Innovations Academy Board Agenda: 2/27/2024 @ 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

Others in Attendance

Agenda

Topic	Minutes
➢ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➢ Approval of current agenda	**Approval of current agenda** - 1st motion - 2nd motion- **Vote**: Approved by:
➢ Approval of prior month meeting minutes ○ Dec. 11, 2023 Minutes	**Approval of past minutes** - 1st motion- 2nd motion- **Vote**:
➢ Public comments (3 mins per person)	
Financial Items Action Item: Second Interim Budget Discussion Item:	**Approval of 2nd Interim Budget** 1st motion- 2nd motion- **Vote**:
Director Items Action:Marketing and Outreach (see board docs)	 <u>Action Item: Marketing and Outreach</u> **Discussion**:

(Christine and Stephen) Reminder: Conflict of Interest All board members must submit their Form 700 COI by March 31, 2024. This is a check in to make sure we are on track. Procopio Certificate of Brown Act Training. All board members completed this training. Please send your certificate to Christine. LCAP mid year report(board packet) SARC presentation(board packet) District Site Visit Update The site visit was held on Feb 13th. Stephen and Julia represented the board. They will share information.	➢ **Vote**: ➢ 1st motion - ➢ 2nd motion - Discussion: Conflict of Interest Discussion: Brown Act Training Discussion: Mid Year LCAP Report Discussion: SARC Discussion: Site Visit
Other (Stephen Rosen) Security Proposal Revision, follow up (see board packet)	<u>Action Item</u> **Discussion**: ➢ **Vote**: ➢ 1st motion - ➢ 2nd motion -
➢ Next board meeting	
o Confirm date of next meeting	
o Identify possible agenda items for next meeting	-Review the complaint procedures -ask legal team is there any leeway to board members attending via telephonically -Feb- discuss cameras and security -final audit not in draft form?
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: December 11, 2023 @ 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

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Board Attendance

Stephen Rosen	Faraz Sharafi	Danielle Strachman	Julia Stoer			

Others in Attendance

Christine Kuglen Director	Jennifer Williiams parent and prospective board member	Ray Downs	Bob Anderson	Kerry LaFave	Joshua Eng, business manager	

Agenda 5:15 Meet and Greet of Potential Future Board Candidates

Topic	Minutes
➢ Call to order / roll call	Time / Date 6:05 pm Roll call attendance taken
➢ Approval of current agenda	**Vote to approve current agenda -** Motion made to approve the current agenda made by Faraz Sharafi 2nd motion- Danielle Strachman **Roll Call Vote**: Stephen, Faraz, Danielle, Julia Aye: 4 No: 0 Abstain: 0
➢ Approval of prior month meeting minutes ○ 9/23/23	**Faraz noted that the minutes are inaccurate from 9/8/23. Currently they state that . Faraz abstained because he was in attendance but it should say that he was NOT in attendance.** **Vote to approve past minutes -** 1st motion- To approve modified minutes Danielle 2nd motion- Julia **Roll Call Vote**: Stephen, Faraz, Danielle, Julia Ayes: 4 No: 0 Abstain: 0
➢ Public comments (3 mins per person)	no public comments

➢ Discussion/Presentation Item: Stephen has been working on a security analysis. There will be a security presentation (see board packet)	Security Presentation and Discussion Stephen took it upon himself to look at security options. He presented Ray Downs and Bob Anderson. They presented their proposal based on their review of the building. PDI and PACE have jointly written this proposal. They broke it down into several component parts. This proposal contains cameras and possible intercoms. There are 4 phases: 1-in building 2- outside of building 3-far outside the building 4- intercom system Bob listed projects in schools and churches and with city councils that their company has completed. It was stated that Ray's company would install the equipment and Bob's company would do the wiring. The installation would be done in four phases. Ray shared about the history of their company. Some characteristics they felt important: quality image, access to footage quickly. The board asked questions about storage, cost of storage, camera capabilities and cost of equipment (see the proposal).
➢ Action item: Financial Report and Vote Josh Eng, Business Manager, CSMC 1.Approval of 2023-24 1st Interim Budget Revision 2.Approval of 2023-24 1st Interim Report	Report by Josh Eng, CSMC Business Manager <u>Interim Budget Revision-</u> **Discussion**: Joshua reviewed the narrative in the packet with the board. He noted the main issue is with the variance is that our ADA has shifted. We have a large loss. Josh reviewed the main categories: staffing increases due to higher special education needs, lower ADA, The board and director discussed considering a marketing and retention plan. ➢ **Motion to** Approve the 23-24 Interim Budget Revision ➢ 1st motion - Danielle ➢ 2nd motion - Faraz ➢ Roll call vote: Stephen, Danielle, Faraz, Julia Aye; 4 No: 0 Abstain: 0 <u>Interim Report-</u> **Discussion**: This report goes to the district, gives them an FYI and lets them know that the board is reviewing the budget and updating it.

	This vote approves the revision and acknowledging that this is how the school is doing. ➢ **Motion to approve the interim report** ➢ 1st motion - Stephen ➢ 2nd motion - Faraz ➢ Roll Call Vote: Stephen, Danielle, Julia, Faraz Aye: 4 No: 0 Abstain: 0
➢ Action item: New parent board member introduction and approval. Jennifer Williams, parent of 2 IA students (1st&5th grades) will be presented to the board as the committee selected parent candidate.	<u>Parent Board Member Selection-</u> **Discussion and Vote:** Stephen presented the process that was explored to select Jennifer who had a bad experience in PUSD where there weren't enrichment classes at all. In 2020 they switched to IA. She has been happy with her children at IA. She has a 1st grade and 5th grader. Faraz asked Jennifer what she sees that she brings to the school. Jennifer responded that she has a legal background. Her legal work is to support financial institutions. She has supported credit unions, setting up foundations so they can give back to the community. She sat on a board for a nonprofit. Faraz shared his experience as parent board member.. **Vote**: Motion to approve Jennifer Williams to join the IA board. ➢ 1st motion - Danielle ➢ 2nd motion - Faraz Roll call vote; Stephen, Danielle, Faraz, Julia Aye: 4 No: 0 Abstain: 0
➢Action Item: Auditor Selection 2023-2026 The board will review proposals from Christy White, Wilkenson Hadley and King, Baker Tilly	<u>Auditor Selection-</u> **Discussion**: Board discussed the high price from BT, the benefits of the cost and staying with our current auditors. **Vote**: Moves to renew Wilkenson Hadley King ➢ 1st motion - Stephen ➢ 2nd motion - Danielle Roll call vote: Stephen, Danielle, Faraz, Julia, Jennifer Aye: 5 No: 0 Abstain: 0
➢Action Item: Approve 22-23 Audit	<u>Prior Year Audit Approval-</u> **Discussion**: Motion to approve the audit draft contingent on no changes to the audit. Made by

The board is tasked with approving the final audit and it is submitted by December 15th. (see packet)	Faraz **Vote**: ➢ 1st motion - Faraz ➢ 2nd motion Stephen ➢ Roll call vote in favor: Stephen, Julia, Jennifer, Faraz, Danielle Aye: 5 No: 0 Abstain: 0
➢Action Item: Employee Handbook Update and Revision Due to updated legislation SB616, these changes to our sick, vacation and personal days are proposed and need approval	<u>Change to Sick Leave Policy per SB616-</u> **Discussion**: Director explained the changes in the law. **Motion to table PTO pending legal review and approval of 5 sick days.** ➢ 1st motion - Jennifer ➢ 2nd motion - Stephen ➢ Roll call vote: Stephen, Ju;ia, Jennifer, Faraz, Danielle Aye: 5 No: 0 Abstain: 0
➢ Director Report Follow up on the exploration of a local facility purchase.	Director Report Christine shared that she had looked at a property up the block. She had had several conversations with the broker and twice had taken a contractor to inspect the property. The idea was to move the HLC classes or enrichment classes to the new building to open up room in the main building. The contractor advised that there was a lot of work and signs that poor construction would take more money than the building was worth the investment. Christine has decided not to pursue the building based on the inspections..
Employee Retention Credit (ERC) Update Stephen will provide an update to the Innovations Academy ERC submission	Update Stephen described the ERC. Stephen reached out to the company that filed our ERC. There has since been a freeze put on the ERC because there had been abuse by some businesses. IA will continue to wait and inform the board if the situation changes.
➢ Director Report ➢ Follow up on the exploration of a local facility purchase.Meeting Addition Schedule ➢ Midyear LCAP update The CDE now requires a mid year LCAP update to be approved by February 28th.	Discussion This was a redundant agenda item. It was previously discussed. The board was informed that we need to set a new meeting to present the midyear LCAP report. The board discussed and selected February 27, 2024 at 6 pm.

Christine is requesting a short meeting be added mid February	
➢ Next board meeting	
o Confirm date of next meeting	6 pm, Tues Feb 27th
o Identify agenda items for next meeting	Possible Items -Review the complaint procedures -ask legal team is there any leeway to board members attending via telephonically -Feb- discuss cameras and security -final audit not in draft form? Mention was made to consider that google hub might be a more affordable intercom replacement
Meeting adjourned	meeting adjourned at 8:09 pm

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

_____

Secretary

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Innovations Academy
Board Narrative
February 27, 2024

Approval of 2nd Interim Report

The 2nd interim is a report sent to the district to show them your latest budget as well as what your actual data is from the period of July 2023 to January 31, 2024. Please see the attached labeled "FY2023-24 Second Interim Report – Innovations".

This report shows the district primarily two things:

1) That the school is still using the last board approved budget on 12/12/2023, this budgets for a net loss/deficit for the 2023-24 fiscal year of ~<$551K>. See "E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION" and Column E "Total Budget".

2) The school as of Jan 31, 2024, was running at a deficit of <~$465K>, which would still be inline with the budget if the school hits respective budgeted numbers and ADA of 412. See "E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION" and Column F "Total Actuals through 01/31/24".

Charter School Second Interim Report

FY 2023-2024
For the Period July 1, 2023 through January 31, 2024
Accrual Basis

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

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

Has board approved a revised budget? (check box below)
☐ No.
☑ Yes. (Enter board approved revision date below)
Revised Date: 12/12/2023

Description	Object Code	A Unrestricted Budget	B Unrestricted Actuals through 01/31/24	C Restricted Budget	D Restricted Actuals through 01/31/24	(A + C) E Total Budget	(B + D) F Total Actuals through 01/31/24	(E + H) G Projected EFB/NP (Higher of Budget or Actual)	(G - E) H Amount over Budget
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	1,037,421	640,946			1,037,421	640,946	1,037,421	-
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	82,410	44,039			82,410	44,039	82,410	-
State Aid - Prior Years (*LCFF State Aid and EPA) (Res 0000 and Res 1400)*	8019	(19,180)	(19,090)			(19,180)	(19,090)	(19,090)	90
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,422,158	1,828,763			3,422,158	1,828,763	3,422,158	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		4,522,809	2,494,658	-	-	4,522,809	2,494,658	4,522,899	90
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			33,392	23,155	33,392	23,155	33,392	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			7,432		7,432	-	7,432	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290					-	-	-	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127	8290			10,000	10,000	10,000	10,000	10,000	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			58,250		58,250	-	58,250	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			40,000	8,009	40,000	8,009	40,000	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110					-	-	-	-
Other Federal Revenues *(All other resources not reported separately)*	8100-8299		14,372	70,995	5,981	70,995	20,353	70,995	-
Total - Federal Revenues		-	14,372	220,069	47,146	220,069	61,517	220,069	-
3. Other State Revenues (8300-8599)									-
State Special Education (Res 6500)	8792			348,779	212,307	348,779	212,307	348,779	-
State Special Education Mental Health Services (Res 6512)	8590			21,967		21,967	-	21,967	-
Mandate Block Grant (Res 0000)	8550	8,733	8,700			8,733	8,700	8,733	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	70,049	42,184			70,049	42,184	70,049	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			27,607	6,949	27,607	6,949	27,607	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues *(All other resources not reported separately)*	8300-8599			651,278	110,768	651,278	110,768	651,278	-
Total - Other State Revenues		78,782	50,884	1,049,631	330,023	1,128,413	380,907	1,128,413	-
4. Local Revenue (8600-8799)									-
All Local Revenues	8600-8799	133,556	126,725			133,556	126,725	133,556	-
Total - Local Revenues		133,556	126,725	-	-	133,556	126,725	133,556	-
5. TOTAL REVENUES		**4,735,147**	**2,686,639**	**1,269,700**	**377,169**	**6,004,847**	**3,063,808**	**6,004,937**	**90**
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	2,105,460	1,044,306	150,000	216,730	2,255,460	1,261,035	2,255,460	-
Pupil Support Salaries	1200	56,160	33,833			56,160	33,833	56,160	-
Supervisors' and Administrators' Salaries	1300	230,000	138,083	5,000	1,250	235,000	139,333	235,000	-
Other Certificated Salaries	1900	47,000	25,695	100,000		147,000	25,695	147,000	-
Total, Certificated Salaries		2,438,620	1,241,917	255,000	217,980	2,693,620	1,459,897	2,693,620	-

Charter School Second Interim Report

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☐ No.
☑ Yes. (Enter board approved revision date below)
Revised Date: 12/12/2023

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2. Classified Salaries									-
Instructional Salaries	2100	480,795	223,357	100,000	29,452	580,795	252,809	580,795	-
Support Salaries	2200	111,715	134,787			111,715	134,787	134,787	23,072
Supervisors' and Administrators' Salaries	2300					-	-	-	-
Clerical and Office Salaries	2400	158,205	114,343	65,000	36,840	223,205	151,183	223,205	-
Other Classified Salaries	2900					-	-	-	-
Total, Classified Salaries		750,715	472,487	165,000	66,292	915,715	538,779	938,787	23,072
3. Employee Benefits									-
STRS	3101-3102	395,356	235,408	60,000	40,893	455,356	276,301	455,356	-
PERS	3201-3202					-	-	-	-
OASDI/Medicare (Social Security)	3301-3302	85,841	49,189	10,000	7,458	95,841	56,647	95,841	-
Health and Welfare Benefits	3401-3402	241,867	182,182	45,000	29,803	286,867	211,985	286,867	-
Unemployment Insurance	3501-3502	27,560	8,209	1,000	1,089	28,560	9,298	28,560	-
Workers' Compensation Insurance	3601-3602	40,395	8,783	4,000	2,219	44,395	11,002	44,395	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other Employee Benefits	3901-3902					-	-	-	-
Total, Employee Benefits		791,019	483,772	120,000	81,461	911,019	565,232	911,019	-
4. Books and Supplies									-
Approved Textbooks and Core Curricula Materials	4100	15,000	18,036	15,000	5,987	30,000	24,023	30,000	-
Books and Other Reference Materials	4200	3,195	677	5,000	6,305	8,195	6,982	8,195	-
Materials and Supplies	4300	71,321	54,755	20,000	8,885	91,321	63,641	91,321	-
Non-capitalized Equipment	4400	81,557	59,817	75,000	31,018	156,557	90,835	156,557	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	-		130,000	48,493	130,000	48,493	130,000	-
Total, Books and Supplies		171,073	133,285	245,000	100,689	416,073	233,974	416,073	-
5. Services and Other Operating Expenditures									-
Subagreements for Services	5100			198,967		198,967	-	198,967	-
Travel and Conferences	5200	2,092	2,928	40,000	17,686	42,092	20,614	42,092	-
Dues and Memberships	5300	9,469	10,497			9,469	10,497	10,497	1,028
Insurance	5400	85,000	46,131			85,000	46,131	85,000	-
Operations and Housekeeping Services	5500	315,000	193,249			315,000	193,249	315,000	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	67,620	41,451	10,000	1,939	77,620	43,390	77,620	-
Transfer of Direct Costs ***(MUST** net to zero)*	5700					-	-	-	-
Prof/Consulting Svcs and Operating Expend *(**Include District Oversight**)*	5800	272,884	254,390	500,000	145,484	772,884	399,873	772,884	-
Communications	5900	24,000	17,265	4,000	39	28,000	17,304	28,000	-
Total, Services and Other Operating Expenditures		776,065	565,911	752,967	165,148	1,529,032	731,058	1,530,060	1,028
6. Capital Outlay									-
Depreciation Expense (See Sections G.9 & F.2.a)	6900	90,000				90,000	-	90,000	-
Total, Capital Outlay		90,000	-	-	-	90,000	-	90,000	-
7. Other Outgo									-
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143					-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213					-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223					-	-	-	-
All Other Transfers	7280-7299					-	-	-	-
Transfers of Indirect Costs *(**MUST** net to zero)*	7300-7399					-	-	-	-
Debt Service - Interest	7430-7439					-	-	-	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439					-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		**5,017,492**	**2,897,371**	**1,537,967**	**631,569**	**6,555,459**	**3,528,941**	**6,579,559**	**24,100**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(282,345)	(210,733)	(268,267)	(254,401)	(550,612)	(465,133)	(574,623)	

