statement that IA is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE

determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal an IA decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of IA's decision, except if IA has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals IA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if IA finds merit in a UCP complaint, or the CDE finds merit in an appeal, IA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
11. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address complaints that allege that IA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint.

- **Step 1: Filing of Complaint subsequent related actions**

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization alleging noncompliance by IA or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy may file a written complaint using the complaint form.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying, unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee

shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension

A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the IA Board of Directors approved the LCAP or the annual update was adopted by IA.

The complaint shall be presented to the Compliance Officer, who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist him/her in the filing of the complaint.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist the complainant in the filing of the complaint.

- **Step 2: Resolution Meeting**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting with the IA school counselor serving as mediator. If the complainant agrees to a Resolution Meeting, the compliance officer shall make arrangements for the same.

Before initiating the Resolution Meeting of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the counselor a party to related confidential information.

If the Resolution Meeting does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend IA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

Within five (5) business days of receiving the complaint, the compliance officer is encouraged to informally discuss with the complainant the possibility of using mediation.

This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide IA's compliance officer with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

IA's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Response**

Unless extended by written agreement with the complainant, the compliance officer shall issue to the complainant a written report of IA's investigation and Decision within sixty (60) calendar days of receipt of the complaint unless the timeframe is extended with the written agreement of the complainant.

IA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered
2. The conclusion providing a clear determination for each allegation as to whether IA is in compliance with the relevant law.
3. Corrective actions, if IA's finds merit in the complaint and any are warranted or required by law
4. Notice of the complainant's right to appeal the decision within thirty (30) calendar days to the CDE, except when IA has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal
6. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of IA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the CDE

If dissatisfied with IA's Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of IA's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. IA failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, IA's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in IA's Decision are not supported by substantial evidence.
4. The legal conclusion in IA's Decision is inconsistent with the law.
5. In a case in which IA's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed IA's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of IA's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to IA for resolution as a new complaint. If the CDE notifies IA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, IA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for

reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by IA when one of the conditions listed in Title 5, California Code of Regulations section 4650 exists, including cases in which IA has not taken action within sixty (60) days of the date the complaint was filed with IA.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of these complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if IA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Consolidated Categorical Programs	☐ School Plans for School Achievement
☐ Pupil Fees	☐ School Safety Plan
☐ Adult Education	☐ Pregnant, Parenting or Lactating Students
☐ Career Technical and Technical Education/Career Technical and Technical Training	☐ Local Control Funding Formula/ Local Control and Accountability Plan
☐ Child Care and Development	☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
☐ Regional Occupational Centers and Programs	☐ Every Student Succeeds Act
☐ Regional Occupational Centers and Programs	☐ Migrant Education Programs

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Age	☐ Gender / Gender Expression / Gender Identity	☐ Sex (Actual or Perceived)
☐ Ancestry	☐ Genetic Information	☐ Sexual Orientation (Actual or Perceived)
☐ Color	☐ Medical Condition	☐ Based on association with a person or group with one or more of these actual or perceived characteristics
☐ Disability (Mental or Physical)	☐ National Origin/Nationality	☐ Marital Status
☐ Ethnic Group Identification	☐ Race or Ethnicity	
☐ Immigration Status/citizenship	☐ Religion	

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any IA staff members? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes
☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Christine Kuglen, Director or
Devon Woodruff, Assistant
Director

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

**PLEASE KEEP A COPY OF YOUR COMPLETED FORM FOR YOUR
RECORDS.**

General/Local -Complaint Policy

Board Approved: 8/16/237/22/25

The Innovations Academy ("IA") Board has approved this policy to be used for parents when something is working or not working for at IA. This is our name for our General Complaint Policy. It is what we believe works best to truly address issues and solve them.

Modeling is essential in the learning process. If we want our children to learn how to communicate effectively it is of utmost importance that we model what this looks like. Here is a chart of specific actions that will support our children to learn effective communication.

Instead of:	Do:
Complaining about something that happened	Speak with the teacher or staff about your concern
Shutting down because you feel left out of some communication	Speak to the teacher about how to get all class info
Believing something someone tells you (aka participate in rumors)	Go to the source and get the information yourself
Sharing a frustration about the school, the teacher or the parent association with another parent or on social media	Speak directly with the director, the teacher or the Parent Association president
Harboring frustration, anger or hurt about something your child told you happened at school	Approach the teacher or Executive Director to inquire about the situation

Feedback is an essential part of communication that is very valuable to us as a community. If there is something you like, let us know (we can publish it in our gratitude book)! If there is something you do not understand, are confused by, or do not like, also let us know. Going directly to the source generally gives clarity and understanding.

