

**Innovations Academy Board Agenda: 6/25/24 @ 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
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\*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**

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**Others in Attendance**

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**Agenda**

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - 2nd motion- <b>Vote:</b> Approved by:
➤ Approval of prior month meeting minutes 2/27/24 Meeting Minutes Approval 3/11/24 Meeting Minutes Approval 5/28/24 Meeting Minutes Approval	<b>Vote to approve past minutes -</b> 1st motion- 2nd motion- <b>Vote:</b> Approved by: 1.
Public comments (3 mins per person)	
Financial Items (CSMC Joshua Eng, Christine)  1. Board Approval of 23-24 Estimated Actuals and 24-25 Preliminary Budget  2. Approval of 23-24 and 24-25 Estimated Education Protection Act (EPA)(will be posted on website)  3. Approval of 23-24 Arts and Music Prop 28	

<p>Expenditures (Annual Report– also, to be posted on website)</p> <ol style="list-style-type: none"> <li>4. Approval of 24-25 Consolidated Application</li> <li>5. Approval of 24-25 LCAP, the Federal Addendum and Budget Overview for Parents        Inclusive of the following Components:       <ul style="list-style-type: none"> <li>▪ LCFF Budget Overview for Parents</li> <li>▪ Plan Summary</li> <li>▪ Engaging Educational Partners</li> <li>▪ Goals and Actions</li> <li>▪ Increased or Improved Services for Foster Youth, English Learners, and Low-income students</li> <li>▪ Action Tables</li> <li>▪ Instructions</li> </ul> </li> <li>6. Approval of Local Indicators</li> </ol>	
<p><b>Policy Items</b></p> <ol style="list-style-type: none"> <li>1. Approval of 24-25 school calendar</li> <li>2. Approval of 24-25 instructional minutes</li> <li>3. Approval of 24-25 Workplace Violence Prevention Policy</li> <li>4. Approval of Independent Educational Evaluation (IEE) Policy</li> <li>5. Approval of 24-25 Family Handbook</li> <li>6. Approval of 24-25 Employee Handbook</li> <li>7. Approval of 24-25 Declaration of Need</li> <li>8. Approval of 24-25 Comprehensive School Safety Plan</li> </ol>	
<p><b>Board Discussion Items</b></p> <ol style="list-style-type: none"> <li>1. Set board calendar for 24-25</li> <li>2. Set date for annual board retreat</li> </ol>	<p><b>Discussion:</b></p>
<p><b>Report Items</b></p> <ol style="list-style-type: none"> <li>1. Enrollment Update (see packet)</li> </ol>	

<p>2. Security Proposal, info on charters use of cameras on campus</p> <p>3. Director Report of 2023-24 Suspensions, Expulsion and UCP report  Suspensions: 3  Expulsions: 0  UCP: 0</p> <p>(This is a report for the annual count of suspensions, expulsions and Uniform Complaints resolved)</p>	
<p>➤ Next board meeting</p>	
<p>○ Confirm date of next meeting</p>	
<p>○ Identify agenda items for next meeting</p>	
<p>Meeting adjourned</p>	

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

\_\_\_\_\_

Secretary

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

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

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**Innovations Academy Board Minutes: 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
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**Board Attendance**

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**Others in Attendance**

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**Agenda**

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:05 p.m. 2/27/24 Stephen called meeting to order Roll Call Board in Attendance: 1. Stephen, Jen, Julia, Danielle  1. Absent: Faraz
➤ Approval of current agenda	<b>Approval of current agenda -</b> 1st motion - Motion made to approve the current agenda: Jen 2nd - Danielle <b>Vote:</b> Aye: Stephen, Julia, Jen, Danielle No: 0 Abstain: 0
➤ Approval of prior month meeting minutes ○ Dec. 11, 2023 Minutes	<b>Approval of past minutes -</b> Motion made to approve the prior meeting minutes: Julia Stoer 2nd- Stephen Rosen <b>Vote:</b> Aye: Stephen, Julia, Jen, Danielle No: 0 Abstain: 0
➤ Public comments (3 mins per person)	Naomi Dail: is on the phone line and announced herself. She is a parent of 3 IA students.
Financial Items Action Item: Second Interim Budget	<b>Approval of 2nd Interim Budget</b> Josh presented information about the 2nd interim. It is for the time period of July - Jan,