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D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979					-	-	-	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts *(**MUST** net to zero)*	8980-8999	(268,267)	(254,401)	268,267	254,401	-	-	-	
(Include contribution to the unfunded cost of Special Education)									
4. TOTAL OTHER FINANCING SOURCES/USES		(268,267)	(254,401)	268,267	254,401	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		(550,612)	(465,134)	-	0	(550,612)	(465,133)	(574,623)	
F. FUND BALANCE/NET POSITION *(Budget and Actuals **MUST** match) (F.1.a-b)*									
1. Beginning Fund Balance/Net Position									
a. July 1 (**MUST** match *EFB/Net Position of PY Unaudited Actuals, Section F.2)*	9791	4,088,944	4,088,944	2,936	2,936	4,091,880	4,091,881	4,091,881	
b. Adjustments/Restatements	9793, 9795	(79,638)	(79,638)	-		(79,638)	(79,638)	(79,638)	
c. Adjusted Beginning Fund Balance/Net Position		4,009,306	4,009,306	2,936	2,936	4,012,242	4,012,243	4,012,243	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.) See cell M128		3,458,694	3,544,173	2,936	2,937	3,461,630	3,547,110	3,437,620	
Components of Ending Net Position									
a. Net Investment in Capital Assets *(**See Sections B.6 and G.9**)*	9796		188,981				188,981		
b. Restricted Net Position	9797				2,937		2,937		
c. Unrestricted Net Position	9791		3,355,192		-		3,355,192		
G. ASSETS									
1. Cash									
In County Treasury	9110		1,954,718		1,215,578		3,170,296		
Fair Value Adjustment to Cash in County Treasury	9111		(79,638)				(79,638)		
In Banks	9120		1,469,125		2,936		1,472,061		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135						-		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200		373				373		
4. Due From Grantor Government	9290		141,829				141,829		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		9,172				9,172		
8. Other Current Assets	9340						-		
9. Lease Receivable	9380						-		
10. Capital Assets (**See Sections B.6 & F.2.a**)	9400-9489		188,981				188,981		
11. Total Assets			3,684,559		1,218,514		4,903,073		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		

Charter School Second Interim Report

FY 2023-2024
For the Period July 1, 2023 through January 31, 2024
Accrual Basis

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

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

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

☐ No.

☑ Yes. (Enter board approved revision date below)

Revised Date: 12/12/2023

						(A + C)	(B + D)	(E + H)	(G - E)
		A	B	C	D	E	F	G	H
Description	Object Code	Unrestricted Budget	Unrestricted Actuals through 01/31/24	Restricted Budget	Restricted Actuals through 01/31/24	Total Budget	Total Actuals through 01/31/24	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
I. LIABILITIES									
1. Accounts Payable	9500		140,386				140,386		
2. Due to Grantor Government	9590				55,975		55,975		
3. Due to Other Funds	9610						-		
4. Current Loans	9640						-		
5. Deferred Revenue	9650				1,159,603		1,159,603		
6. Long-term Liabilities	9660-9669						-		
7. Total Liabilities			140,386		1,215,578		1,355,964		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-		-		-		
K. ENDING FUND BALANCE/NET POSITION, January 31, 2024									
1. Ending Fund Balance/Net Position (Sections G.11+H.2-I.7-J.2)			3,544,173		2,937		3,547,109		
***(MUST** agree with F.2)*									

BUDGET VARIANCE ANALYSIS
2nd Interim Budget vs Preliminary Budget
FY 2023-24

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

Instructions:
Column G "Preliminary Budget" - manual input (data source: Budget submitted in June 2023)
Column H "2nd Interim Budget" - will automatically populate (linked to Interim Input tab)
Column I "$ Difference" - will automatically populate
Column J "% Change" - will automatically populate
Column K "Explanation" - provide an explanation if Column J is highlighted in RED

Description	Object Code	Preliminary Budget (A)	2nd Interim Budget (B)	2nd Interim Budget vs Preliminary Budget *Favorable / (Unfavorable)* $ Difference (Col B & A) (C)	% Change (C/A) (D)	Explanation of Change *(e.g. enrollment increase from 350 students to 280.; one-time purchase of 100 chrome books, etc.)* **=>10% and =>(-10%)**
A. REVENUES (8000-8799)						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	1,690,515	1,037,421	(653,094)	-39%	Expected decrease in ADA.
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	87,868	82,410	(5,458)	-6%	
State Aid - Prior Years (*LCFF State Aid and EPA) (Res 0000 and Res 1400)*	8019	-	(19,180)	(19,180)	0%	
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,088,986	3,422,158	333,172	11%	Offset with note above.
Other LCFF Transfers	8091, 8097	-	-	-	0%	
Total, LCFF Sources		**4,867,369**	**4,522,809**	**(344,560)**	**-7%**	
2. Federal Revenues (8100-8299)						
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	33,392	33,392	-	0%	
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290	7,432	7,432	-	0%	
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290	-	-	-	0%	
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290	-	-	-	0%	
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290	-	-	-	0%	
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4	8290	10,000	10,000	-	0%	
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290	-	-	-	0%	
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	58,250	58,250	-	0%	
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182	-	-	-	0%	
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220	40,000	40,000	-	0%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	-	0%	
Other Federal Revenues *(All other resources not reported separately)*	8100-8299	51,306	70,995	19,689	38%	Recognize additional restricted funds.
Total - Federal Revenues		**200,380**	**220,069**	**19,689**	**10%**	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792	371,995	348,779	(23,216)	-6%	
State Special Education Mental Health Services (Res 6512)	8590	21,967	21,967	-	0%	
Mandate Block Grant (Res 0000)	8550	8,733	8,733	0	0%	
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-	-	-	0%	
Common Core Standards Implementation (Res 7405)	8590	-	-	-	0%	
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-	-	-	0%	
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-	-	-	0%	
Lottery, Unrestricted (Res 1100)	8560	74,688	70,049	(4,639)	-6%	
Lottery, Restricted - Prop 20 (Res 6300)	8560	29,436	27,607	(1,829)	-6%	
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	-	0%	
Other State Revenues *(All other resources not reported separately)*	8300-8599	643,958	651,278	7,320	1%	
Total - Other State Revenues		**1,150,776**	**1,128,413**	**(22,363)**	**-2%**	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	128,014	133,556	5,542	4%	
Total - Local Revenues		**128,014**	**133,556**	**5,542**	**4%**	
5. TOTAL REVENUES		**6,346,540**	**6,004,847**	**(341,693)**		
B. EXPENDITURES AND OTHER OUTGO (1000-7499)						
1. Certificated Salaries						
Teachers' Salaries	1100	2,121,322	2,255,460	134,138	6%	
Pupil Support Salaries	1200	267,163	56,160	(211,003)	-79%	Budget moved to other object codes
Supervisors' and Administrators' Salaries	1300	367,263	235,000	(132,263)	-36%	Budget moved to other object codes
Other Certificated Salaries	1900	-	147,000	147,000	0%	
Total, Certificated Salaries		**2,755,748**	**2,693,620**	**(62,128)**	**-2%**	
2. Classified Salaries						
Instructional Salaries	2100	284,224	580,795	296,571	104%	Additional staff for additional needs.
Support Salaries	2200	201,940	111,715	(90,225)	-45%	Budget moved to other object codes
Supervisors' and Administrators' Salaries	2300	-	-	-	0%	
Clerical and Office Salaries	2400	220,800	223,205	2,405	1%	
Other Classified Salaries	2900		-	-	0%	
Total, Classified Salaries		**706,964**	**915,715**	**208,751**	**30%**	

BUDGET VARIANCE ANALYSIS
2nd Interim Budget vs Preliminary Budget
FY 2023-24

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

Instructions:
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Description	Object Code	Preliminary Budget (A)	2nd Interim Budget (B)	2nd Interim Budget vs Preliminary Budget *Favorable / (Unfavorable)* $ Difference (Col B & A) (C)	2nd Interim Budget vs Preliminary Budget *Favorable / (Unfavorable)* % Change (C/A) (D)	Explanation of Change *(e.g. enrollment increase from 350 students to 280.; one-time purchase of 100 chrome books, etc.)* **=>10% and =>(-10%)**
3. Employee Benefits						
STRS	3101-3102	510,113	455,356	(54,757)	-11%	Adjusted according to needs.
PERS	3201-3202	-	-	-	0%	
OASDI/Medicare (Social Security)	3301-3302	99,311	95,841	(3,470)	-3%	
Health and Welfare Benefits	3401-3402	283,208	286,867	3,659	1%	
Unemployment Insurance	3501-3502	24,360	28,560	4,200	17%	Adjusted according to needs.
Workers' Compensation Insurance	3601-3602	42,591	44,395	1,804	4%	
OPEB, Allocated	3701-3702		-	-	0%	
OPEB, Active Employees	3751-3752		-	-	0%	
Other Employee Benefits	3901-3902		-	-	0%	
Total, Employee Benefits		**959,583**	**911,019**	**(48,564)**	**-5%**	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	30,000	30,000	-	0%	
Books and Other Reference Materials	4200	8,195	8,195	-	0%	
Materials and Supplies	4300	91,321	91,321	-	0%	
Non-capitalized Equipment	4400	156,557	156,557	-	0%	
Food (Food used in food-service activities for which the purpose is nutrition)	4700	130,000	130,000	-	0%	
Total, Books and Supplies		**416,073**	**416,073**	**-**	**0%**	
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	198,967	198,967	-	0%	
Travel and Conferences	5200	42,091	42,092	1	0%	
Dues and Memberships	5300	7,535	9,469	1,934	26%	Adjusted according to needs.
Insurance	5400	85,000	85,000	-	0%	
Operations and Housekeeping Services	5500	265,000	315,000	50,000	19%	Adjusted according to needs.
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	47,620	77,620	30,000	63%	Adjusted according to needs.
Transfer of Direct Costs ***(MUST** net to zero)*	5700	-	-	-	0%	
Prof/Consulting Svcs and Operating Expend *(**Include District Oversight**)*	5800	741,284	772,884	31,600	4%	
Communications	5900	28,000	28,000	-	0%	
Total, Services and Other Operating Expenditures		**1,415,497**	**1,529,032**	**113,535**	**8%**	
6. Capital Outlay						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	90,000	90,000	-	0%	
Total, Capital Outlay		**90,000**	**90,000**	**-**	**0%**	
7. Other Outgo						
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143		-	-	0%	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		-	-	0%	
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223		-	-	0%	
All Other Transfers	7280-7299		-	-	0%	
Transfers of Indirect Costs *(**MUST** net to zero)*	7300-7399		-	-	0%	
Debt Service - Interest	7430-7439		-	-	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439		-	-	0%	
Total, Other Outgo		**-**	**-**	**-**	**0%**	
8. TOTAL EXPENDITURES		**6,343,865**	**6,555,459**	**211,594**		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,675	(550,612)			
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)						
1. All Other Financing Sources	8930-8979		-	-		
2. Other Uses	7630-7699		-	-		
3. Contributions between unrestricted and restricted accounts *(**MUST** net to zero)* ***(Include contribution to the unfunded cost of Special Education)***	8980-8999		-	-		
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		2,675	(550,612)	-		

CHARTER SCHOOL MARKET RESEARCH AND GENERAL INFORMATION

IA faces several challenges in establishing the highest student retention possible along with attracting new students in order to educate at capacity. IA has both classroom and home school options and the value of each needs to be communicated to the general community to create not only brand awareness, but, establish a clear differentiator providing several options for parents to provide for their K-8 students. As such, multiple strategies need to be employed outside of the "normal" marketing for classroom only education and analytics managed and monitored to assure maximum impact and success.

IA is competing, in this decreasing enrollment trend for students with:

- SDUSD promoting their local community schools
- 35 other SDUSD Charter Schools
- Other San Diego County Charter Schools
- San Diego private schools

all who are marketing their program(s). It's a very competitive landscape that requires continued effort, campaigns, and marketing strategies to avoid losses of students resulting in operational deficits.

It should be noted that the cost of this proposal is less than hiring a single Director of Marketing as a fulltime employee which does not include any of the implementation of the marketing material and collateral and would still require additional costs for collateral, operations, and analysis.

As a final note, during the SDUSD Charter review, attended by Stphen Rosen, the question was asked about the most important issue for IA and ADA was suggested to top the list (followed by teacher retention and turnover). **SDUSD noted that most all other 35 Charter schools either out-source their marketing to professionals or have hired full-time staff internally to provide the marketing services.**

Calculating an annual marketing budget can be difficult but several organizations have suggested various budgets based on school student population. For the purpose of this analysis, I will focus on schools with greater than 400 students as that is the most relevant to IA

Per AI:

General budget ranges:
While specific figures are elusive, here's a general range based on enrollment size and industry benchmarks:

- ***Small schools (under 200 students):*** *$20,000-$50,000*
- ***Large schools (over 400 students):*** *$80,000-$150,000 or more*

FROM Kreativewebworks:

Think of enrollments as currency. If you reinvest the funds from one or two enrollments, and parley them into 7 or 8 enrollments, I'd consider that a good investment.

Resist the temptation to equate your current rate of student enrollment with what you are likely to get with an aggressive integrated marketing strategy.

Stop thinking of enrollment marketing as an expense, and start thinking of it as investment. A well-run strategic marketing plan should more than pay for itself with additional enrollments that you would otherwise not have had.

Marketing is an integral part of every organization, including K-12 private schools. The primary objective of marketing is to increase the school's visibility, attract prospective students and parents, and enhance its reputation. However, executing a successful marketing campaign is not easy, mainly due to restricted resources. Therefore, creating a well-thought-out marketing budget is essential for K-12 private schools to execute their marketing plans effectively.

From Hubspot - Budget Real Number Calculation

According to HubSpot, the general rule of thumb for a marketing budget in a business-to-consumer market is typically between 5-10% of your goal annual revenue. Translating that to a private school budget, your total marketing budget should be 5-10% of the total amount of tuition revenue you want to collect. If your goal for next year is 100 students and your average annual tuition per student is $6,500, your total marketing budget should be between $32,500 and $65,000.

NAIS Research: 2021 State of Independent School Marketing Survey
By Joe Corbett and Margaret Anne Rowe
NAIS Research Analysts

Nearly two-thirds of responding independent schools reported having a dedicated, centralized marketing team, while 29% have a single person in charge of marketing. More than half have an overarching communications department that handles marketing, and two-thirds of chief marketers report directly to the head of school. Virtually all marketing teams surveyed run advertising, school websites, public relations, and publications. To handle all of this, the typical independent school employs three or fewer full-time staff with marketing responsibilities, although the number of staff increases with school size and department budget. Forty-two percent of all schools have annual marketing budgets of more than $85,000, while an additional 18% have budgets over $55,000. Just over half of respondents believe their head of school views digital marketing as "very important" and an additional 35% believe he or she views it as "important."

Sixty-one percent of schools had completed a brand positioning project within the past five years, and 92% had developed messaging that reflected their brand. A majority of schools attributed parent loyalty to their people (75%), reputation (72%), and different or unique programs (58%). They felt that they were differentiated from their competitors by culture (87%), faculty and staff (76%), and offerings (64%).

Marketing Proposal to Boost Retention and Increase Average Daily Attendance at Innovations Academy

February 12, 2024

Campaign Goal

As a charter school dedicated to providing exceptional education and fostering a supportive, project-based learning environment, it's imperative to continuously engage with current parents and students and attract new ones. This proposal outlines a comprehensive and ongoing marketing campaign aimed at maintaining retention rates, increasing average daily attendance and create community brand awareness for Innovations Academy.