The only way to get your needs met is to let us know what your needs are. If you have a complaint, frustration, question, concern, excitement or appreciation, please communicate with us. There are many ways to communicate: talk in person, write an email, send a note, or make a phone call. We want our families to get their questions answered. We want to be in communication with you. We need you to tell us when you need that to happen. All of your positive and negative feedback helps us improve our program and understand the needs of so many families.

Though giving feedback sounds good on paper it can truly be the most difficult thing you will do. Actually, approaching a person when you have negative

feelings is a huge challenge. Expect to feel uneasy and let the person with which you need to speak know you need their time. You can start with, "I'm confused; I'm hurt; I'm happy; or I'm excited; when I see (hear, notice...).

Understand that we would rather have the information so that we can improve than to have rumors and negative information, like poison, spread through the internet, school or community grapevine.

If you have a concern, here are the appropriate steps to take:

1. Start at the source:

- a. If you have a concern with something in the classroom, speak to the teacher.
- b. If you have a concern with something in the front office, speak with the Executive Director.
- c. If you have a concern with an IEP, speak with the Education Specialist/Case Manager.
- d. If you have a concern about the educational program, speak with the Executive Director.
- e. If you have a concern about an issue with another student, speak with the teacher, the Assistant Director or the Executive Director.

2. If you have completed step one and feel the concern is persisting, email the teacher (or other staff member) and copy the director. A meeting will be set up with all parties involved.

3. If you have completed step one and two and the concern is persisting, set up a private meeting with the director.

4. If you have completed steps one, two, and three and do not feel that your concern has been fully addressed, email the Executive Director and copy the Innovations Academy Board of Directors (board@innovationsacademy.org).

5. If you have communicated thoroughly using steps one through four and do not feel that the concern has been fully addressed, please get in touch with the IA Board of Directors in one of the following ways:

- a. Write a letter to the I.A. Board and send it to our school address, or
- b. Email our board at Board@InnovationsAcademy.org, or
- c. Attend a board meeting and present during community comments.

We have provided the form on the next page for providing feedback to the School.

GENERAL ASSURANCES

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

General Complaint Form
To be turned into the front office

Name/Anonymous: _____

Date: _____

If you would like to provide feedback, we'd love to hear it. Please take your time and turn it in to the main office. We understand that giving negative feedback is challenging and we commit to address your issue when it is brought to our attention. We invite your information and need it in order to improve. Both children and adults are encouraged to use this form. Please use as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.)

Date of Alleged Incident(s): _____

Name of Person(s) this complaint is about (if known and applicable): _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Summary of my issue/observation (Attach additional pages, if needed): _____

I would like to (check all that apply):

_____ To talk to a particular staff member (name: _____)

_____ To meet with the Executive Director

_____ To call a conference for my family with another family at IA.

_____ Receipt of this form to be acknowledged

_____ To thank the parties involved who are

_____ To express my appreciation for

_____ Other: _____

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

• **Special Education / Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the San Diego Unified School District SDUSD/SDUSD SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Lisa Smith LSmith@innovationsacademy.org

• **Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

• **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If

the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for student and parents, and any individualized education program

("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

A copy of the complete *Educational Records & Student Information Policy* is available upon request at the main office.

• **Resources for Parents**

Classes/Workshops/Presentations: The following are resources for parenting/discipline classes as well as Special Education workshops that we've found to be beneficial for all of our students:

Learning Development Services – Established in 1970 as an educational, psychological, and neuropsychological center for children, adolescents, families and adults. They offer a full range of diagnostic, educational, and clinical services. They offer many free lectures on Special Needs children, ADD, and other topics. <http://learningdevelopmentservices.com/>

Positive Discipline is for parents and teachers who are looking for skills that do not include punishment or rewards to encourage their children to think for themselves, feel capable, become more responsible, and have a greater respect for themselves and others. <https://www.positivediscipline.com/>

Assessments: Below is a list of information regarding outside assessments that we feel comfortable recommending to all students. The below assessments are free of charge.

Center for Behavioral Teratology - This SDSU Research Group gives a **free** cognitive screening to children ages 5 – 17 years of age. They can be reached at 6363 Alvarado Court, Suite 100/200, San Diego, CA 92120, or by phone at (619) 594-1228, or ~~by email at cbt@projects.sdsu.edu~~ see their website: <https://ccn.sdsu.edu/resources/>

Field Code Changed

Directory for Communication

This information may also be found on the IA website:

Staff	Role	Phone	Email
Christine Kuglen	Executive Director	858-271-1414 619-379-9275*	Christine@InnovationsAcademy.org
Emily Luscomb Devon Woodruff	Assistant Director Curriculum and Instruction	858-271-1414	Devon@innovationsacademy.org Emily@innovationsacademy.org
For communication with any other school personnel			Contact the front office or send a message via ParentSquare



Christine Kuglen <christine@innovationsacademy.org>

Employee Handbook deleted paragraphs - Not much really

Susan C Martinko-Rosen <susan.mrosen@yahoo.com>
Reply-To: Susan C Martinko-Rosen <susan.mrosen@yahoo.com>
To: Christine Kuglen <christine@innovationsacademy.org>

Wed, Jul 9, 2025 at 5:01 PM

I'd take this out + lead with Employee name etc. It's bold at the bottom.