<p>Discussion Item:</p>	<p>SD Unified wants an update and this is the update we submit on a template that they require. It helps them know if we are approving a new budget or staying with the current budget and shares the numbers we are seeing at this time of year.</p> <p>The board will hear the information, the budget is an action item and then sent off to the district.</p> <p>Josh asked the members to take a look at page 14, column E and F Josh reviewed budget net, the next column are the actuals. In F, you can see that IA is running at a deficit. The final numbers are not known until the year progresses further. Josh noted that the budget was not changed. He drew attention to pages 16 and 17, attached to the same document. These are also the same numbers that they have already seen earlier in the year. Josh noted that we don't feel we need to change the budget at this time. We realize that we are running at a deficit, we understand that it is due to losing students early on in the year and facility/utility increases but we aren't going to change the budget at this time.</p> <p>Stephen asked if the budget had changed for facilities. Josh responded that the budget changed from preliminary to first interim. But the budget did not change from the first interim to the second interim.</p> <p>Motion to approve the second interim budget made by Stephen Roseen  2nd: Jen  <b>Vote:</b> Roll Call  Aye: Stephen, Jen, Julia, Danielle  No:0  Abstain: 0</p>
<p>Director Items</p> <p>Action:Marketing and Outreach (see board docs)  (Christine and Stephen)</p>	<p><u>Action Item: Marketing and Outreach</u>  <b>Discussion:</b>  Christine reviewed the actions taken so far and noted that she has begun to look into several options for marketing. She has placed a ½ page ad in SD Family Magazine, she has acquired a spot in the Clairmont SD DMV for a 30 second promotional video and she has been</p>

<p>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.</p> <p>Procopio Certificate of Brown Act Training. All board members completed this training. Please send your certificate to Christine.</p> <p>LCAP mid year report(board packet)</p> <p>SARC presentation(board packet)</p> <p>District Site Visit Update The site visit was held on Feb 13th. Stephen and Julia represented the board. They will share information.</p>	<p>interviewing marketing companies.</p> <p>Stephen feels we need a strong campaign to market since we want to improve retention and attract new students. He presented a plan from AIM that he felt was comprehensive.</p> <p>Christine and Stephen differed in opinions about which company to utilize and about the campaign design and type of work needed. The board decided not to take action at this time but to instead hold this discussion for further elaboration at the March board meeting.</p> <p>Discussion: Christine reminded all board members to complete the Form 700 which is due end of March.</p> <p>Discussion: Christine asked the board members to send her their certificates from this training. Jen asked about how to take the training and Julia shared a link for an upcoming training.</p> <p>Discussion: Mid Year LCAP Report Christine explained the new midyear LCAP report. She shared the document itself with an explanation about the goal monitoring and financial progress made on goals.</p> <p>Discussion: SARC The SARC is the School Accountability Report Card. It is submitted each year. It is public facing and has information about our school. All schools submit a SARC.</p> <p>Discussion: Site Visit Julia and Stephen read their notes from the meeting with the district and Christine shared that they were working on updating items with the district and making corrections as needed.</p>
<p>Other (Stephen Rosen) Security Proposal Revision, follow up</p>	<p>Stephen went back to the security company presented at a former meeting and had them</p>

<p>(see board packet)</p>	<p>revise their proposal to decrease their number of cameras. . In this proposal there is no ongoing subscription requirement. 90 days of storage is included.</p> <p>Danielle asked for competitive quotes as the board has not received any other quotes yet for security cameras. Stephen mentioned that the difficulty with that would be the amount of time that was invested by this company was substantial. Danielle wondered if the insurance company has any recommendations. Stephen said that the insurance company no longer offers discounts for having cameras. He had reached out to them. Cameras are preventative safety, protection and liability.</p> <p>Christine expressed that her opinion is that cameras are not necessary, though it might be nice to have one cover the parking lots and the front door.. Julia felt that one camera on the front door would be sufficient. Jen expressed that a camera network would be important, that 91K is high in a tight budget year, that we should get more quotes, that Jen would rather spend money on something that would protect students.</p> <p>The board members agreed to look at possible cameras that could be eliminated from the plan. Stephen recommended that all board members review the proposal and send Stephen their must-haves so he can have speak with the company and possibly have the proposal redone and get other quotes as necessary.</p> <p>No action was taken at this time</p>
<p>➤ Next board meeting</p>	<p>Danielle has a potential board member who is a child psychologist and could come for a meet and greet at the next meeting. She has a constraint about time with board meetings. She could not get to our meeting until 6:30. Would the board be okay with changing the time? It was asked if the potential member could come on another day of the week earlier.</p> <p>Danielle will check to see if that is for all</p>



	weekdays or just Tuesday.
o Confirm date of next meeting	March 11th which is a Monday. We will present more information on marketing proposals.
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? Also get Stephen feedback about cameras.
Meeting adjourned	8:00 p.m.