> **Key Performance Indicator:** To increase student retention to maintain annual ADA's and improve daily attendance rates at Innovations Academy by 5% or greater within the next academic year.

Target Audience

Current K-8 students, families, and the local community interested in alternative education options specifically related to social, emotional, and project-based learning and empathetic and caring treatment of IEP students.

Key Challenges

- Identifying causes of recent low retention and attendance (Specifically in the middle school grades)
- Communicating effectively with diverse families and backgrounds.
- Standing out from other educational options in the community.
- Creating San Diego County brand awareness for both classroom and home school learning options

Strategies, Process & Tactics

1. Market Research
    a. Objective: Understand the needs, preferences, and decision-making processes of the target audience.
    b. Methodology: Surveys and Focus Groups: Conduct surveys and focus groups among current families, potential families, and faculty.
    c. Competitor Analysis: Analyze competitive/similar K-8 options that parents have and identify unique selling points (USPs) and areas for improvement for Innovations Academy. This would include SDUSD community schools in the IA area.

2. Branding and Positioning
    a. Objective: Position Innovations Academy as the leading choice for alternative education in San Diego.
    b. Actions:
        i. Brand Messaging: Develop clear, empathetic messaging that highlights the academy's strengths in project-based learning and IEP student care.
        ii. Visual Branding: Evolve the academy's visual branding to reflect its innovative, caring approach to education.
        iii. USP Communication: Clearly communicate the academy's unique selling points in all marketing materials.

3. Digital Marketing Strategy
    a. Objective: Increase online visibility and engagement with target audiences.
    b. Actions:
        i. Website Optimization: Ensure the academy's website is user-friendly, mobile-optimized, and SEO-optimized for relevant keywords.
        ii. Content Marketing: Produce and share engaging content (blog posts, videos, infographics) that highlights student projects, success stories, and educational philosophies.
        iii. Social Media Campaigns: Utilize platforms like Facebook and Instagram, to reach families, faculty and community members, focusing on interactive and informative posts.
        iv. Email Marketing: Develop regular communications of key events and activities to keep current and prospective families informed and engaged.

4. Community Engagement and Events
    a. Objective: Strengthen the school's presence and reputation in the local community.
    b. Actions:
        i. Open Houses and Workshops: Host events that allow prospective students and their families to experience the academy's approach firsthand.
        ii. Partnerships: Collaborate with local businesses, non-profits, and educational institutions to broaden outreach and support.
        iii. Public Relations: Leverage local media and educational blogs to share news, achievements, and events.

5. Retention Strategies
    a. Objective: Enhance student and family understanding and satisfaction to improve retention rates.
        i. Actions:
            1. Feedback Mechanisms: Implement regular feedback surveys for students and families to identify areas for improvement.
            2. Student Success Programs: Develop programs and support systems for students, especially those with IEPs, to ensure their success and well-being.
            3. Family Engagement: Increase opportunities for family involvement in school activities and decision-making processes.

6. Measurement and Analysis
    a. Objective: Track the effectiveness of marketing strategies and adapt as needed.
        i. Actions:
            1. Regular monthly assessment of the campaign's effectiveness will be conducted through metrics such as retention rates, attendance records, enrollment numbers, and feedback from students, parents, and staff. Adjustments and refinements will be made based on the collected data to ensure maximum impact and success.
            2. Feedback Loops: Use data and feedback to continuously refine marketing strategies and tactics.

Campaign Budget:

- Allocate resources based on specific strategies and activities.
- Explore potential partnerships and sponsorships to offset costs.
- Measure return on investment by analyzing the impact on retention and attendance rates.
- Campaign budget for the term of this agreement: $6,000 per month in order to facilitate all Campaign Strategies and KPI's as outlined herein
- Upon approval a formal Agreement will be drafted to outline these activities/deliverables and T&C's.

Timeline:

- Implement the campaign effective March 1, 2024 through July 1, 2025 (the following new academic year) for maximum impact. Campaign will auto renew unless 30 days notice provided prior to July 1, 2025
- Develop a phased approach with clear milestones and deadlines with associated KPI's
- Regularly review and adjust the campaign based on ongoing data and feedback from stakeholders

Expected Outcome:

- Increased student retention and daily attendance rates within the target timeframe. Increase current ADA by FIVE (5) percent
- Improved communication and engagement with students, families, and the community.
- Enhanced brand awareness and positive perception of the school.

Conclusion:

This marketing campaign proposal provides a framework for addressing the retention and attendance and community brand awareness challenges at Innovations Academy. By focusing on engagement, highlighting unique value propositions, offering incentives, creating brand awareness through multiple channels of social and community communications and promoting community involvement, the school can create a financially stable positive and supportive environment that fosters student success and loyalty.

About AIM

AIM, established in 1997, stands out as a beacon of excellence in the marketing sphere, having forged a reputation for building and elevating brands across a myriad of industries. The agency's vast experience, evidenced by its impressive portfolio of collaborations with globally recognized corporations such as Sony Electronics, Intuit, Johnson & Johnson, Merck, Abbott Laboratories, Coca-Cola, and Pepsi International, and others underlines its capability to navigate complex market dynamics and deliver results that resonate on a global scale. The diversity of AIM's clientele showcases the agency's versatility and its adeptness at tailoring strategies to meet the unique needs and objectives of each client, regardless of their industry or market position.

Jeff Symon, co-founder of AIM (https://www.linkedin.com/in/jeffsymon2020/), brings a nuanced and invaluable perspective to the table, particularly in the context of Innovations Academy's goals. His tenure as the Marketing Chair on the Board of Trustees for the Rancho Santa Fe Education Foundation from 2013 to 2016 has imbued him with a profound understanding of the San Diego public educational landscape. This experience is particularly pertinent, as it provides AIM with insider knowledge of the challenges and opportunities within the local education sector, enabling the formulation of highly effective, targeted marketing strategies for educational institutions like Innovations Academy.

Symon's hands-on experience in the educational system, combined with AIM's broad and successful marketing legacy, positions them uniquely as the ideal marketing partner for Innovations Academy. Their deep-rooted understanding of both the commercial and educational spheres enables them to bridge the gap between traditional marketing approaches and the

specific, nuanced needs of educational institutions. This dual expertise ensures that marketing strategies are not only innovative and effective but also aligned with the educational values and objectives of Innovations Academy.

The agency's proven track record of fostering growth and enhancing brand visibility for its clients makes it a formidable ally in Innovations Academy's mission to increase student retention, average daily attendance, and overall student population growth. AIM's strategic approach, centered on data-driven insights, creative storytelling, and engaging community initiatives, is tailor-made to highlight Innovations Academy's unique approach to education, emphasizing its commitment to social, emotional, and project-based learning, as well as its supportive environment for students with IEPs.

In summary, AIM, under the experienced guidance of Jeff Symon, offers Innovations Academy a comprehensive marketing solution that combines global brand-building prowess with localized educational system insights. This blend of expertise and experience makes AIM the quintessential choice to drive Innovations Academy's growth objectives, ensuring that its message reaches and resonates with the right audience, thereby securing the institution's place as a leader in alternative education within the San Diego community and beyond.

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

Goal 1

Goal Description
Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students. **State Priority 2: State Standards (Conditions of Learning)** **State Priority 4: Pupil Achievement (Pupil Outcomes)** **State Priority 6: School Climate (Engagement)** **State Priority 8: Other Pupil Outcomes (Pupil Outcomes)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of grade 3-8 students meeting/ exceeding standards on the Math SBAC	Schoolwide: 35.86% Hispanic: 26.78% SED: 16.98% SWD: 16.00% White: 40.44%	20-21 Data: Schoolwide: 53.44% Hispanic: 50% SED: 39.54% SWD: 43.48% White: 55.4%	2021-22 SBAC Math Schoolwide 54.63% meeting or exceeding standards Hispanic: 43.08% SED: 42.03% SWD: 44.77% White: 60.37%	2022-2023 SBAC Math Schoolwide 57.82% meeting or exceeding standards Hispanic: 47.54% SED: 51.62% SWD: 59.70% White: 60%	Schoolwide: 50% Hispanic: 40% SED: 30% SWD: 30% White: 55%
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	Schoolwide: 60.4% Hispanic: 54.0% White: 65.7%	January 2022 Data: Schoolwide: 63.01% Hispanic: 54.29% White: 68.97%		2022-2023 NWEA Math Schoolwide: 69% Hispanic: 53% White: 74%	Schoolwide: 70% Hispanic: 65% White: 75%
% of grade 3-8 students meeting/ exceeding standards on the ELA SBAC	Schoolwide: 43.43% Hispanic: 35.72% SED: 33.97% SWD: 25.49% White: 47.45%	20-21 Data: Schoolwide: 56.28% Hispanic: 50% SED: 44.19% SWD: 45.65% White: 57.56%	2021-22 SBAC ELA Schoolwide 67.88% Hispanic: 60% SED: 62.32% SWD: 56.72% White: 72.33%	2022-2023 SBAC ELA Schoolwide 70% Hispanic: 63.34% SED: 59.67% SWD: 63.34% White: 74%	Schoolwide: 53% Hispanic: 42% SED: 40% SWD: 30% White: 55%
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment	Schoolwide: 57.5% Hispanic: 45.6% White: 61.5%	January 2022 Data: Schoolwide: 68.03% Hispanic: 58.57% White: 74.71%		2022-2023 NWEA Reading Schoolwide: 71% Hispanic: 69% White: 72%	Schoolwide: 65% Hispanic: 55% White: 70%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Cohesive Assessment Plan** 2021-22 We will collaborate with our K-1 teachers and education specialists to create a cohesive assessment plan, including the NWEA MAP test, in each subject area to track progress and increase student exposure and data from standardized assessments. We will continue to assess phonemic awareness, letter recognition, and reading skills regularly throughout the year and analyze data to identify at-risk students. The cost associated with this may include additional NWEA fees. 2022-23 We will implement a cohesive assessment plan that includes a variety of academic assessments. In K-2, assessments in phonemic awareness, letter recognition and reading skills will be included. We will use the data to inform instruction, monitor progress and create and implement interventions including 1:1 targeted support as necessary. All students in grades 3-8 will participate in weekly lessons for test taking skills and test preparation throughout the year. 2023-24. We will continue to implement a cohesive assessment plan that includes a variety of academic assessments, as referenced above. In addition we will help students understand the purpose behind testing and why data and assessments are necessary.	Yes	Fully Implemented	The following information is the percentage of completed assessments overall: 1) NWEA MAP - 99% 2) DIBELS assessment - 95% 3) SEL assessments - 98% 4) Spelling assessment - 99% 5) Basic Math assessment - 92% 6) Writing Benchmark assessment - 98%	The IA assessment plan Initial Assessments: 1) NWEA Measure of Academic Progress 2) DIBELS 3) SEL assessment 4) Spelling assessment 5) Basic Math Assessment 6) Writing Benchmark Assessment Mid-Year All students who are eligible to test for the state tests use the Interim Assessments produced by the CDE to learn test taking strategies and practice the test format. All students have taken all of the assessments that are a part of our	$19,000.00	$13878.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					assessment plan.		
1.2	**Support for Academic Instruction** 2021-22 We will analyze our CAASPP and MAP data for any trends in October and January of each school year. Teachers with strong areas will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will also look at IAB data a minimum of 4 times throughout the year to identify class areas of strength and weakness. The cost associated with this may include outside training on data and assessment analysis. 2022-23 We will analyze our CAASPP (state tests), IABs, DRA, MAP (additional assessment) data and compare to classroom and school based formative and summative data for any trends a minimum of three times throughout the school year. Teachers who have strong scores in each area will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will be given support for improvement. 2023-24 We will continue to analyze our CAASPP (state tests), IABs, MAP (additional assessment) data and compare to classroom and school based formative and summative data for any trends a	Yes	Partially Implemented	August 28th: Teachers went over how to administer the MAP test, how to administer the DIBELs test and how to score the DIBELs September 18th: Teachers were entering assessment data and going over what the results meant in the context of their classroom. October 9th: Teachers looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms based on the deficits they're seeing. December 2nd: Teachers learned how to administer the IABs and what the information will mean. We also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script.	Our weekly collaborative meetings during which grade level spans K-2..3-5 and 6-8 meet to share best practices, review beginning of the year assessments and discuss their use of the Interim Assessment Blocks test preparation materials. Teachers new to IA participated in training for assessments prior to giving them. Teachers are observed and given feedback. Additionally, teachers new to IA who were struggling at the start of the year	$45,600.00	$25811.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	minimum of three times throughout the school year. Teachers who have strong scores in each area will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will be given support for improvement.			January 22nd: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together.	were provided contracted mentors to help them align and improve their practice.		
1.3	**Social Emotional Improvement** 2021-22 We will look at end of the year CAASPP scores and beginning of the year MAP & DRA scores within the first two months of school to identify the academic needs of struggling students. Classroom formative and summative assessments, as well as teachers' professional judgment, will be used to determine needs for extra support. Teachers, SST staff, admin, and parents will create a plan to address these needs, including targeted 1:1 support such as after school tutoring. The cost associated with this may include paying IA staff a stipend for after school tutoring and/or additional salaries to hire support staff. 2022-23 Social emotional data will be assessed at the start of the school year and struggling students will be provided support and intervention as needed. 2023-24 We will continue to use social emotional data to assess how to best support struggling students and provide appropriate interventions. Efforts will be made	Yes	Partially Implemented	According to the SEL data the beginning of the year the following trends were noticed: 70% of our K-2 students felt they have good social awareness while only 58% of our 3-8th graders felt that they had strong social awareness. 74% of our K-2 students felt they make responsible decisions while at school, while only 25% of our 3-8th graders felt they make responsible decisions at school. 68% of our K-2 students felt they could manage their emotions and behavior reasonably well, while only 34% of our 3rd-8th grade students felt they could. manage their emotions and regulate their bodies well. Because of these results, we've utilized a support teacher who has been observing students who were marked low in	Social emotional data included a social emotional assessment, teacher observations, counselor observations, and teacher assistant input. Identified students received support based on their identified need. A specific non-classroom based teacher provided a variety of structured support for those students which included in class support, lunch time groups, playground support and	$21,181.00	$943.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to address resilience and other coping strategies before interventions are needed. Costs may include support staff and time for data analysis, training and staff coaching as well as intensified interventions.			particular areas of concern and who's teachers expressed needed extra support. This support teacher has developed lunch bunch groups where kids work on target skills, coping strategies and other methods to help them build more resilience in these particular areas.	some pull out support.		
1.4	**Data analysis and Reflection** 2021-22 We will hold one collaborative meeting/month designated to analyze student work and assessment, in addition to creating a plan for improvement. The cost associated with this may include outside training on data and assessment analysis. 2022-23 We will hold one staff meeting/month designated for analysis of student work, assessment and reflection on teacher instructional practices and include development of instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment. 2023-24. We will continue to provide time to analyze students work, and assessment results, reflect on instructional practices and develop instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment and support for	Yes	Fully Implemented	August 14th: Teachers learned about Math workshop routines, best practices for math instruction and went over the IM math curriculum. August 15th: Teachers were trained in using Thinklaw. Teachers were also given a training on how to differentiate work for students, and how to get more interventions for struggling student. August 28th: Teachers went over how to administer the MAP test, how to administer the DIBELs test and how to score the DIBELs September 18th: Teachers were entering assessment data and going over what the results meant in the context of their classroom.	Teacher were given additional planning time this year. Part of that time is designated to collaboratively address student needs. All of our teacher partners worked closely together in their designated shared planning time to provide each other support to address specific student needs. Professional development was provided to all teachers for assessment, analyzing student scores, curriculum and use of technology. A support	$10,000.00	$1518.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students who are struggling will be provided.			October 9th: Teachers looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms based on the deficits they're seeing. October 23rd: Teachers were collaborating about the Reading program we use UFLI. December 2nd: Teachers learned how to administer the IABs and what the information will mean. We also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script. January 22nd: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together. February 12th: Teachers watched a recording of themselves teaching and scored themselves on a rubric aligned with the mission of our school. Then met with assistant director to give feedback and improve instruction in a one-on-one setting.	teachers was designated to identify students who were in need of support and not already part of a plan. Teacher tutors were provided for specific students.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	**Intervention Plans** 2021-22 We will offer free summer school and intervention to low-performing/ under-achieving students, especially those in target populations as determined by NWEA MAP tests. We know that many of our low-performing students have gaps in knowledge that won't be covered in their grade-level content. With such differing gaps, we feel that 1:1 or small group tutoring based on identified needs is the best way to address these areas. The cost associated with this may include paying staff for summer school participation and paying staff to provide tutoring. 2022-23 Teachers, teacher assistants, special education staff, older students and volunteers will be trained in intervention strategies and techniques to be used with designated students and will implement specifically designed plans for students. 2023-24. We will continue to provide training for teachers, teacher assistants, special education teachers and instructional aides in intervention strategies and techniques to be used with students who are not achieving at grade level, and will implement specifically designed plans for those students. Older students and volunteers may also receive training.	Yes	Partially Implemented	Responsive Classroom training happened for all new staff over the summer of 2023. All returning staff have already received Responsive Classroom training. SEL interventions: we've utilized a support teacher who has been observing students who were marked low in particular areas of concern and who's teachers expressed needed extra support. This support teacher has developed lunch bunch groups where kids work on target skills, coping strategies and other methods to help them build more resilience in these particular areas. Our full time Marriage and Family Therapist also works with teachers to implement curriculum to help students develop coping strategies and will also push into to classes to lead problem solving meetings, lead SEL lessons and coach teachers on implementation. All classes are paired with a younger grade class and are required to meet once a week to	All staff were provided professional development from the SELPA, online asynchronous learning opportunities. Our assistant director was the designated mentor for specific teachers. All teachers were provided coaching, A parent volunteer reading tutor program was offered which included training. Upper grade student buddies provided learning support for younger students.	$20,000.00	$40933.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				develop a bond. Their focus can be on community building, academics, and leadership roles.			