Can this be a separate page?

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE DIRECTOR.

EMPLOYEE NAME: _____

Formatting

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from _____ the _____ School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

2
Sound like only the Board can live?

~~I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.~~

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. ~~If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.~~

Sick Leave

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Employees may also use paid sick leave for any public health emergency that results in the closure of the employee's worksite, childcare provider, or child's school.

~~Leave~~ Paid sick leave is available to all School employees who work at least two (2) hours in one or more calendar weeks from the commencement of employment. Full-time employees shall be credited with eighty (80) hours of sick leave (10 days) at the beginning of each work year. All other employees shall be credited with forty (40) hours of sick leave (5 days) at the beginning of each work year.

Employees cannot use paid sick leave until the sixtieth (60th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

The School does not pay employees in lieu of unused sick leave and unused sick leave is not paid out at the end of employment. Sick leave does not carry over to the next year. ~~Employees who are terminated by the School within one (1) year of separation will have their unused sick leave reinstated.~~ No additional paid sick leave accrues during the course of the work year.

If an employee is absent longer than five (5) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School

may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond the maximum amount of sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Short-Term Disability Leave

Innovations Academy offers short-term disability leave benefits to eligible employees for extended illness or injury when the employee is deemed unable to perform their job duties for more than five (5) consecutive scheduled workdays and when the employee has exhausted all ~~unused~~ ^{paid} sick leave. Short-term disability leave benefits are earned at a rate of one (1) day of paid leave for every two (2) completed calendar months worked. Eligible employees can earn up to six (6) days of short-term disability leave per full year worked. Unused short-term disability leave may not be carried to the next year. At the end of employment with Innovations Academy, employees will not be paid for unused short-term disability leave days.

Employees must notify the Director in advance when planning to use short-term disability leave for scheduled medical procedures or pregnancy related disability. Innovations Academy reserves the right to verify any employees eligibility for the leave via medical or other certification.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

Innovations Academy

Powerfully creating our lives through self-expression,
compassionate connection and
purposeful learning



Employee Handbook 2025-26 School Year

5454 Ruffin Rd.
San Diego, CA 92123
InnovationsAcademy.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the school.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the school's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the school. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the school.

Employee's Signature: _____ Date: _____

**Please sign/date, tear out, and return to the school.
Retain this Handbook for your reference.**

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Innovations Academy (hereinafter referred to as “Innovations Academy” or the “School”). It explains some of our philosophies and beliefs and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the school. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the school or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the school is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Innovations Academy also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the school, and it is intended for personal use and reference by employees of the school. Circulation of this Handbook outside of the school requires the prior written approval of the Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Director. This will provide the school with a record that each employee has received this Handbook.

Christine Kuglen (Director)
christine@innovationsacademy.org
Cell phone: (619) 379-9275

Office hours:
Monday - Friday: 8:00am to 4:30pm
Saturday: Closed
Sunday: Closed

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

Innovations Academy is an equal opportunity employer. It is the policy of the school to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or

Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should

specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Innovations Academy will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Innovations Academy will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the school that all employees are considered “at-will” employees of the school. Accordingly, either the school or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the school to have “cause” to terminate an employee or otherwise restrict the school’s right to release an employee from their at-will employment with the school. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the school’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the school that are not consistent with the school’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Career Opportunities

It is the school’s desire to see each and every employee achieve their highest potential through the mission of the school. Innovations Academy will do its best to provide opportunities to employees and offer training, education, and guidance whenever possible. Employees are encouraged to stay in communication with the Director regarding opportunities for professional development.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty six (36) hours of receiving the information concerning the incident.

Innovations Academy will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the school will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the school's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the school include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the school. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the school, the employee must immediately report the charge or conviction to the Director.

Tuberculosis Testing

All employees of the school must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the school and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student

services to the school will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

Innovations Academy will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Innovations Academy will not check the employment authorization status of current employees or applicants who were not offered positions with the school unless required to do so by law.

The school shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the school without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the school will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

Innovations Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
- 4.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Innovations Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Innovations Academy's policy prohibits

unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Innovations Academy does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the school does business). Supervisors and managers are to report any complaints of unlawful harassment to the Director or designee.