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

\_\_\_\_\_  
Secretary

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## Innovations Academy Board Minutes: March 11, 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
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### *Board Attendance*

Stephen Rosen	Faraz Sharafi	Danielle Strachman phone				
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### *Others in Attendance*

Christine Kuglen						
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### *Agenda*

Topic	Minutes
Call to order / roll call	Time / Date 6:09 pm Board in Attendance: <ol style="list-style-type: none"> <li>1. Stephen Rosen</li> <li>2. Faraz Sharafi</li> <li>3. Danielle Strachman</li> </ol> Other Present: Absent: Julia Stoer, Jennifer Williams
Approval of current agenda	<b>Vote to approve current agenda -</b> Motion to approve agenda: Faraz- 2nd motion- Danielle <b>Vote:</b> Aye: Stephen, Faraz, Danielle Noe: 0 Abstain: 0
Approval of prior month meeting minutes See meeting minutes 2/27/24	<b>Vote to approve past minutes -</b> No quorum. This will move to the next meeting
Discussion item: Security cameras. The board will discuss specific needs, if any, for security cameras and a time frame, as needed.	Discussion: Stephen spoke about the discussion from the last meeting. Stephen has made adjustments himself. He also needs feedback from other board members. He will take that information

	<p>and take it to get more proposals.  Stephen is requesting feedback from board members.  Christine brought up that we need a discussion about board responsibilities and director responsibilities.  Stephen stated that he feels there is a security issue that needs to be addressed. Danielle asked what the security issues were. Stephen shared that he feels there could be exposure and liability since we don't have cameras. Faraz asked that there be an agenda item placed to see if there is a security issue that needs to be addressed. It would be an approved agenda item. If the board decides to move forward then the director would explore the options for cameras.  Stephen felt there was an underlying agreement that there is a need for security. Faraz requested a definition of the problem so that the problem is addressed appropriately. Danielle agreed that doing more work to investigate the issue. She suggested that the director inquire with other charters about their present practices with an emphasis on prevention.  Faraz suggested that we possibly start with a lower cost option.  Danielle suggested the board come up with actions that would gather information to facilitate a productive discussion. Danielle feels like perhaps the board went out of order with this particular item. She suggested getting more data.  Stephen suggests that Christine do the outreach to other charters.</p>
<p>Discussion item:  Marketing plan for Innovations Academy.  This is an opportunity for the director to share a plan for marketing and the work currently being done and for the board to offer guidance.</p>	<p>Discussion:  Christine has done outreach with several marketing agencies both charter school focused and otherwise. She feels she needs more time to evaluate the best plan for the school. She will continue to evaluate and make a decision moving forward.</p>
<p>o Confirm date of next meeting</p>	<p>May 28, 2024 @6pm</p>

o Identify agenda items for next meeting	➤ Draft LCAP review
Meeting adjourned	7:19 pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on 6/25/24

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Secretary

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**Innovations Academy Board Agenda: May 28, 2024 @ 6:00 pm**

**Meeting location(s)**

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**Board Attendance**

Jennifer Williams	Danielle Strachman	Julia Stoer	Stephen Rosen			
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**Others in Attendance**

Christine Kuglen	Devon Woodruff					
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**Agenda**

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:04 pm Board in Attendance: Roll Call 1. Stephen, Jennifer, Julia, Danielle Other Present: 1. Devon Woodruff (Asst. Director) 2. Christine Kuglen (Director)
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - Danielle moves to remove approval of prior minutes from the agenda because they were excluded accidentally from the packet. 2nd motion- Stephen <b>Vote:</b> Aye: Stephen, Jennifer, Julia, Danielle No 0 Abstain 0
➤ Approval of prior month meeting minutes 2/27/24 Meeting Minutes Approval 3/11/24 Meeting Minutes Approval	moved to next month (see prior item)
➤ Public comments (3 mins per person)	No public comments were made
Discussion Items: Public Hearing for the draft 24-25 LCAP The board will hear a presentation of the	Devon- spoke about the creation of the 24-25 LCAP. She shared the following: staff and parent meetings that were held