Goal 2

Goal Description
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. **State Priority 6: School Climate (Engagement)** **State Priority 7: Course Access (Conditions of Learning)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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	100% of classroom teachers hold a multiple subject teaching credential	100% of classroom teachers hold a multiple subject teaching credential	100% of classroom teachers hold a multiple subject teaching credential	100% of classroom teachers will hold a multiple subject teaching credential
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% if 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 80% if the instructional day
Percentage of suspension and expulsion rate	0.2% schoolwide suspension rate	0% schoolwide suspension rate	0% schoolwide suspension rate	0% schoolwide suspension rate	0% suspension rate
Expulsion rate	0% schoolwide expulsion rate	0% schoolwide suspension rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who feel connected/part of their school	According to April 2021 survey, 81% of students (grades 3-8) responding 4 or 5 on a 5-point scale to the question “I feel like I belong and am accepted at IA”	According to January 2022 Satchel Pulse teacher & student surveys, students scored an average of 6.4 on relationship skills, 6.3 on responsible decision making, 6.2 on self awareness, 6.1 on self management, and 6.7 on social awareness. All scores are out of a scale of 10.	Satchel Pulse survey was not given this year.	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 relationship skills category, and 57% of students scored 80% or higher in the self management category.	Satchel Pulse surveys will show a score of 7 or higher in all 5 areas.
Teacher retention rate	75% of credentialed staff are staying at IA following the 2020-2021 school year	80% of credentialed staff are staying at IA following the 2021-2022 school year.	70% of credentialed staff are staying at IA following the 2022-23 school year.	TBD: We are starting the conversations with teachers about their life plans.	90% of credentialed staff will stay at IA following the 2023-2024 school year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Professional Development** 2021-22 IA will pay for all incoming teachers to attend Responsive Classroom and Positive Discipline training, which both offer skills that are at the core of our practice. Ensuring all of our teachers receive this training builds consistency within our school. 2022-23 IA will provide professional development for all incoming teachers aligned with our philosophies and policies to facilitate their integration to our staff and support continuity of instruction across the school.	No		100% of teachers are trained in Responsive classroom and Positive discipline before the beginning of the school year. All of our 1st, 2nd, and 3rd grade teachers were trained in a Beast Academy professional development before the year started for 2 days, and then were given more training on implementation 2 other	All teachers and teacher assistants were provided some level of Positive Discipline training. All new teachers were provided the Responsive Classroom training in a format that allowed them to connect and collaborate with	$13,500.00	$27359.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2023-24 IA will continue to provide professional development for all incoming teachers aligned with our philosophies and policies to facilitate their integration to our staff and support continuity of instruction across the school. Both new and returning teachers will have access to professional development on academic content delivery, positive behavioral interventions and SEL strategies. A possible new area of focus may be teacher and paraprofessional training on working with English Learner students with IEPs.			times throughout the year. 100% of teachers are trained in positive discipline All TAs were given an orientation before the school year started training them on their responsibilities and roles for the year. They also take part in weekly meetings where we do professional development to improve their skills.	each other prior to the start of the school year. All teachers were provided a flow chart of behavioral interventions and guidance to follow it. Our ELL and Title 1 support teacher provided packets and instructions for best practices to all teachers with ELL needs. Our teacher assistants attended a special education training offered by our SELPA.		
2.2	**Teacher Coaching** 2021-22 Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff and further professional development for teachers. 2022-23 Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of	No	Partially Implemented	Teachers have been observed every semester at least once. Teachers who were identified as "struggling" at the beginning of the year were given intensive coaching, support and other professional development opportunities throughout the year to help improve their teaching skills.	Teachers are given permission to request a substitute or use their planning time to observe each other. Our assistant director is in classes daily observing, providing feedback and providing	$64,000.00	$34.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	growth. The cost associated with this may include salaries for administrative staff, stipends for teachers, substitute pay, contracts with education consultants and further professional development for teachers 2023-24 Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff, stipends for teachers, substitute pay, contracts with education consultants and further professional development for teachers. Peer observations and reflections among teachers are another successful model to include here			The assistant director participated in a Targeted Feedback training that then led to new observation method that will allow for all teachers to be officially observed once per quarter at the very least. We hired Thrive to help with observations of the school at the beginning of the year. They gave feedback and suggestions for specific teachers as well as whole school feedback and coaching.	support to teachers with struggling students. Teachers have made videos of their teaching and reviewed it with the assistant director who took their suggestions for areas they would like to improve.		
2.3	**Teacher Peer Observation and Collaboration** 2021-22 We seek to foster a collaborative environment drawing on the rich resources we already have. We will set a schedule and format for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other. 2022-23 We seek to foster a collaborative environment enriching our teachers skills and knowledge	No		Teachers have collab time every week that is dedicated to addressing grade level band topics. Teachers are encouraged to observe each other and are given coverage to observe teachers if they voice that as a request or are told they would benefit from observing. Our special education staff has attended	All teachers were observed by outside mentors and 5 teachers were chosen to receive 1:1 coaching from outside mentors at the start of the school year. All teachers made videos of their teaching to	$22,739.00	$5167

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to further develop and tap into the resources we already have in our organization. We will set a schedule and format for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other, professional development in specific areas for specific teachers and coaching. 2023-24 We continue to build a collaborative environment enriching our teachers skills and knowledge to further develop and tap into the resources we already have in our organization. We will set a schedule and a variety of formats for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other, professional development in specific areas for specific teachers and coaching.			numerous SELPA professional development opportunties as well as SELPA sponsored conferences.	review with a coach. All teachers have received feedback when they have been observed.		
2.4	**Salary increases & Maintenance** 2021-22 We see a need to implement a higher salary scale to attract and retain high quality teachers. 2022-23 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff.	No		100% of our salaried staff have access to dental, vision and medical benefits 100% paid for by the school 100% of our salaried staff dependents are offered full benefits at 90%	A salary scale was set that was aligned with the district salary scale prior to their 15% bonus. 100% of teachers receive medical,	$3,800,000.00	$2150000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2023-24 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff. Additionally other factors will be investigated that may positively impact teacher retention, or provide additional teaching staff such as interns or student teachers.			100% of our married salaried staff spouses are offered full benefits at 50% Staff planning time provided during the work day has increased for all grade levels. 100% of staff participate in weekly meetings with the director, have access to observation time of other teachers, have access to resources for their classroom activities and lessons, have support of a teacher assistant, have access to support from our school counselor.	dental and vision benefits at no charge for themselves, at 90% paid for dependents and 50% paid for spouse. Teachers received 4-5 hours of planning time per week.		
2.5	**Professional development** 2021-22 Professional development provided by the school will be aimed at increasing test scores for low-income, low-performing students. 2022-23 Professional development provided by the school will first be aimed at increasing test scores for low-income, low-performing students and then to raise the level of instruction for all students. This may include supporting teachers with individualized professional development, for induction programs and/or helping with credential needs.	Yes		August 28th: Teachers went over how to administer the MAP test, how to administer the DIBELs test and how to score the DIBELs September 18th: Teachers were entering assessment data and going over what the results meant in the context of their classroom. October 9th: Teachers looked at last years CAASPP assessment data and brainstormed	All of the professional development provided during the school year has included an academic component. The special education staff analyzed testing data for students with IEPs to identify strengths in our program.	$18,500.00	$2782

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2023-24 Professional development provided by the school will first be aimed at increasing academic understanding, resulting in improving test scores for students with IEPs, low-income, english learner, and students who are homeless or in the foster care system, along with other low-performing students, and then to raise the level of instruction for all students. This may include supporting teachers with individualized professional development, for induction programs and/or helping with credential needs.			ways to improve instruction in their classrooms based on the deficits they're seeing. December 2nd: Teachers learned how to administer the IABs and what the information will mean. We also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script. January 22nd: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together.			

Goal 3

Goal Description
Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being. **State Priority 1: Basic (Conditions of Learning)** **State Priority 2: State Standards (Conditions of Learning)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Students and teachers with access to standards-based instructional materials.	100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to instructional materials
All students will access field trips, guest experts and quality enrichment classes	In the 2020-2021 school year, due to COVID, classes averaged one field trip/year and three virtual meetings with guest experts/year	Classes averaged 8 field trips/year and 5 guest experts/year in the 21-22 school year	Average number of field trips and guest speakers per grade level = 13	Average number of field trips mid year = 5 per class	100% of classes will go on a minimum of one field trip/month and four guests experts/year
Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards
Percentage of facilities that are in “good repair”	100% of facilities are in good repair	100% of facilities are in good repair	100% of facilities are in good repair	100% of facilities are in good repair	100% of facilities are in good repair
Play structures put in place	0 climbing structures on site	1 climbing structure on site	2nd climbing structure is in process	2 climbing structures are fully installed and in use. Additionally, we have added a slide and gaga pit.	2 climbing structures on site

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Educational Software** 2021-22 We will continue to use ST Math, Reading Eggs, Reflex Math, and Mystery Science software to align with our school goals & state standards. Students and teachers will respond to a survey at the end of the year to determine the efficacy of our current software and analyze our needs to plan for software purchases the following year. 2022-23 We will reassess the use of educational software and technology in the light of technology addictions that have surfaced among our students and the	No	Fully Implemented	Beast Academy online replaced STMath for our 1st-3rd grades in order to stay balanced with screen time. Teachers select software for their students based on need not on requirements placed on them. At least one message per month is informative for parents about the impact of screen time.	IA teachers have continued to decrease the amount of screen time for our students in light of the increasing use of technology of our students outside of school hours. Teachers discussed and selected software to be	$10,000.00	$16462.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	damage screen time can have on their brains. We will select the software that best supports our students in a variety of subject areas and use it sparingly. 2023-24 We will continue to review and evaluate the use of educational software and technology in the light of technology addictions that have surfaced among our students and the damage screen time can have on their brains. We will select the software that best supports our students in a variety of subject areas and use it sparingly. We will also acquire and access our student data management software effectively so that it supports student academic and social emotional growth.			Our classrooms all have access to a software application that allows them to lock down student chromebooks for specific website access. We have alert filters to inform staff of questionable student searches.	used in their classrooms based on the grade level and academic needs of their students. Programs we have found valuable are STMath, Quill, Mystery Science, Google Classroom and Reading Eggs.		
3.2	**Curriculum & materials** 2021-22 For the 2021-2022 school year, IA will purchase a new math curriculum for all grade levels K-8, Illustrative Math. Teachers will have the ability to request curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities. 2022-23 Teachers will be provided needed supplies and resources to teach all of the required standards. Teachers will have the ability to request other curriculum resources as well as materials for hands-on	No	Fully Implemented	No teachers have been denied access to any materials requests this year. On average, requests are filled within a week. 100% of teachers and students have required materials for instruction in core subjects. 100% of curriculum choices made by administration receive staff input prior to selection.	Innovations Academy does not expect teachers to supply their own classrooms. This includes materials for projects and science materials. There is an exclusive email to which teachers can send materials requests.	$50,000.00	$57749.64

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning and student inquiry projects, lessons and activities, giving our teachers the freedoms that professionals deserve. 2023-24 Teachers will be provided needed supplies and resources to teach all of the required standards . Teachers will have the ability to request other curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities, giving our teachers the freedoms that professionals deserve.						
3.3	**Facility Costs** 2021-22 Cost of facility maintenance: Gas and electric, HVAC services, filter changes, Cox telephone service, landscaping, building lease, oversight fee 2022-23 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair. 2023-24 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.	No	Fully Implemented	The Innovations Academy facility is well maintained with regular maintenance and upkeep.		$250,000.00	$197629.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	**Facility Improvements** 2021-22 We will install playground structures on both kindergarten and upper grade playgrounds and will supply our gym with a variety of athletic materials. 2022-23 We will install a playground structure for kindergarten and another on our upper grade playground and will supply our gym and play spaces with a variety of athletic and exploratory materials. 2023-24 We will complete installation of two play structures and will supply our gym and play spaces with a variety of athletic and exploratory materials. We will define play space and plant space via fencing and replenish the plants on our nature based playground.	No	Fully Implemented	All materials have been purchased. The playground has two compliant play structures in place. New fencing has been added to protect plants on our nature based playground.		$50,000.00	$6933.83
3.5	**Field study** 2021-22 IA will continue to supplement payment from parents to allow all students access to field trips and guest speakers. 2022-23 We will make sure 100% of our students have the opportunity to engage in field trip experiences and guest speakers that enrich their knowledge and skills.	Yes		7/9 grade levels are on target to meet the 1 field trip per month goal. 50 different field trip locations have been visited. A bus and bus driver are available for field trip transportation. The expenditures in this category are for paying	Field trip locations are too numerous for this space. All students are welcomed on the field trip, and in fact, are expected to go as field trip learning is incorporated	$48,000.00	$59687.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2023-24 We will make sure 100% of our students have the opportunity to engage in field trip experiences and guest speakers that enrich their knowledge and skills.			for students to attend field trips. Parent chaperones that drive on field trips have the ability to request reimbursement for gasolinie.	into the academic plan.		