When Innovations Academy receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Director) or the Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Innovations Academy is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Innovations Academy is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults and

- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Innovations Academy policy.

Whistleblower Policy

Innovations Academy requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the school, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the school has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the school to raise serious concerns about the occurrence of illegal or unethical actions within the school before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the school have a responsibility to report any action or suspected action taken within the school that is illegal, unethical or violates any adopted policy of the school, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the school or any individual at the school and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the school believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol-Free Workplace

Innovations Academy is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Innovations Academy stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any school premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Drug and Alcohol Testing

Innovations Academy does not tolerate the use of alcohol or nonprescription drugs on company premises or during work hours at any other employment location as required by Innovations Academy. The school may require employees to submit to alcohol or drug testing whenever the school reasonably suspects the employee is under the influence of drugs or alcohol. If an employee is suspected of working while under the influence of illegal drugs and/or alcohol, the school may contact emergency services and the employee may be required to submit to a drug and/or alcohol test or otherwise sent home.

Employees who are found to have been under the influence of drugs or alcohol while working may be disciplined or dismissed. The school may consider any alcohol or drug test results in any disciplinary or termination proceedings, or any other factors indicating the employee may be under the influence of intoxicating substances (e.g., the employee's possession of substances, behavior, appearance, smell, etc.). The school may also report any suspicions or findings to any administrative or law enforcement agencies as required by law.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflicts of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the school may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Familial Employment

Innovations Academy allows “family members” (e.g., spouse, parent, child, sibling, uncle/aunt, niece/nephew, cousin, or romantic partner) of employees to be considered for employment, provided they are qualified for the position and no other conflict of interest exists. No employee may be permitted to make hiring, termination, promotion, evaluation, or pay-related decisions regarding a family member. Family relationships between employees/applicants must be self reported by the employees or applicants to the Director. Any employee in violation of this policy may have their position reassigned, or they may be disciplined or dismissed.

No Smoking

The Innovations Academy facility is a no smoking facility.

THE WORKPLACE

Employment Expectations

Teachers

Teachers are expected to know and follow the employment expectations set in their job description and in the school's policies and this Employee Handbook. All teachers are expected to seek help for any area of the expectations that are unclear or challenging during any point in the year. Expectations will be reviewed by staff during staff development.

Teacher Assistants

Teacher Assistants at Innovations Academy work with specific teachers and classes. Teacher Assistants are expected to be punctual and practice kind and firm interactions with students. Teacher Assistants are expected to ask questions and seek understanding about philosophies and tasks that are not clear.

Work Schedule

The work schedule for Teacher Assistants is 8:45 a.m. to 3:15 p.m. Tuesday-Friday and 8:45-1:00 on Mondays. All other part-time staff work on a schedule determined by contract. All part-time staff are required to take a 30-minute meal break determined by classroom schedule and approved by the teacher. **Hours are not to exceed 29.5 hours a week.**

Unless otherwise agreed upon by staff and administration, all staff are expected to be on campus or at their assigned work stations during their regular work hours. Due to budget constraints, hourly employees are not permitted to work overtime or extra hours beyond their regular assignments.

Innovations Academy students may participate in overnight School field trips. Teacher Assistants are not required to attend and are never expected to volunteer to attend. See below for compensation information.

The work hours for teachers are from 8:00 a.m. to 4:00 p.m. Monday through Friday. Additionally, each teacher must arrange for afternoon and evening parent meetings at least one (1) day per week, and as needed to accommodate the schedules of working parents. Teachers must also attend all school functions in person or remote as scheduled and consistent with the work year calendar (such as but not limited to: Exhibition Nights, student IEP meetings, Student Conferences, fundraisers, Parent Information Sessions etc.) and staff meetings scheduled during the week. Unless otherwise agreed upon by staff and the administration, all staff are expected to be on campus or at their assigned work location during these work hours.

Staff Meetings

Staff Meetings, grade level meetings and team meetings generally take place on Mondays from 1:00-3:30 pm. Unless otherwise agreed upon, all staff are expected to be present on-site or remote, as assigned. It is the responsibility of each staff member to know their meeting schedules and to be an active participant in the ongoing development of a creative and supportive work environment.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Innovations Academy mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Food and Beverage

Without exception, food and beverage is strictly prohibited within immediate proximity of any computers, servers and related hardware. All rules regarding food and drinks for students will also apply for all adults.

Lactation Accommodation

Innovations Academy accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Innovations Academy will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the school's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to call or text the Director as soon as possible on her cell phone ((619) 379-9275) but no later than by 9:00 pm the night before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Director sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the school. Absence for more than three (3) consecutive days without notifying the Director will be considered a voluntary resignation from employment.