<p>LCAP and receive public input for final LCAP approval in June 2024</p>	<p>Slight changes that were made in the wording of our goals. The goals are essentially the same. What has changed are the actions and metrics were added/updated. Devon went over each goal and the metrics and new actions.</p> <p>Christine expressed her excitement about aligning portfolios, report cards and parent communication</p> <p>Jen Williams mentioned that Goal 2.3 with middle school redesign has the students excited and helped her decide to keep her child at IA for middle school</p> <p>Goal 3 Christine spoke about Beast Academy implementation and our trajectory to implement K-5 Changes that were noticed in the discussion 3.2 (add this) Field trips. We might want to add that we want all field trips to be meaningfully connected to learning</p> <p>4.1 (add this) ParentSquare notifications can be used in the metrics to measure parent engagement with absence notifications</p> <p>5.2 (edit this) We don't have 2 Exhibitions at the end of each semester. We have one at the end of first semester and one before testing season (pre-spring break)</p>
<p>➤ Next board meeting</p>	<p>June 18, 2024</p>
<p>o Confirm date of next meeting</p>	<p>June 18, 2024</p>
<p>o Identify agenda items for next meeting</p>	<p>New Teacher Introduction Update on Enrollment Declaration of Need 24-25 Security Proposal, info on charters use of cameras on campus LCAP approval Local Indicators see 24-25 Handbooks</p>



	24-25 Possible New Policies 24-25 School Calendar Marketing Analytics IEE Policy for Sped Jennifer is not able to make that meeting. Julia can't either. She can do June 10th. Danielle will see if she can fly down to make quorum.
Meeting adjourned	6:54 pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on 6/25/202.

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Secretary

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**Innovations Academy**  
**Board Narrative**  
**June 18, 2024**

**Approval of 2024-25 Preliminary Budget**

There are two reports, the one labeled “2023-24 Estimated Actuals and 2024-25 Preliminary Budget - Innovations” is for presentation purposes, it is more detailed and more reader friendly. The one labeled “2024-25 Preliminary Budget – Innovations (District Template)” contains the same data, just is on a template that will be submitted to the district.

The purpose of this report and presentation is to get board approval on where the school projects to end the year fiscally and to approve the school’s initial preliminary budget for the 2024-25 year. For 2023-24 – under the column labeled “2022-23 Estimated Actuals”, the school currently projects to end with a negative balance of ~<\$481K> and thus a net fund balance for the year of ~\$3.5M. This is an initial estimate and will be subject to change as the rest of the year’s actuals are completed. The current estimate is that the school will end the year with a favorable net income.

The 2024-25 Preliminary Budget – under the column labeled “2024-25 Budget” is based off enrollment of 455 with an ADA of 428. This is inline with the current projected enrollment and ADA.

The column labeled “Variance” breaks down the difference between this years estimated to next years budget:

State LCFF revenue is increasing due to ADA increases.

The various federal and state revenues are decreasing and increasing respectively due to the removal and additional of new restricted funds. The school will be done with much of its ESSER, IPI, and ELOG related funds but next year will be utilizing Learning Loss Recovery, have more ELOP funds, and Arts and Music Grant funds.

Local revenue in the current year is based off miscellaneous revenue such as fundraising, refunds, credits, etc. This is difficult to budget for in the 2024-25 year.

Total expenses decrease to account for removal of some positions and some contracted services to balance the budget.

Net Income is currently budget for 2024-25 of ~\$3K, thus keeping the estimated fund balance around ~\$3.5M.

**Approval of 2023-24 and 2024-25 EPA Expenditures**

Attachment will have details on action item.

**Approval of 2024-25 Consolidated Application**

Attachment will have details on action item.

**Approval of 2023-24 Arts and Music Grant Prop 28 Expenditures**

School Board is required to approve how the school spent these particular funds. Attachment indicates that school did not spend any of these funds in the 2023-24 fiscal year.

# Innovations Academy



	NAME	2023-24 Estimated Actuals	2024-25 Preliminary Budget	Variance
	TOTAL ENROLLMENT	437	455	18
	AVERAGE DAILY ATTENDANCE	412	428	15.7
REVENUE	State LCFF Revenue	\$ 4,487,954	\$ 4,826,586	\$ 338,632
	Federal Revenue	\$ 239,530	\$ 163,624	\$ (75,906)
	Other State Revenue	\$ 1,022,071	\$ 1,152,463	\$ 130,392
	Local Revenue	\$ 248,790	\$ 160,000	\$ (88,790)
	<b>TOTAL REVENUE</b>	<b>\$ 5,998,345</b>	<b>\$ 6,302,673</b>	<b>\$ 304,328</b>
EXPENSES	Certificated Salaries	\$ 2,548,620	\$ 2,822,363	\$ 273,743
	Classified Salaries	\$ 970,715	\$ 558,216	\$ (412,499)
	Benefits	\$ 941,019	\$ 1,036,720	\$ 95,701
	<i>TOTAL PERSONNEL EXPENSES</i>	<i>\$ 4,460,355</i>	<i>\$ 4,417,300</i>	<i>\$ (43,055)</i>
	Books and Supplies	\$ 373,321	\$ 362,456	\$ (10,865)
	Services and Other Operating Expen	\$ 1,556,018	\$ 1,429,556	\$ (126,462)
	Capital Outlay	\$ 90,000	\$ 90,000	\$ -
	Other Outgoing	\$ -	\$ -	\$ -
	<i>TOTAL OTHER EXPENSES</i>	<i>\$ 2,019,339</i>	<i>\$ 1,882,012</i>	<i>\$ (137,327)</i>
	<b>TOTAL EXPENSES</b>	<b>\$ 6,479,694</b>	<b>\$ 6,299,311</b>	<b>\$ (180,382)</b>
FUND BALANCE	<b>SURPLUS\ (DEFICIT)</b>	<b>\$ (481,349)</b>	<b>\$ 3,361</b>	<b>\$ 484,710</b>
	<i>% of LCFF Revenue</i>	<i>-10.7%</i>	<i>0.1%</i>	
	BEGINNING FUND BALANCE	\$ 4,012,243	\$ 3,530,894	
	<b>ENDING BALANCE</b>	<b>\$ 3,530,894</b>	<b>\$ 3,534,256</b>	
	<i>% of Expenses</i>	<i>54%</i>	<i>56%</i>	<i>0.0%</i>