Goal 4

Goal Description
Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families. **State Priority 5: Pupil Engagement (Engagement)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students attending 96% of school days	60% of our students attended 96% or more of school days in the 19-20 school year	92% of our students attended 96% or more of school days in the 20-21 school year	ADA - 94.6%	P-1 ADA 23-24 is 96.5%	75% of our students attended 96% or more of school days
Percentage of staff attending 96% of school days	100% of our staff attended 96% or more school days	100% of our staff attended 96% or more school days	72% of staff attended 96% or more of school days.	72% of staff attended 96% or more school days.	100% of our staff attended 96% or more school days
Percentage of students who are chronically absent (defined as missing 10%)	5 of our 355 students (1.4%) were chronically absent in the 2019-2020 school year	8 of 440 students (1.8%) were chronically absent in the 2020-2021 school year	5.3% of the students were chronically absent in the 2021-22 school year.	7% of students were chronically absent in the first part of the 23-24 school year.	We will have less than 3 students chronically absent

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Absence Phone Calls** 2021-22 We will contact the family of any absent student on a daily basis. This was a practice developed to check for COVID symptoms that would be beneficial to continue. These calls help us understand why students are absent, that they can log online for instruction, and engage in quick troubleshooting if any problems are present. The cost associated with this may include salaries for additional office staff needed to track the data and implement this plan. 2022-23 We will contact the family of any student who has been absent for 3 or more days and has not alerted the school of the reason for their absence. 2023-24 We will continue to contact the family of any student who has been absent for 3 or more days and has not informed the school of the reason for their absence. A phone calling system to help with this process will be considered.	No	Partially Implemented	We have contacted 100% of families with chronically absent students. Meetings (telephonic and in person) have been held the parents of 11 of the students. Our ADA is higher than the two previous years, though not as high as pre-pandemic.	We followed a parent suggestion to post the attendance out front for the previous day. We have supported parents with carpools when they are struggling with transportation	$4,500.00	$5331.89
4.2	**Family Meetings** 2021-22 The school director will set up problem-solving meetings with any student that reaches 5 absences in the first semester; 7 absences in the second semester to provide education about impacts of absences on students. We will	Yes	Partially Implemented	We have contacted 100% of families with chronically absent students. Meetings (telephonic and in person) have	We followed a parent suggestion from our advisory meeting to post the attendance out front for the previous day.	$23,200.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	especially focus on EL students, foster youth, those eligible for free and reduced lunch, and those with low academic performance. The cost associated with this may include salaries for staff needed to track this data and for the director to hold additional meetings. 2022-23 same action 2023-24 Same actions, although a shift may be made to more phone calls instead of visits, since those seemed to get a similar response. The additional attendance support from staff will allow increased outreach. Additionally, other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated.			been held the parents of 11 of the students. 100% of families of excessively absent students have received letters with information and support for improvement.			
4.3	**Schedule reminders** 2021-22 Weekly parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send weekly communications efficiently. 2022-23 Parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being	No	Partially Implemented	No software has been purchased to aid in attendance monitoring beyond our Student Information System (Powerschool). In depth attendance messages on the weekly communication have been included in messages sent on August 13, September 3, October 8 and December 31.		$3,000.00	$7084.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send communications efficiently. 2023-24 Parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this includes our subscription to Parent Square which enables whole school and targeted communication with families. We will consider the purchase of software that facilitates attendance counting and parent communication about specific number of absences as well as required meetings due to those absences. Additionally, other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated.			Reminders about the importance of attendance have been sent within 100% of weekly communications to parents. Attendance was addressed at the Parent Advisory meeting on Jan 24 Letters were sent directly to all parents with excessive absences during the week of Jan 7-Jan 14.			

Goal 5

Goal Description
Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education. **State Priority 3: Parental Involvement (Engagement)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of parents/guardians participating in our social-emotional survey	84.8% of students' parents completed our fall 2020 social-emotional survey	N/A in 21-22 school year	NA		95% of students' parents will complete our fall social-emotional survey
Number of school trainings for parents on academic and social emotional initiatives	Due to distance learning and the impact of COVID, all parents had the opportunity to attend 8 academic trainings and 7 social emotional trainings in the 2020-2021 school year.	Our school counselor offered 15 SPACE sessions to parents of students with anxiety during the 21-22 school year. The school offered 7 academic workshops throughout the year.	2 sets of 10 sessions each were offered to parents of students with anxiety during the 22-23 school year for the S.P.A.C.E. program A Positive Discipline workshop was offered with scholarships during the 22-23 school year.	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.	Provide a minimum of 15 workshops annually
Parent connection meetings	8 parent connection meetings were held in the 20-21 school year	9 parent connection meetings were held in the 21-22 school year	7 parent connection meetings were offered during the 22-23 school year. The Parent Connection also offered a weeklong series of events for screen free week 3/13-3/17	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.	10 parent connection meetings held per year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Parent communication** 2021-22 In the director's weekly e-mails to families, she will include a monthly update on spending and information related to the LCAP. Director will hold monthly parent meetings on a variety of topics to gather input and/or educate our families. We will make our website easy for parents to navigate and access any information they may be looking for. The cost associated with this may include continuing to purchase a Parent Square subscription to quickly and effectively communicate with parents. 2022-23 In the director's weekly e-mails to families, a quarterly update on spending and information related to the LCAP will be included. Director will hold monthly parent meetings on a variety of topics to gather input and/or educate our families. We will make our website easy for parents to navigate and access any information they may be looking for. The cost associated with this may include continuing to purchase a Parent Square subscription to quickly and effectively communicate with parents and any costs associated with parent education. 2023-24. This action will continue for the 2023-24 school year using Parent Square as the communication platform. We will increase parent education seminars, meetings and information	No	Partially Implemented	Spending information has not been sent to parents with the exception of this midyear LCAP report. A parent education seminar was included as part of our Parent Advisory meeting (1/11) in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum. All parents/guardians were invited to an Open House prior to the commencement of the school year. All parents were invited to attend a Student Led Conference (10/2-10/4) with their child pertaining to academic progress. All parents/guardians were invited to an Exhibition of student work on January 11th. A Family Math night was held on 9/21. A student theater performance took place 12/7-12/9. We held an October Carnival on 10/27.		$9,000.00	$2171.97

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	sharing. In addition Innovations Academy will investigate ways to more consistently communicate with parents about how their child is doing in school, at both the office and classroom level.						
5.2	**Parent education opportunities** 2021-22 School will hold parent education seminars during the school year. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff as well as paying for guest experts. 2022-23 We will actively survey parents about their concerns and areas of need to guide the topics of parent education, barriers to parents for engaging in parent education and other school activities. We will hold parent education seminars during the school year. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff, education seminar costs, guest speaker costs, documentary rental costs, materials costs. 2023-24 We will continue outreach to our educational partners,	Yes	Partially Implemented	Spending information has not been sent to parents with the exception of this midyear LCAP. An early LCAP survey was sent to all families on 1/28 and 2/4. 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, including a Positive Discipline introduction. All parents/guardians were invited to an Open House prior to the commencement of the school year. All parents were invited to attend a Student Led Conference (10/2-10/4) with their child pertaining to academic progress. All parents/guardians were		$26,000.00	$2506.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	including events and surveys for parents about their concerns and areas of need to guide the topics of parent education, barriers to parents for engaging in parent education and other school activities. Education opportunities will be made available for parents to better understand the philosophy of I.A., We will include events to support community building and learning. SEL strategies, and other school programs. Parent activities offered during 23-24 will reflect that feedback. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff, education seminar costs, guest speaker costs, documentary rental costs, materials costs.			invited to an Exhibition of student work on January 11th. A Family Math night was held on 9/21. A student theater performance took place 12/7-12/9. We held an October Carnival on 10/27. Extensive social emotional curriculum Informational messages were included in 5 weekly parent communications between 8/27 and 10/1.			

Innovations Academy

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	5454 Ruffin Rd. San Diego, CA , 92123-1313	**Principal:**	Christine Kuglen, Director
Phone:	(858) 271-1414	**Grade Span:**	K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Christine Kuglen, Director

Principal, Innovations Academy

About Our School

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Contact

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

Phone: (858) 271-1414
Email: christine@innovationsacademy.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Jackson, Lamont
Email Address	ljackson@sandi.net
Website	www.sandi.net

School Contact Information (School Year 2023–24)

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

Last updated: 2/21/24

School Description and Mission Statement (School Year 2023–24)

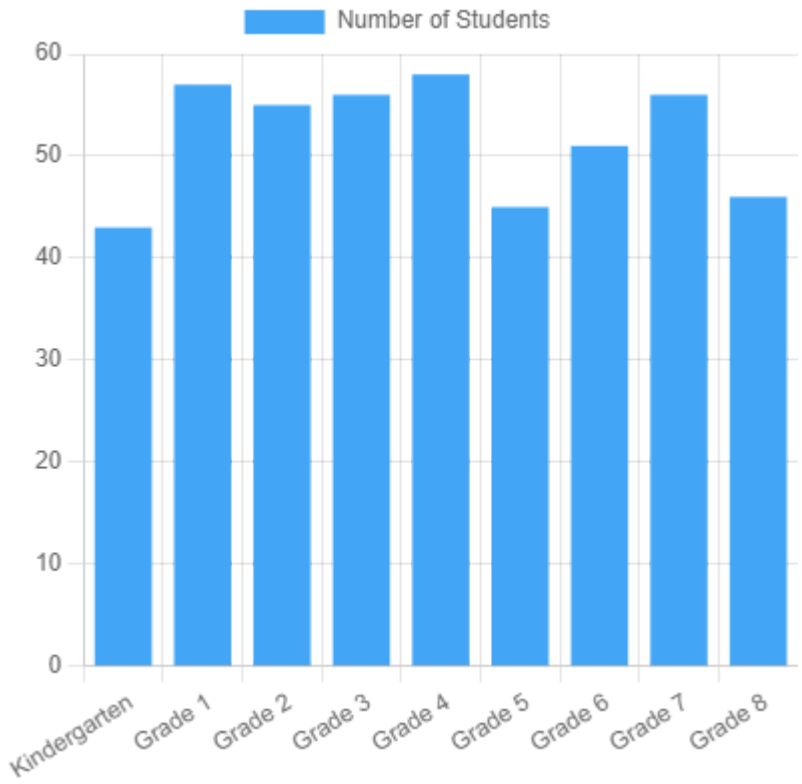
At Innovations Academy we powerfully create our lives through self-expression, compassionate connection, and purposeful learning.

Through implementation of our mission, Innovations students feel cared for in a big way. And through this caring, students feel encouraged to explore and learn. Academic excellence is achieved when children are supported to question and search for answers. We inspire and support all of the members of our community in living this mission.

Last updated: 2/21/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	43
Grade 1	57
Grade 2	55
Grade 3	56
Grade 4	58
Grade 5	45
Grade 6	51
Grade 7	56
Grade 8	46
Total Enrollment	467



Last updated: 2/21/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	44.30%
Male	55.50%
Non-Binary	0.20%
American Indian or Alaska Native	0.40%
Asian	6.40%
Black or African American	2.80%
Filipino	1.30%
Hispanic or Latino	23.10%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	12.60%
White	49.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.90%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	19.90%
Students with Disabilities	18.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Last updated: 2/21/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	77.27%	5336.60	88.47%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.55%	66.90	1.11%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	13.64%	219.20	3.64%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	219.20	3.63%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	4.55%	189.70	3.15%	15831.90	5.67%
Total Teaching Positions	22.00	100.00%	6031.80	100.00%	279044.80	100.00%

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

Last updated: 2/21/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	1.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	3.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.70	0.00
Total Out-of-Field Teachers	1.70	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	12.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50%	2.9%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Since Innovations Academy is an inquiry and project-based school, we do not use textbooks for language arts, science, performing arts, foreign language or social studies. For math, we use Beast Academy, Pearson's CMP3, and Everyday Math.

We also incorporate computer based learning, such as ST Math, Zingy Science, Big Brainz, and Raz Kids.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Patterns of power No red ink Reading Reconsidered Touchstones/Touchpebbles Reading Eggs Reading A-Z Raz Kids Quill	Yes	0
Mathematics	Illustrative Math Beast Academy Marcy Cook Thinkers ST Math	Yes	0
Science	Mystery Science Know Atom	Yes	0
History-Social Science	History Alive	Yes	0
Foreign Language			0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 2/21/24

School Facility Conditions and Planned Improvements

Good repair

Last updated: 2/21/24

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Exemplary

Last updated: 2/21/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	68%	69%	51%	52%	47%	46%
Mathematics (grades 3-8 and 11)	55%	58%	39%	40%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 2/21/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	293	97.99%	2.01%	69.28%
Female	136	135	99.26%	0.74%	74.07%
Male	162	157	96.91%	3.09%	64.97%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00%	0.00%	68.42%
Black or African American	12	12	100.00%	0.00%	58.33%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	61	60	98.36%	1.64%	63.33%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65%	4.35%	63.64%
White	153	150	98.04%	1.96%	74.00%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	70	67	95.71%	4.29%	62.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	71	67	94.37%	5.63%	68.66%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/21/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	294	98.33%	1.67%	57.82%
Female	136	136	100.00%	0.00%	55.88%
Male	162	157	96.91%	3.09%	59.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00%	0.00%	78.95%
Black or African American	12	12	100.00%	0.00%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00%	0.00%	47.54%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65%	4.35%	56.82%
White	153	150	98.04%	1.96%	60.00%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	70	67	95.71%	4.29%	53.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	71	68	95.77%	4.23%	58.82%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/21/24

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	49.09%	56.47%	35.99%	38.07%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/21/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	85	98.84%	1.16%	56.47%
Female	36	36	100.00%	0.00%	52.78%
Male	50	49	98.00%	2.00%	59.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	24	24	100.00%	0.00%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	46	97.87%	2.13%	65.22%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	35.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	52.63%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/21/24

Career Technical Education (CTE) Programs (School Year 2022–23)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2022–23)

not applicable

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/21/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

not applicable

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 2/21/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	98%	98%	98%	98%	98%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/21/24

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

?**The IA Parent Connection (inclusive of all parents and guardians of students) works to connect all parents to each other and to the school, to enhance our children's social, emotional, and educational experiences, and to raise funds for supplemental educational materials and experiences. We offer families social interaction opportunities, and support teacher, parent, and administrative communications.**

Some other ways you can get involved:

Volunteering in the classroom or office

Assisting with classroom fundraising

Coordinating a class field trip

Coordinating a Class Guest Speaker

supporting production in after school performing arts

Gardening volunteer

Parking Lot Safety

Campus Safety

Welcoming Director

?

State Priority: Pupil Engagement

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

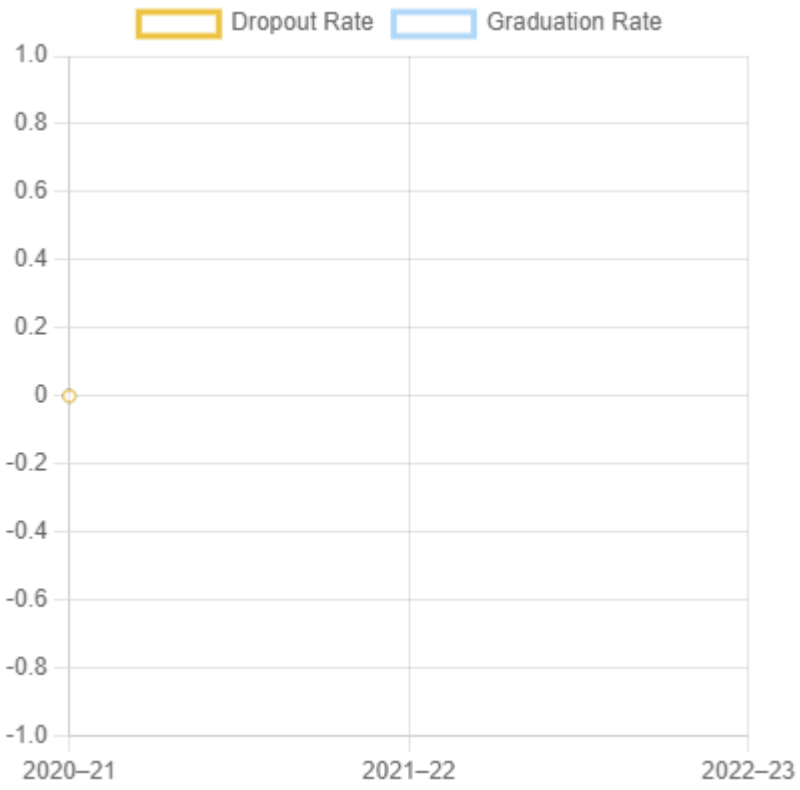
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

not applicable

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				4.2%	4.8%	4.7%	9.4%	7.8%	8.2%
Graduation Rate				85.9%	87.9%	87.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 2/21/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

not applicable

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/21/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	495	488	57	11.7%
Female	219	216	20	9.3%
Male	274	270	35	13.0%
Non-Binary	2	2	2	100.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	31	31	1	3.2%
Black or African American	19	19	4	21.1%
Filipino	6	6	0	0.0%
Hispanic or Latino	114	109	17	15.6%
Native Hawaiian or Pacific Islander	4	4	1	25.0%
Two or More Races	60	60	11	18.3%
White	242	240	21	8.8%
English Learners	21	21	0	0.0%
Foster Youth	1	1	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	119	114	22	19.3%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	106	105	13	12.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/21/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.06%	2.51%	2.70%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/21/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/21/24

Comprehensive School Safety Plan

2023-24

School Year

School: Innovations Academy

CDS Code: 37683380118083

District: Innovations Academy

Address: 5454 Ruffin Rd.