Time Cards/Records

By law, Innovations Academy is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the school's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Office Manager to make the correction and such correction must be initialed by both the employee and the Office Manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the school.

Use of Email, Voicemail and Internet Access

Innovations Academy will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. Innovations Academy retains a copy of all passwords; passwords unknown to the school may not be used. System security features, including passwords and delete functions, do not neutralize the school's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account, and may be subject to public review under California Public Records Act request laws.
6. Teacher Assistants are not to communicate electronically or via phone with parents or students. "School to home" messages should be sent from the teacher's School email. If a teacher assistant wishes to communicate about an incident with a parent, they will communicate with the teacher who will initiate and supervise the communication.
7. All exempt teachers are expected to check their email accounts and respond to all parent and Director emails on a daily (24 hour) basis.

Guidelines for Parent Communications

Innovations Academy faculty and staff using email to correspond with parents are required to adhere to the following guidelines:

- Staff must use ParentSquare for all parent communications.
- All official emails must be retained for a period of two (2) years.
- Email must never be used to discuss contentious, emotional or highly confidential issues. These issues must be dealt with face-to-face or via the school telephone and followed up with the employee maintaining written notes of the interaction.
- Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format and salutation.
- Emails using Innovations Academy email addresses may not be confidential from the school.
- Emails/PS communications should be short and directional in nature and only include facts.
- Care should be given when using student names. Refer to students by first name, initials or 'your son/daughter' depending on the content. Do not discuss non-related students.

- All emails sent to groups of parents will be sent as “blind copies” so that parents do not have access to each other’s email addresses without permission.
- The school maintains email accounts for staff to facilitate school communication and internal staff communication. The Director reserves the right to block or filter email messages to staff that are not directly related to School business or to the school’s mission.
- Teacher assistants will not correspond with parents via email, text or phone. All parent communication is the responsibility of the teacher.

Acceptable Use of Email for Parent Communication

Email should be used:

- for general information such as class activities, curriculum, assignments, tests, deadlines and special events.
- to arrange for a meeting/phone call regarding a student issue including a general description of the issue e.g. “I would like to arrange a meeting to discuss your daughter’s attendance.”
- to follow up on an issue that has previously been discussed on the phone or in person.

Unacceptable use of Email for Parent Communication

Email should never contain:

- any discussion related to other students.
- personal information about other students.
- specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent. (e.g. “I am concerned that your daughter failed the last test and was not at school again.”)
- any discussion related to other staff.
- any sensitive student information that would normally be discussed face to face or by phone (e.g. ‘I am concerned that your daughter may have a learning disability”).

Computers and Related Equipment

Innovations Academy provides employees access to computers, printers and other equipment on an as-needed basis, to perform their job requirements.

Employees are required to maintain their assigned computers and related equipment in good working order. If any equipment needs service, repair or maintenance, employees must notify the staff director immediately. Employees shall not use School systems to knowingly violate any city, state or federal laws. School equipment shall not be used to store or display images depicting violence, sexually explicit material or racially offensive material. Software installed on school computers must be properly licensed and installed at the direction of the Administration.

School property, such as laser printers, copiers, computers, projectors, cameras, doc cams, iPads, Chromebooks, laptops and all other tools, are to be used for Innovations Academy purposes only.

Inappropriate use of School property may result in appropriate disciplinary action, up to and including termination.

Internet

Innovations Academy may comply with any lawful subpoena, court order, or other reasonable requests from law enforcement to review School records of internet activities of any employee on a school network or device. While accessing the internet on a school device or accessing a school network, employees should be fully aware that there can be no reasonable expectation of privacy in their use of School devices and programs, and such records may be subject to disclosure.

Employees are required to maintain a high level of dignity in their use of work-related technology and be mindful that they represent Innovations Academy to the world at large while online.

Office Supplies, Postage and School Accounts

Innovations Academy postage, postage systems, shipping accounts and accounts with various vendors and suppliers are to be used for School purposes only. Improper use of these items may result in appropriate disciplinary action, up to and including termination.

Conservation and Recycling

Conserving energy and resources is a priority at Innovations Academy. Employees are required to conserve power and water in all reasonable ways. Recycling containers are provided throughout the facility for collection. Containers are marked for various materials. Employees must be mindful to separate all recyclables and put them into the appropriate containers. Staff should also keep classroom doors closed when the air conditioning is on.