# REVENUE INPUT

ACCT	ACCOUNT NAME	2023-24 Estimated Actuals	2024-25 Preliminary Budget	VARIANCE
<b>LCFF</b>				
8011	LCFF; state aid	1,037,421	862,410	(175,011)
8012	LCFF; EPA	82,410	85,540	3,130
8096	In-Lieu of Property Taxes	3,422,158	3,878,636	456,478
8019	Prior Year Income/Adjustments	(54,035)	-	54,035
<b>TOTAL LCFF REVENUE</b>		<b>\$ 4,487,954</b>	<b>\$ 4,826,586</b>	<b>\$ 338,632</b>
<b>FEDERAL</b>				
8181	Special Education - Federal	64,239	72,800	8,561
8220	Federal Child Nutrition	40,000	40,000	-
8290	All Other Federal Revenue	12,529	-	(12,529)
8299	Prior Year Federal Revenue	14,372	-	(14,372)
8290-3214	ESSER III (20% Evidence Based Learning)	51,306	-	(51,306)
8291	Title I	39,652	33,392	(6,260)
8292	Title II	7,432	7,432	-
8293	Title III	-	-	-
8294	Title IV	10,000	10,000	-
<b>TOTAL FEDERAL REVENUE</b>		<b>\$ 239,530</b>	<b>\$ 163,624</b>	<b>\$ (75,906)</b>
<b>OTHER STATE</b>				
8520	State Child Nutrition Program	50,000	50,000	-
8550	MANDATE BLOCK GRANT K-8	8,733	8,554	(179)
8560-12	RESTRICTED LOTTERY	29,668	30,794	1,127
8560-22	LOTTERY	72,933	75,703	2,770
8590-6546	Mental Health	32,552	33,788	1,236
8590-6266	Educator Effectiveness	40,000	40,000	-
8590-7425	ELOG	15,302	-	(15,302)
8590-2600	ELOP	198,967	198,967	-
8590-6762	Arts and Music Grant	-	283,000	283,000
8590-6770	Arts and Music Grant Prop 28	-	-	-
8590-7435	Learning Recovery Grant	217,997	70,000	(147,997)
8599	Prior Year State Income/Adjustments	7,320	-	(7,320)
8792	SPED State/Other Transfers of Apportionments	348,600	361,656	13,056
<b>TOTAL OTHER STATE REVENUE</b>		<b>\$ 1,022,071</b>	<b>\$ 1,152,463</b>	<b>\$ 130,392</b>
<b>LOCAL</b>				
8639	Student Lunch Revenue	-	-	-
8650	Rental Income	-	-	-
8660	Interest Income	90,000	60,000	(30,000)
8682	Foundation Grants/Donations	-	-	-
8685	School Site Fundraising	130,000	100,000	(30,000)
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	28,790	-	(28,790)
<b>TOTAL LOCAL REVENUE</b>		<b>\$ 248,790</b>	<b>\$ 160,000</b>	<b>\$ (88,790)</b>
<b>TOTAL REVENUE</b>		<b>\$ 5,998,345</b>	<b>\$ 6,302,673</b>	<b>\$ 304,328</b>