San Diego, CA 92123

Date of Adoption: 10/2023

Date of Update: 10/2023

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by: Board

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures

- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the front office, 5454 Ruffin Rd., San Diego, Ca. 92123.

Safety Plan Vision

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All staff members are mandated reporters and are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact Child Protective Services. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school.

First, the mandated reporter will complete form SS8572 which can be found here (http://ag.ca.gov/childabuse/pdf/ss_8572.pdf) The report should be made before the close of the day over the telephone and must be followed up in writing. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report should also be made at the same time with the school director and/or school counselor.

Per Assembly Bill 1432 (D-Gatto), all employees of Innovations Academy will be trained on what they need to know in order to identify and report suspected cases of child abuse and neglect. For this purpose, all employees are required to take the online California Child Abuse Mandated Reporter Training (http://educators.mandatedreporterca.com/). Proof of completion of the course must be given to office staff prior to the commencement of the school year or if an employee starts midyear by the end of the first week of employment.

Rights to Confidentiality and Immunity Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as

required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report Staff should be aware that a person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (California Penal Code Section 11166[c]).

After the Report is Made Child Protective Services is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Public Agency Use of School Buildings for Emergency Shelters

During an emergency, if Innovations Academy is selected as an emergency shelter, all staff and parents/caregivers/guardians will be notified and informed as to procedures.

Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term public employees includes all personnel employed by State of California agencies, California county and city agencies, and public districts. Innovations Academy employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. **A local emergency has been proclaimed.**
2. **A State of Emergency has been proclaimed.**

3. **A Federal disaster declaration has been made.**

Emergency Telephone Numbers

Emergency		**911**
Law Enforcement		**Phone**
California Highway Patrol		**858-293-6000**
San Diego County Sheriff Headquarters		**858-974-2222**
San Diego Police Department Eastern Division		**858-495-7900**
Fire		**Phone**
San Diego Fire-Rescue Department Station 28		**619-533-4300**
Hospitals	**Address**	**Phone**
Kaiser Permanente San Diego Medical Center	**9455 Clairemont Mesa Blvd, San Diego, CA, 92123**	**858-266-5000**
Rady Children's Hospital - San Diego	**8010 Frost St, San Diego, CA 92123**	**858-576-1700**
Sharp Memorial Hospital	**7901 Frost St, San Diego, CA 92123**	**858-939-3400**
Other Services		
Animal Control		**619-767-2675**
Poison Control		**800-222-1222**
S.D. County Environmental Health		**858-565-5173**
S.D. County Hazardous Materials and Waste		**858-505-6657**
S.D. County Public Health and Human Services		**619-441-6500**
S.D. County Office of Education		**858-292-3500**
S.D. County Office of Emergency Services		**858-565-3490**

San Diego Gas and Electric	**800-611-7343**

Situational Communication Plans

911 Calls	• **When placing a 911 call: give your name, school name and school address** • **Give specific location of shooter, intruder, fire, hazardous material or other emergency** • **Indicate location of incident command post**
Mass Notification of Parents	**During an emergency:** • **After an emergency:**

Disaster Plan (See Appendix C-F)

Incident Command System

Emergency Disaster Kit This site maintains 3 kits. The kit(s) are located: Front Office, room 200.

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit will be brought to the Command Post and will be used by the Commander. This kit should not be confused with the First Aid Kit or the Student Release Kit. These kits can both be found with the Emergency Disaster Kit. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- **Handheld Air Horns – recommend a minimum of five**
- **Bull Horn – recommend a minimum of one**
- **Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie talkies**
- **Flashlights – recommend one per Site Incident Command Team member (15)**
- **Emergency radio (for Site Commander)**
- **Walkie Talkies – recommend a minimum of six (Site Incident Commander & Leaders)**
- **Duct Tape – recommend a minimum of two rolls used for marking blank vests.**
- **Rosters - recommend a minimum of one set per room sorted by alphabet**

• Pencils & Pens - recommend one each per Site Incident Command Team member (34)

• Chalk - recommend twenty-five sticks, red in color

• Medical Team Supplies –

- Roster

- First aid kit

- Water bottles

- Blankets

• Clipboards

• Vests for Key Personnel – recommend a total of 15 for Site Incident Command Team members

• Student Release Supplies

- Student Roster

- Clipboard

The Emergency Disaster Kit and its contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections of the kits in October of each year and maintain the responsibility to inspect and replace non-operating equipment and supplies each year.

Emergency Response Boxes This site maintains 1 Emergency Response Box for the Site Incident Command Team.

The Emergency Response Box is located in the Main Office near: Director's Office.

The Emergency Response Box is a file folder type box. The box is clearly labeled and contains vital information needed by the Site Incident Command Team The following information is stored inside the box:

· Current copy of the Site Emergency Response Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.

· Current map of site or school layout. Map must show all buildings, classroom numbers, and evacuation routes. · Most current blueprints (architectural drawings).

· Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.

· A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.

· If available, current student photos on CD-ROM or most recent yearbook.

· Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Emergency Response Box and its contents is the responsibility of the Site Incident Commander. The responsibility to inspect and replace information belongs to the Site Commander.

Persons with Disabilities In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance. Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

Return to Facility The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Director. School Police Services should be advised of this information.

Site Shelter-In-Place Procedure Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in Innovations Academy Emergency Procedures (confidential).

Notification

The Site Incident Commander is responsible to notify the Site Incident Command Team when a Shelter-In-Place is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel. If the primary emergency notification system fails to activate, the secondary

notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students or adults to the office by radio, telephone or email. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear'' notification is given.

Return to Facility The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Director. School Police Services should be advised of this information.

Site Lockdown Procedure A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lockdown your room or facility when a dangerous person or situation is present on or near the site. Additional information pertaining to Lockdown is available in Innovations Academy Emergency Procedures (confidential).

Notification

The Site Incident Commander is responsible to notify the Site Incident Command Team when a lockdown is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Lockdown notification procedures for site- level personnel.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation Quickly gather students and personnel to the nearest room; do a verbal and visual sweep as you gather everyone inside. Lock all doors and windows, including any interior doors. Close all window coverings to prevent anyone from seeing inside your room. Keep away from doors and windows, be quiet. Take attendance and quietly radio, telephone, or e-mail information pertaining to missing or extra students or adults to the office. If safe to do so, monitor email for updates. If you hear gunfire or if someone tries to enter your room, have everyone "Duck, Cover, and Hold" under desks. Do not open doors or windows. Remain in lockdown until the "All Clear'' notification is given.

Return to Facility The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early,

the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension/Expulsion Procedures

At Innovations Academy 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 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 Director, an evaluation is made as to if a suspension or expulsion is recommended. This section is designed to inform all parents of suspension/expulsion procedures and due process.

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.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 Innovations Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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 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 California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Within ten school days, the school will assemble an IEP team to make a manifestation determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school will work with the district to provide an interim alternative educational setting. Innovations Academy shall notify the District of the

suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. Grounds for Suspension and Expulsion of Students

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

2. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property.

g. Stole or attempted to steal school property or private property.

h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

i. 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 11014.5.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o. 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.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in or attempted to engage in hazing of another.

r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

s. Made terrorist threats against school officials and/or school property.

t. Committed sexual harassment.

u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. Threatened or attempted to cause harm to a teacher or other staff member.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Whether a student is given suspension or expulsion will be determined by prior record, intent and severity and determined by the Director. A recommendation for expulsion will be taken to the Board for approval prior to the expulsion being levied.

3. Suspension shall be initiated according to the following procedures:

a. Who May Suspend

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

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and,

whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists.

An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

4. Authority to Expel

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 either a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. Expulsion Procedures

Only the Director 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 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 days prior to the hearing.

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

a. The date and place of the expulsion hearing;

b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based; c. A copy of the School's disciplinary rules which relate to the alleged violation;

d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non- attorney advisor;

f. The right to inspect and obtain copies of all documents to be used at the hearing;

g. The opportunity to confront and question all witnesses who testify at the hearing;

h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

Innovations Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of

psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five daysnotice of his/her scheduled testimony,

(b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

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

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

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

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

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

h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative

procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

7. Record of Hearing

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

8. Presentation of Evidence

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

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

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

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The

final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

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

9. Written Notice to Expel

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

a. Notice of the specific offense committed by the student

b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

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

a) The student's name

b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Innovations Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of

the cumulative record of the pupil, including a transcript of grades or report card and health information. 10. Disciplinary Records

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

11. No Right to Appeal

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

12. Expelled Pupils/Alternative Education

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

13. Rehabilitation Plans

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

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Innovations Academy Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Innovations Academy Board following the meeting regarding his or her determination.

The pupil's readmission is also contingent upon the Innovations Academy's capacity at the time the student seeks readmission.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Innovations Academy has incorporated this notification into the existing "Attendance Reporting Screen." On the daily attendance report, when a student is suspended, it will show an "*" next to the student's name. The teacher can access the suspension by reading the suspension report in the front office. This information is for the student's current teachers only. All information regarding suspension or expulsion is CONFIDENTIAL, and is not to be shared with any student(s) or parent(s).

Pursuant to Welfare and Institution Code 827(b) and Education Code 48267, the Court notifies the director of Innovations Academy regarding students who have engaged in certain criminal conduct. This information is forwarded to the director. The director is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

It is the objective of Innovations Academy to provide a working environment free from discrimination and conduct commonly referred to as sexual harassment.

The E.E.O.C. (Equal Employment Opportunity Commission) has provided a broad definition of sexual harassment. It is general in nature and may not always be clear when evaluating everyday situations.

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Sexual harassment refers to behavior inappropriate in the workplace because it is offensive, unwelcome behavior which would not occur but for the gender of the offended person. Both sexual harassment, and accusations of sexual harassment, are disrupting to the work environment.

If you or a co-worker experience what you believe to be sexual harassment or accusations of sexual harassment, report it promptly to the Director. Innovations Academy will investigate any employee, regardless of job position when such allegations are made. Based on available information, Innovations Academy will take appropriate action and communicate on a need-to-know basis. Appropriate disciplinary action, up to and including termination will be taken against any individual for sexual harassment charges determined to be valid.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Innovations Academy 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, be appropriate for school activities, and follow standards of common decency (no profanity, nondiscriminatory, sexually explicit clothing, etc.).

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.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) Drop off in the morning begins a maximum of 30 minutes before start time (8:30 a.m.). Children must enter the school campus through the turnaround area gate. Once on campus all students are to remain on site. The gates are closed and locked at 8:30. All students arriving after 8:30 must sign in at the front office.

Pick up for Kindergarten starts at 2:15 on Tuesday-Friday. Parents/Guardians/Caregivers will meet their child at the classroom. In order to pick up a student, written permission needs to be given to our front office.

The front office will communicate with teachers regarding permissions for pick up.

Pick up begins for 1st-8th at 3:00 dismissal 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 home or walk across the street or walk to the parking lot or park, they must communicate this with their child. If a parent wishes for the teacher to be aware of the plan, they must communicate this with the teacher. We encourage parents to come into the classroom at least one time per week to pick up their child(ren) if conditions allow. This fosters communication between parents/care- givers and teachers and allows parents to see student work.

Any child, K-5, going home with another family for a play date must have a signed note to be given to their teacher that day or earlier or their guardian(s) must have notified the office. Ride coordination can take up quite a bit of time, please be respectful that teachers have tasks ahead of them after school gets out.

Any child remaining after pick up time has ended will be sent to the office. This is disruptive to staff time, so please plan accordingly. Supervision can not be guaranteed after 3:45 p.m.

Entrances and Exits

We have attached a remote lock to the front doors of the building so that we can remotely let parents and families enter the building to keep the entrance safely monitored.

Training staff to lock and maintain the security of the school building and grounds when not in session (e.g. not propping doors that are not being regularly used, locking up in the evening, etc.).

Posting signs that visitors sign in at the main office.

Establishing a culture in which any adults without a visitor label and any children not enrolled at the school are escorted immediately to the main office.

Creating a dismissal plan and student pick-up plan to ensure the safety of all students.

Staff is responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school. In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the Director before releasing the student.

Parent Responsibilities

Parents are responsible for ensuring the safe arrival/dismissal of their child to/ from school. This includes but is not limited to: Ensuring that

Innovations Academy has the necessary paperwork for anyone picking up the child from school. Having the parent call in or bring a signed note if the child is to go home with a friend.

Following seatbelt laws at all times.

Students biking, rollerblading, skateboarding, etc. to school must wear an appropriate helmet.

Students taking public transportation must know which route to take as well as how to walk to school from the drop off location. Visitors Policy

Innovations Academy encourages interested members of the community to visit our school. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering the school building.

Visitors shall sign in at the beginning of their visit, receive a visitor label, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form will include spaces for the following information:

Name;

His/her purpose for entering school grounds;

Destination within the school

Time in and out

At his/her discretion, the Director, office manager or designee may also request

proof of identity

address

occupation and company affiliation

age (if less than 21); and any other information consistent with the law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

However, formal visitor registration is at the discretion of the school Director or designee. VIP Visitors accompanied by any Innovations Academy management team member may be requested to register as a

visitor at the discretion of the accompanying Innovations Academy management team member.

The Director or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance.

The Director or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Director or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/ outsider is directed to leave, the Director or designee shall inform the visitor/ outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment.

All schools will inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Innovations Academy's Registered Sex Offender Policy, set forth below.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Innovations Academy Student Conduct Code

Conduct Code Procedures

see 2021-22 Family Handbook for information about Positive Discipline implementation at Innovations Academy

Safety Plan Appendices

Types of Emergencies & Specific Procedures

Aircraft Crash

Warning of a failing or fallen aircraft is usually by sight, sound or fire. If an aircraft falls near the school, the following actions will be taken:

- **The site administrator will determine which emergency actions should be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the site administrator is unable to direct emergency action.**
- **Students and staff must be kept at a safe distance from the aircraft, as it may explode. Move crosswind or stay up wind to avoid fumes.**
- **Call 911**

Notify the Director.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified of Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors.

Notify the Director.

Armed Assault on Campus

School Comprehensive School Safety Plans should include courses of action that will describe how students and staff can most effectively respond to an active shooter situation to minimize the loss of life, and teach and train on these practices, as deemed appropriate by the school.

Law enforcement officers may not be present when a shooting begins. The first law enforcement officers on the scene may arrive after the shooting has ended. Making sure the staff knows how to respond and instruct their students can help prevent and reduce the loss of life.

No single response fits all active shooter situations; however, making sure each individual knows his or her options for response and can react decisively will save valuable time. Depicting scenarios and considering response options in advance will assist individuals and groups in quickly selecting their best course of action.

Understandably, this is a sensitive topic. There is no single answer for what to do, but a survival mindset can increase the odds of surviving. As appropriate for your community, it may be valuable to schedule a time for an open conversation regarding this topic. Though some parents or personnel may find the conversation uncomfortable, they may also find it reassuring to know that, as a whole, their school is thinking about how best to deal with this situation.

During an active shooter situation, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned, and commit to action. There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.

As the situation develops, it is possible that students and staff will need to use more than one option. During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.21 Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.22 These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., "Gun! Get out!") to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location. Students and staff should be trained to

· Leave personal belongings behind;

· Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;

· Avoid escalators and elevators;

· Take others with them, but not to stay behind because others will not go; Call 911 when safe to do so; and · Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition: ·

Lock the doors;

· Barricade the doors with heavy furniture;

· Close and lock windows and close blinds or cover windows;

· Turn off lights;

· Silence all electronic devices;

· Remain silent;

· Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for

possible escape if the shooter enters the room);

· Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make

signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and

· Remain in place until given an all clear by identifiable law enforcement officers.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.23 While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

LOCKDOWN & SHELTER IN PLACE PROCEDURES

STEP 1 - GET INSIDE Direct all students and staff to go to the nearest room if caught outside.