Personal Business

Innovations Academy's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Personal Property

Innovations Academy is not responsible for personal property of employees in facilities, vehicles or parking areas.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed; • Employees must make clear that the views expressed in their blogs are their own and not those of the school;
- Employees may not use the school's logos, trademarks and/or copyrighted material and are not authorized to speak on the school's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the school;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the school, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The school reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

Innovations Academy employees serve as role models to the school's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. We recommend clothing that allows staff to sit on the floor with children and interact with them outside safely and comfortably. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair.
2. Slacks and shorts are to be worn with no portion of an undergarment showing.
3. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
4. Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
5. Shoes appropriate for working with children both indoors and outdoors must be worn at all times.

Classroom Conditions

It is the responsibility of each teacher, teacher assistant, and student to maintain the cleanliness and order in the classroom AND the surrounding area outside the classroom door and around the backpack hooks including all items left behind by students, the class microwave, old lunch materials etc. Teachers are encouraged to create a class structure in which students will actively participate in the upkeep of their classrooms. It is important that teacher assistants reinforce and hold themselves and the students accountable for the structure instituted by the teacher.

Parking

Innovations Academy employees are required to park in the employee parking area (north small lot). Once the north lot is full, staff can use the south lot. When possible, staff should park on the street so there are some spots for families and visitors during the school day.

Health and Safety Policy

Innovations Academy is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the school will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Personal Safety

At Innovations Academy, the safety of our employees is a top priority. The school will make every effort possible to ensure the safest working environment possible. Employees who have suggestions or concerns should discuss them with the Director. Any employee who observes or experiences a dangerous work condition must stop working and report the hazard immediately.

Security Protocols

Innovations Academy has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Director. Employee desks or offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

Innovations Academy is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the school that accident prevention shall be considered of primary importance in all phases of operation and administration. Innovations Academy's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Compensation

Innovations Academy employs both hourly and salaried employees. An employee's rate of pay or salary is stated in the employee's employment agreement signed upon hiring.

Payroll Withholdings

As required by law, the school shall withhold Federal Income Tax, State Income Tax, Social Security (FICA for classified employees) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the school for classified employees.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The school will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the school shall initiate a legal action to validate the overpayment before proceeding with recoupment. The school may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The school also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The school shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Innovations Academy will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Director. Innovations Academy provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Employees are paid bi-monthly. Paydays for nonexempt employees are the 10th and the 25th of the month. Paydays for exempt employees are the 15th and last day of the month. In the event the payday falls on a weekend, paychecks will be distributed the Friday prior. Employees are encouraged to enroll in automatic direct deposit. Paychecks shall be distributed or deposited according to this section.

Reimbursement of Expenses

Employees may be reimbursed for actual and necessary work expenses that are pre-approved by the Director. To be eligible for a reimbursement, the employee must submit a reimbursement request form, the receipt or documentation of the expense (where applicable), and submit the request within one (1) week of incurring the expense.

Innovations Academy will make every effort to process the reimbursement in a timely fashion. If appropriate, employees may seek an advance on expenses from the Director.

Wage Attachments and Garnishments

Under normal circumstances, the school will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the school, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the school is presented a second garnishment request concerning an employee, the Director will discuss the situation with the employee.

Life Insurance Policies

Innovations Academy does not offer life insurance policies to employees at this time.

401(k) Plan

Innovations Academy does not offer a 401(k) plan at this time. The school does offer participation in an employee-funded 403(b) retirement account, as described below.

403(b) Tax Sheltered Annuity

Innovations Academy encourages employees to plan for retirement. The school has established a 403(b) savings plan for eligible employees which may offer employees advantages for retirement as well as tax savings. Employees should contact the Director or Office Manager for details and information regarding enrollment in the plan and payroll deductions.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the school at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Enrollment is handled through EASE. Please see the Office Manager for details as needed. Enrolling in EASE serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the school's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the school's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Innovations Academy will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the school within thirty (30) days of the event. Innovations Academy will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later. There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Innovations Academy stops providing group health benefits;
- The employee (or the employee's spouse or child) becomes entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Director. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the school and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Innovations Academy's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the school to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a school representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Innovations Academy will restrict disclosure of personnel files to authorized individuals within the school. A request for information contained in the personnel file must be directed to the Director. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Innovations Academy calendar reflects any and all holidays observed by the school. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving (included in Thanksgiving break) & Friday after Thanksgiving (included in Thanksgiving break)
- Day before Christmas (included in winter break) & Christmas Day (included in winter break)

Other days during the school year, such as days during the school's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director. The employee will be paid if the religious holiday is taken as a paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

Innovations Academy does not offer vacation leave or paid time off. Instead, employees must utilize other calendared breaks as time off provided during the work year for rest and rejuvenation, and paid sick leave for absences related to injury or illness, or other qualifying reasons. In addition to the dates above, Innovations also provides the following built in vacation days for the 2025-26 school term:

- The day after Veteran's Day
- The three days leading up to Thanksgiving Break
- Winter Break that includes Christmas Eve and Christmas Day for a total of 12 days
- Five days for Patriot's Week that includes President's Day
- Five days for Spring Break
- Summer Break starting June 10, 2026

Unpaid Leave of Absence

Innovations Academy recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the school may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the school.