# EXPENSES INPUT

ACCT	ACCOUNT NAME	2023-24 Estimated Actuals	2024-25 Preliminary Budget	VARIANCE
<b>1000 - CERTIFICATED</b>				
1100	Teacher Salaries	2,193,460	2,484,583	291,123
1105	Teach Stipends	-	-	-
1120	Substitute Expense	12,000	-	(12,000)
1200	Certificated Pupil Support Salaries	56,160	70,000	13,840
1300	Certificated Supervisor and Administrator Salaries	235,000	237,000	2,000
1900	Other Certificated Salaries	52,000	30,780	(21,220)
Totals		\$ 2,548,620	\$ 2,822,363	\$ 273,743
<b>2000 - CLASSIFIED</b>				
2100	Instructional Aide Salaries	460,795	248,710	(212,085)
2200	Classified Support Salaries (Maintenance, Food)	241,715	140,483	(101,233)
2300	Classified Supervisor and Administrator Salaries	-	-	-
2400	Clerical, Technical and Office Staff Salaries	253,205	169,024	(84,182)
2900	Other Classified Salaries	15,000	-	(15,000)
Totals		\$ 970,715	\$ 558,216	\$ (412,499)
<b>3000 - BENEFITS</b>				
3101	State Teachers' Retirement System, certificated positions	472,356	539,071	66,716
3102	Employer STRS Classified	13,000	-	(13,000)
3301	OASDI/Medicare Certificated, Unrestricted	47,506	34,609	(12,897)
3302	OASDI/Medicare Classified	52,335	49,018	(3,317)
3401	Health & Welfare Benefits, Certificated	236,867	348,500	111,633
3402	Health & Welfare Benefits Classified	80,000	-	(80,000)
3501	State Unemployment Insurance Certificated	8,560	23,940	15,380
3502	State Unemployment Insurance Classified	6,000	-	(6,000)
3601	Worker Compensation Insurance	18,564	41,581	23,017
3602	Worker Compensation Insurance	5,831	-	(5,831)
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
Totals		\$ 941,019	\$ 1,036,720	\$ 95,701
TOTAL PERSONEL EXPENSE		\$ 4,460,355	\$ 4,417,300	\$ (43,055)
<b>4000 - BOOKS AND SUPPLIES</b>				
4100	Approved Textbooks and Core Curricula Materials	30,000	30,000	-
4200	Books and Other Reference Materials	12,000	12,000	-
4300	Materials and Supplies	32,000	32,000	-
4309	Sales and Use Tax Expenses	500	500	-
4315	Classroom Materials and Supplies	55,000	45,000	(10,000)
4342	Materials for School Sponsored Athletics	865	-	(865)
4381	Plant/Facilities Maintenance	17,956	17,956	-
4400	Noncapitalized Equipment	30,000	30,000	-
4407	Student Educational Software	10,000	10,000	-
4410	Software & Software Licensing	60,000	60,000	-
4430	Noncapitalized Student Equipment	15,000	15,000	-
4700	Food and Food Supplies	110,000	110,000	-
TOTAL BOOKS AND SUPPLIES		\$ 373,321	\$ 362,456	\$ (10,865)
<b>5000 - SERVICES AND OTHER OPEX</b>				
5100	Subservices and Subagreements	198,967	198,967	-
5200	Travel and Conferences	7,091	7,091	-
5210	Training and Development Expense	35,000	35,000	-
5300	Dues and Memberships	12,000	12,000	-
5400	Insurance	75,000	75,000	-
5500	Operation and Housekeeping Services	85,000	85,000	-
5501	Utilities	190,000	195,000	5,000
5600	Space Rental/Leases Expense	120	120	-
5601	Building Maintenance	50,000	50,000	-
5602	Other Space Rental	1,500	1,500	-
5605	Equipment Rental/Lease Expense	30,000	30,000	-
5610	Equipment Repair	4,000	4,000	-
5800	Professional/Consulting Services and Operating Expenditures	45,000	45,000	-
5803	Banking and Payroll Service Fees	18,000	18,000	-
5805	Legal Services and Audit	60,000	60,000	-
5806	Audit Services	10,500	10,500	-
5807	Legal Settlements	13,000	13,000	-
5809	Employee Tuition Reimbursement	5,000	5,000	-
5810	Educational Consultants	275,000	195,000	(80,000)
5811	Student Transportation and Field Trips	7,000	7,000	-
5812	Other Student Activities	580	580	-
5815	Advertising/Recruiting	8,000	8,000	-
5820	Fundraising Expense	6,000	6,000	-
5830	Field Trips	120,000	60,000	(60,000)
5836	Transportation Services	-	-	-
5842	Services Student Athletics	42,000	42,000	-
5850	Scholarships Awarded	-	-	-
5873	Financial Services	75,000	75,000	-
5874	Personnel Services	3,000	3,000	-
5875	District Oversight Fee	136,260	144,798	8,538
5877	IT Services	8,000	8,000	-
5890	Interest Expenses/Fees	3,000	3,000	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	32,000	32,000	-
5998	Unallocated Credit Card Expense	-	-	-
TOTAL SERVICES AND OTHER OPEX		\$ 1,556,018	\$ 1,429,556	\$ (126,462)
<b>6000 - CAPITAL OUTLAY</b>				
6900	Depreciation Expense	90,000	90,000	-
TOTAL DEPRECIATION		\$ 90,000	\$ 90,000	\$ -
<b>7000 - OTHER OUTGOING</b>				
7438	Debt Service Interest	-	-	-
TOTAL OTHER OUTGOING		\$ -	\$ -	\$ -
TOTAL EXPENSES		\$ 6,479,694	\$ 6,299,311	\$ (180,382)