STEP 2 - LOCK ALL DOORS Teachers and staff must lock all doors leading into the classroom or office including interior doors that connect to other rooms. Close all window coverings.

STEP 3 - DUCK & COVER Stay away from windows and doors. Instruct students to lie down on the floor.

STEP 4 - REMAIN QUIET Instruct students not to talk in order to avoid bringing attention to your room.

STEP 5 - WAIT Instruct students to stay in position until an evacuation has been announced.

STEP 6 - EVACUATE Go To your designated safety area

STEP 7 - RETURN TO CLASS Receive notification to return to class Escort students back to class.

Biological or Chemical Release

Warning of a chemical accident is usually received from fire and/or police departments or from emergency services officials when such accident occurs sufficiently near a school to be a threat to the safety of students and staff. An overturned tanker, a broken fuel line, and an accident in a commercial establishment that uses chemicals are all potential hazards. Whether the accident occurs at the school or off the school grounds, the site administrator shall determine if there is need to EVACUATE or to SHELTER-IN-PLACE. This decision will be made in coordination with offsite emergency respondents. If it is necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes. Get upwind as quickly as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

If an earthquake or other situation warrants, drop to the floor, take a protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action.

If outside, move away from buildings and trees and take protective positions. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required.

If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside the wall, and bend head close to knees, with elbows firmly behind neck protecting face.

If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceiling debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult.

If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- **Glass that shatters or flies around**
- **Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)**
- **Objects that block movement to safe places (books on floors, tipped desks and bookcases)**
- **Cabinets without latches**
- **Objects stored on wheels**
- **Open shelving without a lip or restraining wire**
- **Free standing cabinets**
- **Blocked exits**
- **Objects in hallways that block movement (glass, tables, locker contents)**

SETTLING DOWN AFTER THE FIRST SHOCK: After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks. When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies. Announce that no student is to return to the room unless directed to do so. Teachers will take classes to pre-arranged places on the campus.

Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.

School will remain open indefinitely until every student has been released to parents or to an authorized person. Do not light any fires after the earthquake because of possible gas leaks. If possible, notify utility companies of any break or suspected breaks in service.

The Incident Commander should procure the advice of the Director of Maintenance and Operations regarding the safety of the buildings.

The Incident Commander should keep the superintendent informed of conditions at the school. Earthquake Emergency Procedure

STEP 1 - FEEL THE SHAKE OR HEAR A PA ANNOUNCEMENT Inform students: "An earthquake drill has begun. It's time to drop, cover and hold on."

STEP 2 - DROP, COVER, & HOLD ON 1st - Drop to your knees and get under a sturdy desk or table. 2nd - Clasp hands behind neck and make body as small as possible 3rd - Cover face and ears with arms

STEP 3 - EVACUATE BUILDING 1st - Listen for evacuation announcement 2nd - Evacuate building SILENTLY by the route illustrated on the map to designated safety area 3rd - Line up and remain SILENT at designated safety area 4th - Take attendance and identify absent or unaccounted for students

STEP 4 - RETURN TO CLASS Receive notification to return to class Escort students back to class.

Explosion or Risk Of Explosion

The DROP command is to be given immediately in the event of an explosion at the school or within a school building. If the explosion occurs within the building or threatens the building, the teacher will then implement the school evacuation plan. Assemble at the designated assembly area.

Sound the fire alarm and proceed as above for a fire.

Notify the Director.

Fire on School Grounds

Fire Drills

1. The assistant director shall notify staff as to the schedule for fire drills. Fire drills will take place at least four times every school year. (Education Code 32001)

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550) 3. Teachers shall ascertain that no student remains in the building.

4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

5. The assistant director or designee shall keep a record of each fire drill conducted.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The assistant director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)

2. The assistant director or designee shall call 911.

3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas. 4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response. 5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students. 6. In outside assembly areas, the principal,

designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

FIRE EVACUATION PROCEDURES

STEP 1 - HEAR FIRE ALARM / PA ANNOUNCEMENT / SMELL SMOKE OR FEEL HEAT

STEP 2 - EVACUATE BUILDING

1st - Line up to evacuate building

2nd - Evacuate building by designated map route

3rd - Line up in the location designated on map

4th - Take attendance and identify absent or unaccounted for students

STEP 3 RETURN TO CLASS

Receive notification to return to class and escort your students back to your classroom.

NOTE: STUDENTS WHO ARE OUTSIDE OF THE CLASSROOM MUST FOLLOW THE ADULT THEY ARE WITH OR JOIN THE CLASS THEY ARE NEAREST AND NOTIFY THAT TEACHER OF THEIR PRESENCE (I.E. THEY ARE IN THE BATHROOM)

Last updated: 2/21/24

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	5	0	0
1	11.00	3	2	0
2	11.00	3	2	0
3	19.00	1	2	0
4	19.00	1	2	0
5	15.00	1	2	0
6	17.00	1	2	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/21/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 2/21/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	2.00

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

Last updated: 2/21/24

Types of Services Funded (Fiscal Year 2022–23)

Explorations Program: has a variety of arts and sciences that all students get to engage in throughout the year inluding: ceramics/sculpture, 2-D art, performing arts, STEM, nature studies and Spanish.

Physical Education: Teaching children the rules and skills of a variety of sports and how to play a game.

Social Emotional Learning: Innovations Academy has created our own social emotional program that involves the principles of Positive Discipline and elements of restorative practice and non-violent communication.

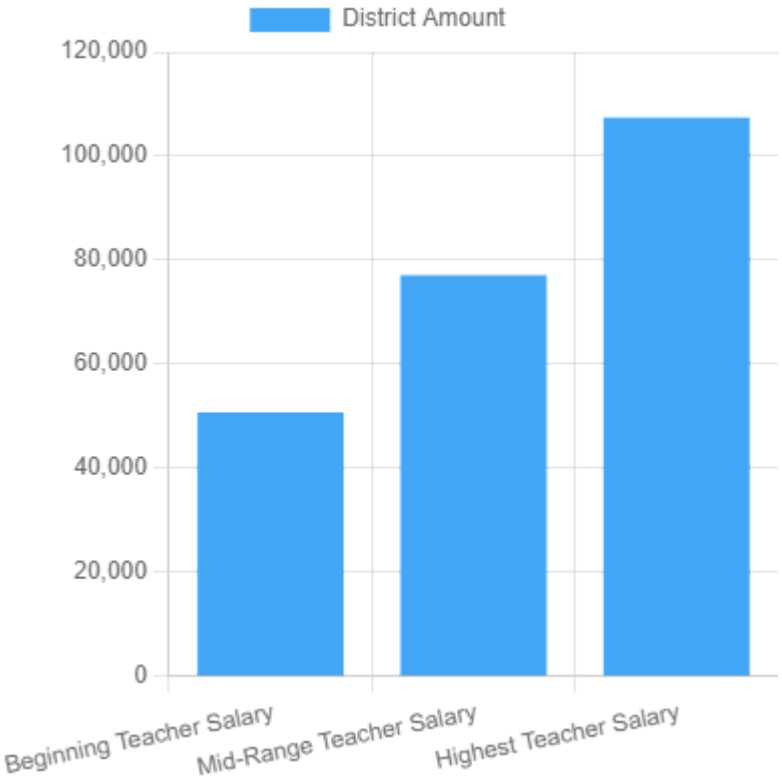
Project Based Learning: Our students learn through a variety of constructivist methods including project based learning and hands on inquiry.

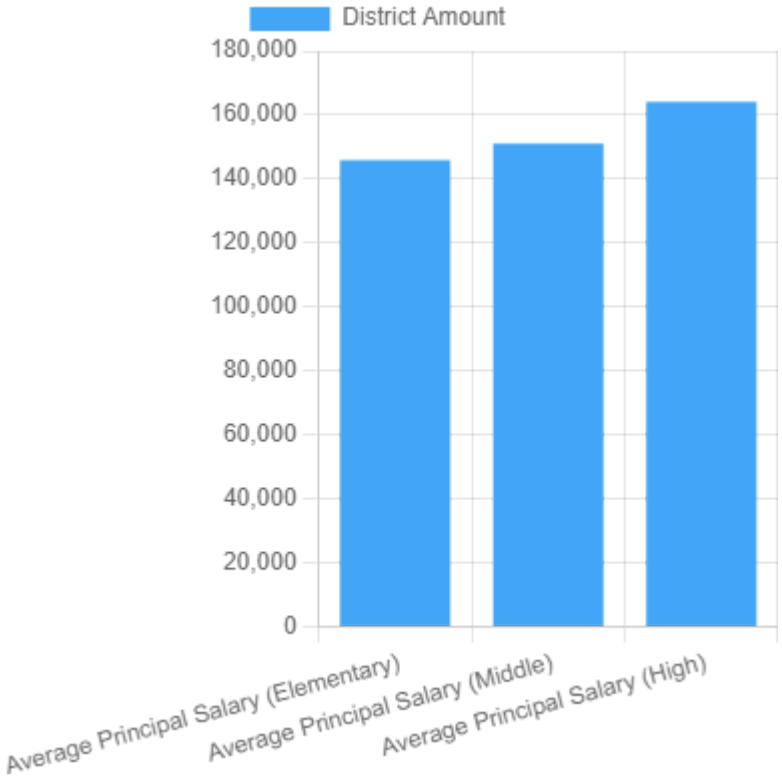
Last updated: 2/21/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50743.00	$55549.60
Mid-Range Teacher Salary	$77105.00	$80702.84
Highest Teacher Salary	$107402.00	$109417.68
Average Principal Salary (Elementary)	$145885.00	$137703.47
Average Principal Salary (Middle)	$151051.00	$143759.63
Average Principal Salary (High)	$164119.00	$159020.77
Superintendent Salary	$375000.00	$319442.91
Percent of Budget for Teacher Salaries	32.34%	30.35%
Percent of Budget for Administrative Salaries	4.66%	4.87%

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





Last updated: 2/21/24

Advanced Placement (AP) Courses (School Year 2022–23)

not applicable

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 2/21/24

Professional Development

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

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

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 2/21/24

Pacific Design and Integration, Inc.

Innovations Academy
An Inquiry Based K-8 Public Charter School

5454 Ruffin Road, San Diego, CA 92123

Revised Proposal for Video Management Platform
Engineering Design & Installation

Prepared By

Bob Anderson
President/CEO
Pacific Design & Integration, Inc.

February 21, 2024

Acceptance of this proposal constitutes agreement with the terms of confidentiality noted herein. This proposal constitutes an offer, which remains valid for a period of 30 days after the proposal submission date.

This proposal is proprietary to Pacific Design & Integration, Inc. and its clients. It is furnished and accepted in strict confidence for use in connection with any project described herein. It is to be held in strict of confidence by and between Pacific Design & Integration, Inc., its clients, their agents and employees. Distribution, photocopying, or dissemination in any way to competitors of Pacific Design & Integration, Inc. without the expressed written permission of Pacific Design & Integration, Inc. is strictly prohibited.

Pacific Design and Integration, Inc.

Updated Project Summary

Based on discussions held during the previous board meeting in December, we have performed a thorough review of the Security/Video Management Platform design as originally proposed. The revised project proposal still provides Innovations Academy with a state-of-the-art high quality Security Management Platform, but at a reduced cost. Three cameras have been eliminated (detailed below) and some enhanced features that are nice to have, but not necessary to the core project requirements, have been eliminated from certain cameras. If these "nice to have" camera functions are desired in the future, they can be added back in at a later date.

- **Phase 1** Includes the base server and all the needed hardware elements to operate system elements in the additional video phases. The base server includes 90 days of local video storage. Phase 1 provides for all the interior camera locations including the one (1) Exterior 360 over the main building entrance. The revised design eliminates the cameras in the Basketball Court/Gymnasium and the Theater/Auditorium. These cameras were eliminated per agreement to not include classroom facilities and these areas were considered to be classrooms. There are no subscription fees for cloud storage in this proposal.

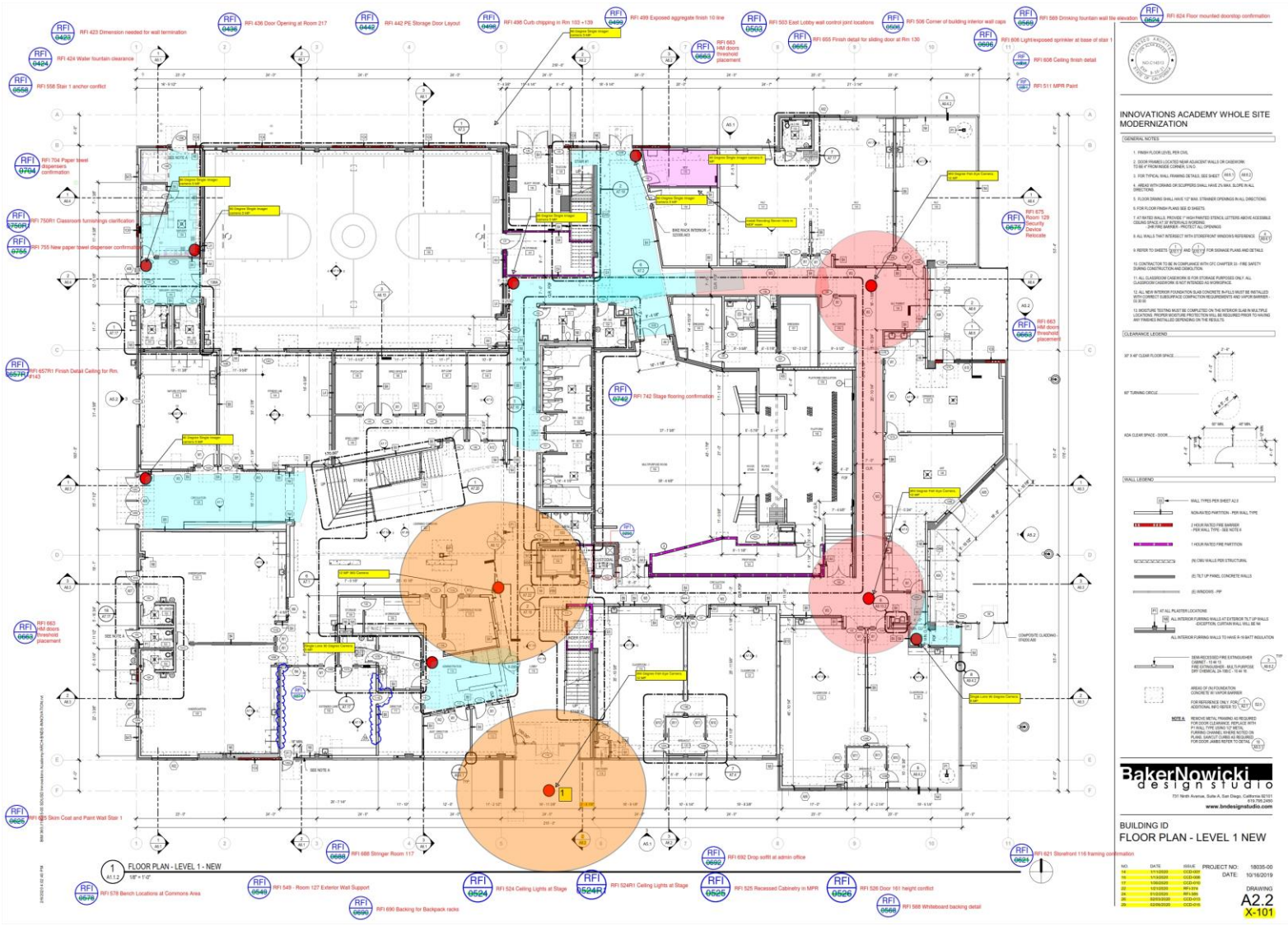
- **Phase 2** Consists of Eight (8) complementing exterior cameras on the four building corners and over other perimeter doors. The camera layout remains the same, mounting methods have been streamlined at a reduced cost.