Many factors are considered when determining an employee's eligibility for an unpaid leave of absence, including job performance, years of service, and the ability of the school to provide an unpaid leave. When granted, the maximum allowable length of an unpaid leave of absence is thirty (30) days per calendar year.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the school offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Employees may also use paid sick leave for any public health emergency that results in the closure of the employee's worksite, childcare provider, or child's school.

Paid sick leave is available to all School employees who work at least two (2) hours in one or more calendar weeks from the commencement of employment. Full-time employees shall be credited with eighty (80) hours of sick leave (10 days) at the beginning of each work year. All other employees shall be credited with forty (40) hours of sick leave (5 days) at the beginning of each work year.

Employees cannot use paid sick leave until the sixtieth (60th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

The school does not pay employees in lieu of unused sick leave and unused sick leave is not paid out at the end of employment. Sick leave does not carry over to the next year. No additional paid sick leave accrues during the course of the work year.

If an employee is absent longer than five (5) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the school.

may be required. The school will not tolerate abuse or misuse of the sick leave privilege. If the school suspects abuse of sick leave, the school may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond the maximum amount of sick leave. Employee requests for unpaid medical leave must be approved in advance by the school.

Family Care and Medical Leave

This policy explains how the school complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the school to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the school, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the school's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
- 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
- 5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

• Amount of FMLA/CFRA Leave Which May Be Taken

- 1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
- 2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The “twelve-month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the school’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the school’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the school and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the school’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the school during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the school will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period. If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Innovations Academy may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the school. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the school’s request for certification) may result in denial of the leave request until such certification is provided.
2. The school will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The school may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the school may request a second opinion by a health care provider of its choice (paid for by the school). If the second opinion differs from the first one, the school will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be given a copy of the school’s then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the school’s operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the school will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leaves on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The school will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the school will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the school will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the school's written permission. An employee who accepts such employment without the school's written permission will be deemed to have resigned from employment at the school.

Pregnancy Disability Leave

This policy explains how the school complies with the California Pregnancy Disability Act, which requires the school to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 ¹/₃ weeks). For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 ¹/₃ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 ¹/₃ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the school. The school is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pays, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Innovations Academy shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Innovations Academy can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the school and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the school. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be referred to the school's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the school's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leaves on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The school will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the school will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The school will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the school will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Innovations Academy policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

- **Employment during Leave**

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the school's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Innovations Academy, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the school's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Innovations Academy, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the school's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director and to the individual responsible for reporting to the school's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the school's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the school's approved medical facility before returning to work.
- Any time there is a job-related injury, the school's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Innovations Academy shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the school shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Innovations Academy will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the school, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Innovations Academy shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the school with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the school for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the school for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

If an employee receives a jury duty notification during the school year, the employee must first request to postpone jury duty. If the request is rejected and the employee is required to sit for jury duty, the following applies. For all exempt employees, the school will provide paid time off if an employee is called to serve on a jury provided the employee performs some work during the workweek and continues to perform work duties as assigned. For all nonexempt employees, the school provides unpaid time off if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Innovations Academy will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Innovations Academy, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Paid Parental Leave

IA shall provide up to eight (8) weeks of Paid Parental Leave to all regular, full-time, salaried employees following the birth of an employee's child, or the placement of a child with an employee in connection with adoption or foster care. Temporary, substitute, part-time, and hourly employees, as well as interns, are not eligible for Paid Parental Leave.

The purpose of Paid Parental Leave is to provide eligible employees with the opportunity to recover from a pregnancy and/or bond with their child following the child's birth, adoption or foster care placement. This policy runs concurrently with Family Medical Leave Act (FMLA), Pregnancy Disability Leave (PDL) and California Family Rights Act (CFRA).

Paid Parental Leave must be taken within twelve (12) weeks of the child's birth, adoption, or placement in foster care with the employee. Paid Parental Leave is available every twelve (12) months and may not be used or extended beyond the twelve (12) week period, if used at all. It does not accumulate or roll over from year to year. Paid Parental Leave must be taken in one (1) continuous period. Absent extenuating circumstances as determined by IA, the School requires a minimum of thirty (30) days' notice for requests to take Paid Parental Leave.