## 2023-24 and 2024-25 Education Protection Account (EPA)

### RESOLUTION OF THE GOVERNING BOARD OF INNOVATIONS ACADEMY

#### BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

#### ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by Innovations Academy.



FY 2024-25 in the amount of approximately \$85,540 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of Innovations Academy.

In 2023-24, the school received approximately \$82,410 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

# Proposition 28: Arts and Music in Schools Funding

## Annual Report

### Fiscal Year 2023-24

Name: Innovations Academy  
CDS Code: 3768338-0118083  
Charter School Number: 1024  
Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

No expenses in 2023-24.

**2. Number of full-time equivalent teachers (certificated).** 0.0

**3. Number of full-time equivalent personnel (classified).** 0.0

**4. Number of full-time equivalent teaching aides.** 0.0

**5. Number of students served.** 0

**6. Number of school sites providing arts education.** 0

**Date of Approval by Governing Board/Body** 6/18/2024 12:00:00 AM

**Annual Report Data URL**

<https://innovationsacademy.org/finance/>

**Submission Date** 6/12/2024 4:15:23 PM

## Proposition 28: Arts and Music in Schools Act — School Site Expenditure Plan

### Background

The Proposition 28: the Arts and Music in Schools (AMS) Act provides an annual source of funding for arts education in California, between \$800 million and \$1 billion each year. This document, the School Site Expenditure Plan Template, can be used to support the planning of these funds. Each school is required to submit an annual board-approved report to post on the school district’s and Department of Education’s website that details the types of arts education programs funded by the program, the number of full-time equivalent (FTE) teachers, classified personnel, and teaching aides; the number of students served; and the number of school sites providing arts education programs with such funds.

### Document Purpose

#### Directions:

The instructions below guide school sites through inventorying current expenditures supporting arts education. School sites may use the related Excel workbook to fill in the information outlined in the instructions below. All cells highlighted in yellow require data to be entered by the user. The information below provides an example.

### School Site Information Tab

Begin by filling out the “School Site Information” Tab.

School Site Information				
School Name	County Code	District Code	Charter Number (if applicable)	Fiscal Year
Innovations Academy	37	68338-0118083	1024	2023-24
Address		County Name		
5454 Ruffin Rd.		United States		
City		State	Zip Code	
San Diego		CA	92123	
Contact Name	Title	Phone	Email	
Christine Kuglen	Director	858-271-1414	christine@innovationsacademy.org	

## Rollup Summary Tab

Next, in the "Rollup Summary" Tab, enter the fiscal year and the total Proposition 28 AMS funding received by the school site.

Total Proposition AMS 28 Funds received by the LEA	
Fiscal year:	2023-24
Total Prop 28 AMS funding received:	\$58,821

The Plan Summary Section as well as the Total Proposition 28 AMS Funds Included will be automatically filled in after the expenditure plan is complete.

Plan Summary	Total Planned Expenditures
Staffing	0.0
Equipment, supplies, materials, and contracts	0
Administrative costs	0

Total Proposition 28 AMS Funds Included in this Plan
0

## Prior Year Costs

Enter the costs from the prior year as the estimated costs for arts education programming. For school sites that used the Inventory of Arts Programming and Expenditures Template, use the total sums from that tool to input data into this section.

Estimated Costs Arts Education Costs in Prior Year	Total Planned Expenditures
Staffing	0
Equipment, supplies, materials, and contracts	0
Administrative costs	0

## Community Engagement

A school's decisions about how to use its Proposition 28 AMS funds will directly impact the students, families, and local community and it is highly recommended LEAs consult with their community. The following is a description of how the school meaningfully consulted with its community members in determining the best use of arts education funding in the school. For schools that used the Collecting Community Input Template, enter a summary of information collected here.

Describe the meaningful efforts made by the LEA to consult with its required community members and the opportunities provided by the school for public input in the development of the plan.
Innovations Academy solicited input from parents through the utilization of a survey, a parent advisory meeting and the LCAP process.

Describe how the development of the plan was influenced by community input.