- **Phase 3** Consists of two (2) additional exterior cameras that will cover the back cul-de-sac and jungle gym and the North playground area. Both these camera locations will need conduit that PACE is providing. This phase remains unchanged from the original proposal. While we recommend doing Phase 3, this Phase could be done at a later time. Phase 3 must be done with Phase 1 and 2 or added later after Phases 1 and 2 are completed.

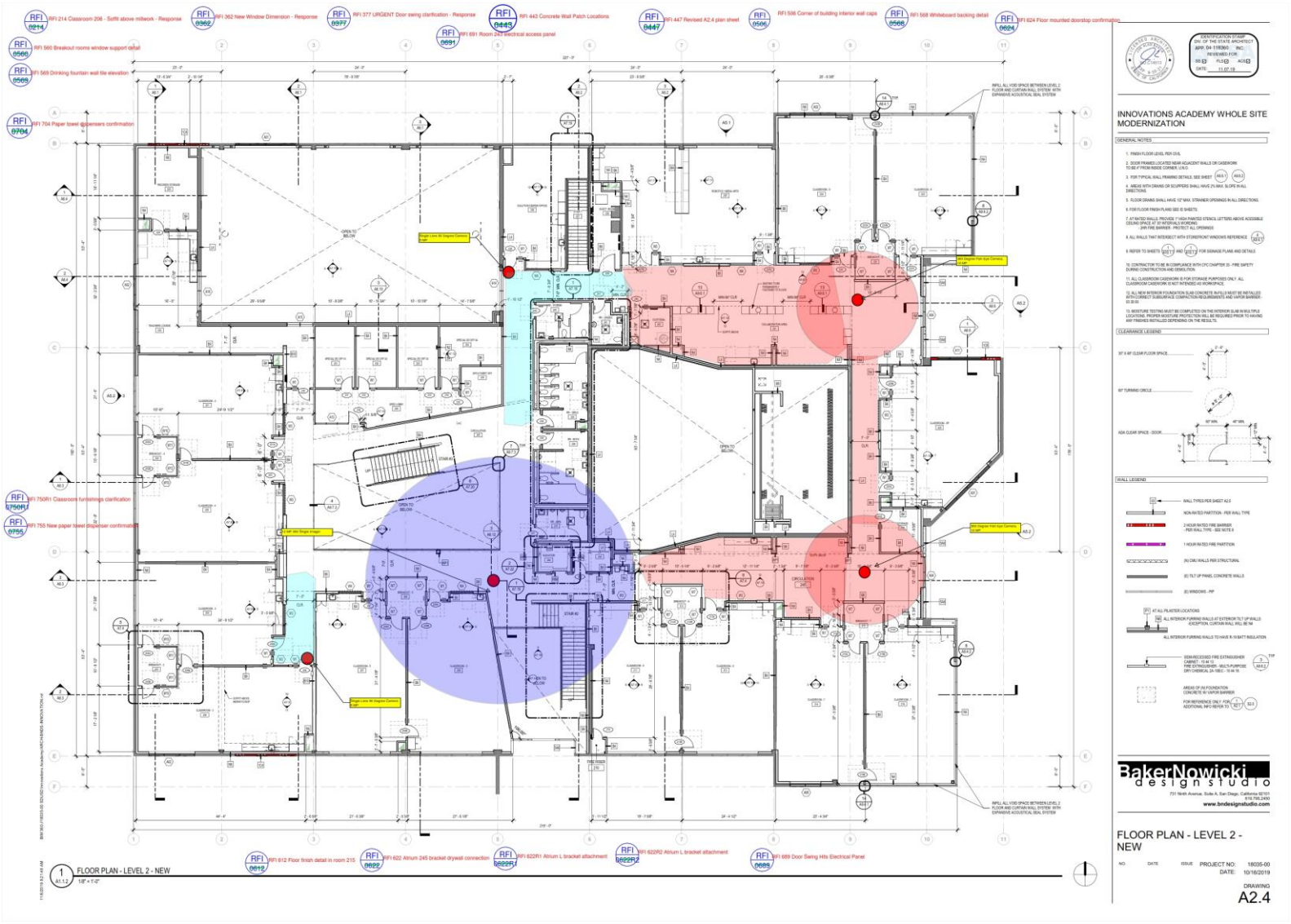
- **Phase 4** The intercom system has been removed for cost savings and value engineering.

Updated proposal cost savings through value engineering:
$19,730

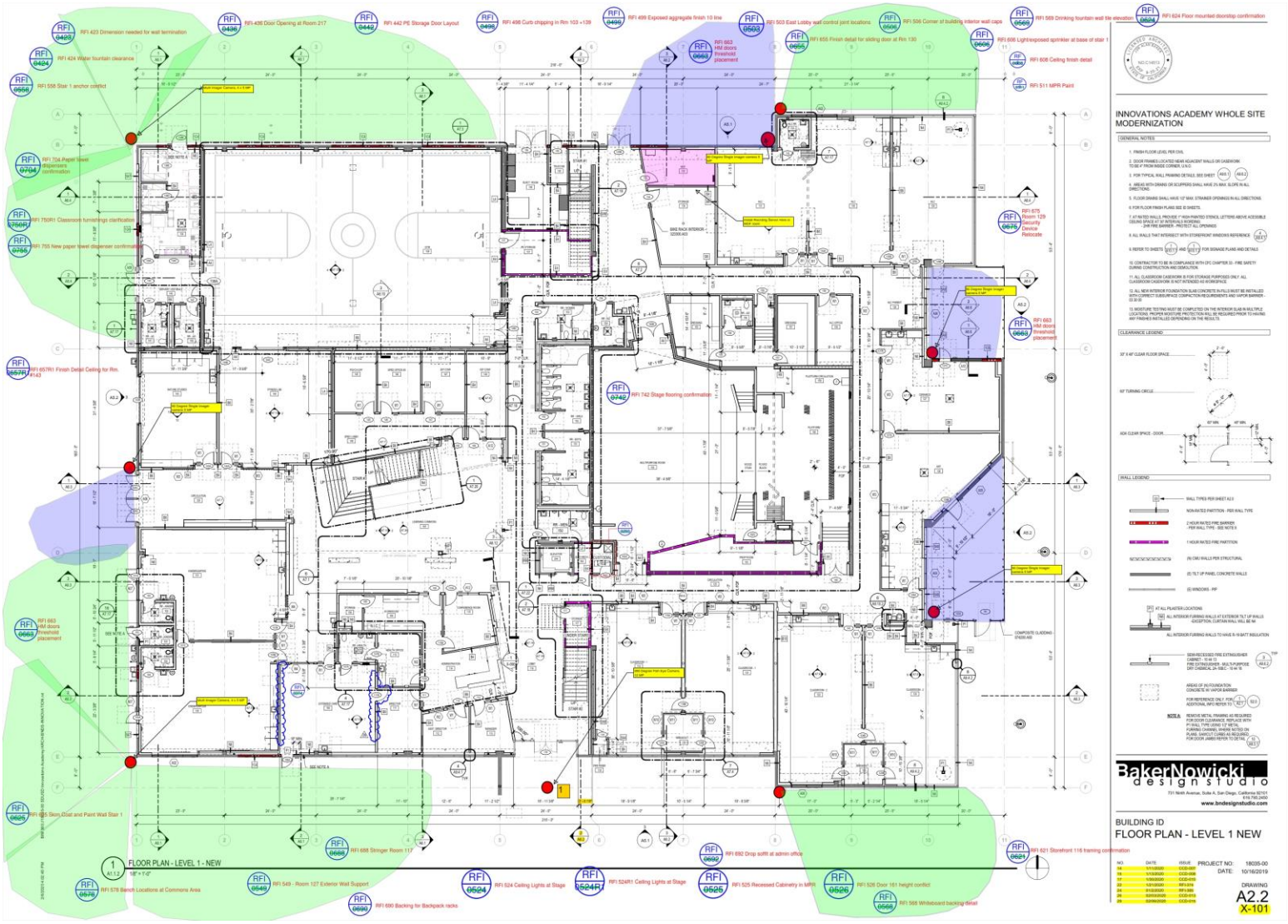
1st Floor Camera Layout



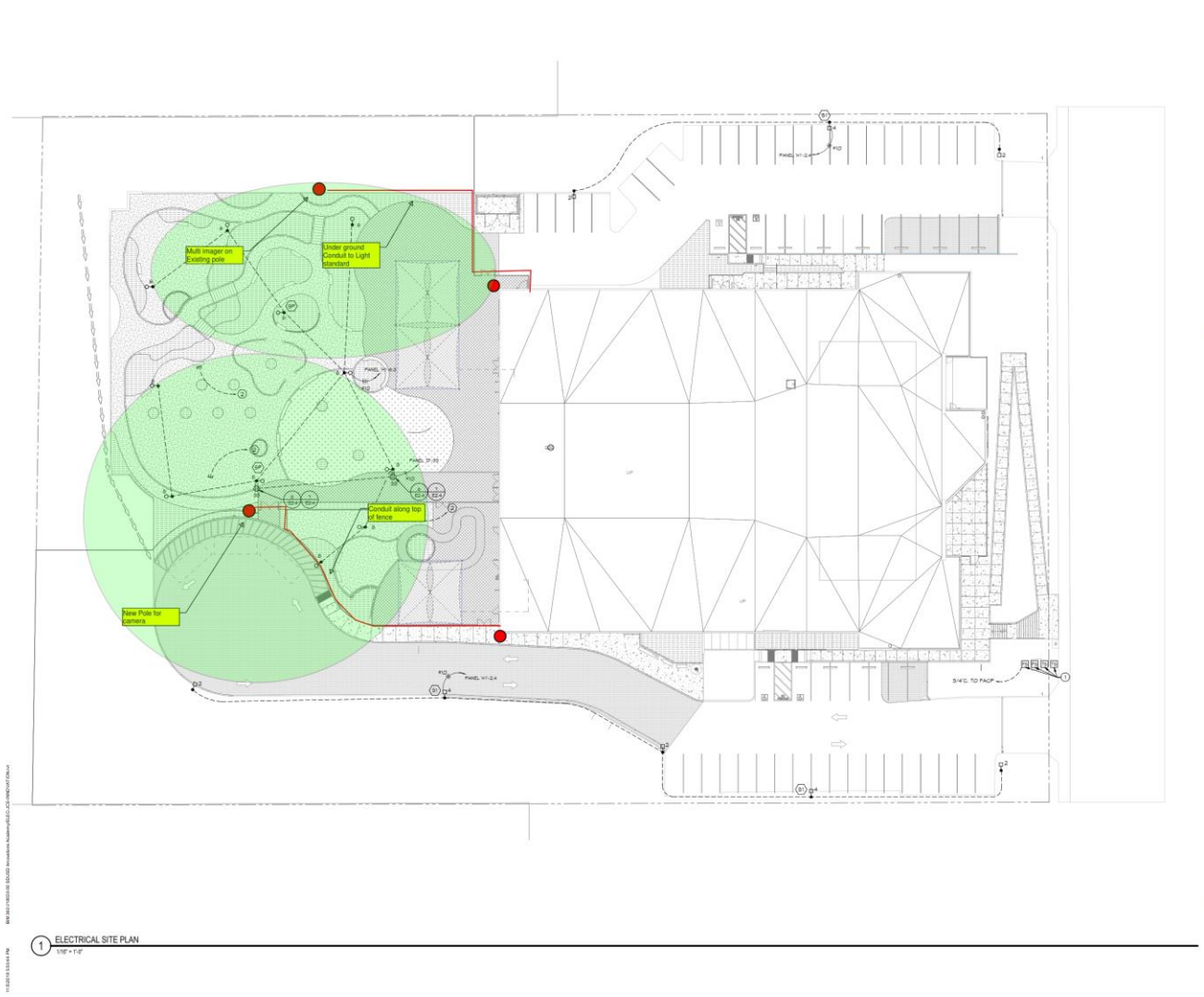
2nd Floor Camera Layout



Building Exterior Camera Layout



Playground Camera Layout



1 ELECTRICAL SITE PLAN
1/16" = 1'-0"

SAN DIEGO UNIFIED SCHOOL DISTRICT
INNOVATIONS ACADEMY

GENERAL NOTES:
1. REFERENCE E1 AND E5 SERIES SHEETS FOR GENERAL SITE DETAILS.

KEY NOTES:
1. PROVIDE FLOW AND TAMPER SWITCHES AT BACK FLOW PREVENTER. SEE DRAWINGS FOR EXACT LOCATION.
2. PROVIDE (1) 2"C. TO SWITCHBOARD 3SHA AND (1) 1"C. TO MDF FOR FUTURE PV STRUCTURE.

RFI 0052 RFI 052 Camera Conduit Not Required Confirmation
RFI 0257 RFI 257 Confirm Future PV Requirements
RFI 0490 RFI 490 Pole Base Reinforcement
RFI 0538 RFI 538 Confirm Removal of Site Light Poles

JOHNSON CONSULTING ENGINEERS, INC.
Power | Lighting | Multimedia
Communications | Data Networking
13975 Stonesprinter Place, Suite 300
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www.joe-inc.com

BakerNowicki design studio
731 Ninth Avenue, Suite A, San Diego, California 92101
619.795.2450
www.bndesignstudio.com

ELECTRICAL SITE PLAN

NO. DATE ISSUE PROJECT NO: 18035-00
DATE: 02/01/2019

DRAWING
E1.2

PRICING SUMMARY/Sales Agreement

PHASE 1 – Security camera network and monitoring for interior of the building and exterior monitoring at front entrance:
Based on system engineering for hardware, software, installation, training and ongoing support **(original=$57,874)**

Cost: $45,530.00

PHASE 2 – Exterior camera system to monitor the property surrounding facility:
Based on system engineering for hardware, software, installation, training and ongoing support **(original=$23,989)**

Cost: $23,350.00

PHASE 3 – Exterior cameras to provide coverage for the playground areas:
Based on system engineering for hardware, software, installation, training and ongoing support **(original=$29,215)**

Cost: $22,468.00

Prices do not include freight or sales tax on hardware, both will be invoiced separately at cost

Pricing Summary:

All Phases: $91,348.00

Phases 1 and 2 only: $68,880

Payment Terms (Net 15)

- 40% Invoiced for each approved PHASE upon execution of proposal
- 40% Invoiced for each approved PHASE when work begins
- 20% Invoiced for each approved PHASE when final as-built documentation is delivered and IA sign-off

Pacific Design and Integration, Inc.

Proposal Acceptance

_____ _____

Signature of authorized Innovations Academy Representative **Date**

_____

Print Name/Title

_____ _____

Bob Anderson-President/CEO Date
Pacific Design & Integration, Inc.

Please sign above if the contents of this proposal and compensation terms are acceptable. Return signed copy to PDI (a scanned PDF copy via email is OK).
A fully executed countersigned agreement will be returned to you upon receipt.

We truly appreciate the opportunity to work with you! Thank you for choosing PDI.

Value Engineering and responses based on Board meeting questions:

We would like to thank the Board for their discussion and concerns expressed at the December Board meeting. As part of our constant value engineering process, we have reviewed the questions and concerns and respectfully present the following analysis:

1. Using consumer cameras creates a power problem. These units require either charging or a power supply so either:

    a. They all have to be recharged (taken down, charged, and then re-connected) to recharge the batteries for approx. 30 days of operations and then done again, and again and again.

    b. Power run to each of these cameras adding install costs as the current proposed cameras do not require additional power runs.

2. Several camera placements include multiple cameras housed in one unit and those would need to be replaced with 2,3, or 4 individual cameras to get the same coverage adding cabling and mounting and additional charging operations.

3. We believe that to obtain the same coverage, additional consumer cameras would be required. This would only exacerbate the install costs and the issues noted in #1 above, but, adding the additional cameras will complicate tracking feeds from each camera. Without a professional hardware and software platform to manage, catalogue and review camera video, it will be considerably more difficult and frustrating to perform these tasks, especially when an incident occurs and time is of the essence.

4. Local storage for 90 days has been added to eliminate the ongoing monthly expenses for cloud storage. Included in Phase 1. There are no cloud storage subscription requirements or costs in this proposal.

5. Video from current design is via wired cat 6 and replacement with consumer cameras would require Wi-Fi connectivity to each camera potentially slowing down the facilities connectivity speed and decreasing the connectivity resolution.