In cases of multiple births, adoptions or placements (e.g. the birth of twins or adoption of siblings), the eight (8) week amount of Paid Parental Leave does not increase. Similarly, if both parents of the child are employed by the school, the parents, collectively, shall only be entitled to receive up to eight (8) weeks of Paid Parental Leave combined and may elect to distribute that time between them as appropriate. This does not interfere with the leave rights of the parents under FMLA or CFRA.

If a holiday of less than a work week in length occurs while an employee is on Paid Parental Leave, the holiday will be charged to holiday pay (if applicable to the employee) and will not extend the total Paid Parental Leave entitlement.

Upon termination of employment, any unused Paid Parental Leave will not be paid out to an employee.

IA reserves the right to interpret, change, alter, and/or discontinue this policy.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the school for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the school that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The school may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Innovations Academy provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking, or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking. Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Innovations Academy with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Innovations Academy one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Innovations Academy will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the school will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the school. This list of prohibited conduct is illustrative only and applies to all employees of the school; other types of conduct that threaten security, personal safety, employee welfare and the school's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the school. If an employee is working under a contract with the school which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a school bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.

20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the school's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.
26. Unprofessional conduct.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the school's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the school or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the school's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the school, employees are expected to devote their energies to their jobs with the school. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the school's property during the employer's working hours or using our school's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the school explaining the details of the additional employment. If the additional employment is authorized, the school assumes no responsibility for it. Innovations Academy shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment.

Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the school, employees should notify the Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the school the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the school’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor or school counselor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Board President (if the complaint concerns the Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director (or designee) shall abide by the following process:

1. The Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director (or designee) finds that a complaint against an employee is valid, the Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Director) or the Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the school in effect at the time of publication.

Innovations Academy reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the school that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the school may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the school, you may file this form with the Director or Board President.

Please review the school's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Innovations Academy will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the school will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the school will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the school to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the school will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the school both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____
Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____
Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the school to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant Date: _____

Print Name

Received by: _____ Date: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the school to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date:

Print Name

To be completed by School:

Received by: _____ Date: _____

Innovations Academy Two-Year Director Succession Plan

San Diego Unified Charter School – Board Governance Best Practices

Purpose

To ensure a smooth, mission-aligned transition of school leadership, this plan outlines steps and responsibilities for the board in the event of the retirement of the current School Director. This supports continuity of operations, maintains compliance with charter and district expectations, and preserves organizational culture and momentum.

Phase 1: Preparation (Months 0–6)

Goal: Open dialogue, early planning, and role definition

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 0	Private board-chair-to-director conversation on retirement intent and preferences	Board Chair
Month 1	Director provides retirement window (e.g., June–Dec 2027)	Director
Month 1–2	Form a Succession Planning Committee (can be subset of board)	Board
Month 2	Review and update current Director Job Description, charter goals, and performance evaluation criteria	Committee & Director
Month 4–6	Hold stakeholder meetings: parents, teachers, staff Q&A	Board Chair
Month 4–6	Begin documenting Director's core responsibilities, relationships, systems	Director & Admin

access, and institutional
knowledge

Phase 2: Public Planning & Internal Development (Months 6–12)

Goal: Explore leadership pipeline and prepare recruitment approach

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 6	Confirm a firm retirement date (e.g., June 30, 2027)	Director & Board
Month 7	Inform key stakeholders (SDUSD, authorizer, faculty leadership) of upcoming change	Board Chair
Month 8–9	Assess internal candidates for leadership development potential	Committee
Month 9–10	Offer mentoring, shadowing, or leadership development support for internal candidates	Director
Month 11–12	Draft and approve Recruitment Plan: job posting, outreach, interview committee	Committee

Phase 3: Recruitment and Selection (Months 13–18)

Goal: Identify, vet, and appoint a qualified successor

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 13	Post Director position (60–90 day application window)	Committee
Month 14–15	Screen candidates, conduct interviews, and check references	Interview Panel
Month 16	Select final candidate and vote for appointment	Full Board

Month 17	Public announcement to community; welcome event or introduction	Board Chair
Month 18	Finalize contract and onboarding plan	Board & Legal Counsel

Phase 4: Transition and Handoff (Months 19–24)

Goal: Knowledge transfer, stability, and continuity

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 19–20	Director conducts orientation, shadowing, and joint planning with successor	Director & Incoming Director
Month 21	Hold stakeholder meetings: parents, teachers, staff Q&A with successor	Incoming Director
Month 22	Evaluate transition effectiveness and make real-time adjustments	Board
Month 24	Formal hand-off and Director retirement (e.g., June 30, 2027)	Director

Key Governance Practices to Follow

- Update charter renewal documentation and inform SDUSD of leadership change.
- Maintain documentation: agendas, evaluations, job description, contracts.
- Ensure employee and community morale through consistent messaging.
- Create a crisis plan for emergency/early departure.