Innovations Academy has an ample arts program. Parents expressed their satisfaction with our program and a desire for us to maintain the high level of performing arts, sculpture, ceramic arts and fine arts in our program. Parents have also expressed the desire to have more music in our curriculum, which is something we are looking into. We chose not to use our funding in the 2023-24 school year.



- **Category 2: Equipment, Supplies, and Materials**

Enter information on how the school will use funds to purchase equipment, supplies, and materials to support arts education. Include the arts discipline or course, item description, the grade levels, and number of students served with this item. Include an estimated cost and what funding source (or sources) will be used for the item.

Note: For LEAs with more than 500 students, no more than 20% of funds can be spent on training supplies, curriculum, professional learning, materials, and arts education programs. In this template, Category 2: Equipment, Supplies, & Materials and Category 3: Arts Partnership Programs roll up together to make up this 20%.

Arts Discipline or Course	Item Description	Grade Levels Served	Number of Students Served	Estimated Cost	Funding Sources	Percent

- **Category 3: Arts Partnership Programs**

Describe how the school will use funds for contracts, leases, and rentals with third party vendors. Include the arts discipline or course, contract description, the arts partner, the grade levels served, and number of students served. Include an estimated cost and what funding source (or sources) will be used to pay for the partnership. These costs will be rolled up with costs related to equipment, supplies, and materials in the “Rollup Summary” tab.

Note: For LEAs with more than 500 students, no more than 20% of funds can be spent on training supplies, curriculum, professional learning, materials, and arts education programs. In this template, Category 2: Equipment, Supplies, & Materials and Category 3: Arts Partnership Programs roll up together to make up this 20% of spending.

Arts Discipline or Course	Contract Description	Arts Partner	Grade Levels Served	Number of Students Served	Estimated Cost	Funding Sources	Percent



- **Category 4: Administrative Costs**

Finally, describe how the school will use funds for administrative costs. Include a description of the administration or oversight provided, the arts coordinator, district level coordinator, or arts lead involved, and the service provided. Include an estimated cost and what funding source (or sources) will be used to pay for the administrative cost.

Administration or oversight provided	Arts Coordinator, District Level Coordinator, Arts Leads, etc.	Service Provided	Estimated Cost	Funding Sources	Percent

**INNOVATIONS ACADEMY  
BOARD OF DIRECTORS AGENDA ITEM  
Action Item**

**RECOMMENDATION:** Approve application for the 2024-25 Consolidated Application Funds listed below.

**BACKGROUND INFORMATION:**

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. Therefore, the action on this document is being taken as a preemptive measure to apply for those funds.

Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

**CURRENT INFORMATION:**

**Title I, Part A Basic Grant- ESSA**

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools

**Title II, Part A, Teacher Quality**

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

**Title IV. Part A, Student Support**

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Innovations Academy is a K-8 public charter school whose charter was written to establish a school in which hands on, interactive high quality learning was accessible to all learners within an environment that respects the interconnected academic and social emotional needs of all learners. Innovations Academy opened our doors in September 2008 and was relocated in four times in our first five years. We finally moved into our forever home in August of 2020, in the midst of the pandemic. Our new facility, in Kearny Mesa, was built according to our needs and goals. During the 23-24 school year the students of Innovations Academy were a diverse population drawing from 50 different zip codes throughout San Diego County. The student population is comprised of approximately 22% special education students, 35% FRL, and many working class families of all races that are facing increasing economic hardship due to the high cost of living in San Diego. Many rely heavily on the support of extended family even when they don't qualify as low income.

Following a constructivist philosophy, our community is comprised of families that see value in both interactive learning and a strong social emotional curriculum. The diversity of religions, family cultures and practices, world views and ethnicities creates an environment in which we experience a rich mix of viewpoints daily. As open minded constructivist educators, we believe that every student brings background, context, skills and knowledge to their education and the learning environment. Additionally, our job is to help students construct their learning by providing experiences that provoke thought and invite action for learning. We believe that each person's journey is unique to them and is practically immeasurable. Our goal is to facilitate learning along that journey. Post pandemic and due to increasing inappropriate use of technology by children, we have added emphasis in helping students build focus and motivation while also developing skills of self-regulation and resilience. Our social emotional program, which has been an integral part of our program since 2008 has allowed us to continue to address the rise of mental health conditions in students.

As a single school charter, we have integrated our SPSA into our LCAP. By doing this we are better able to align the programs and services funded by both state and federal funds into one cohesive program that serves the needs of all our students and student groups.

The testing and data culture that has been created over the past 25 years has been destructive to both schools and children and it persists. It comes with an underlying belief system that gathering data through standardized testing will somehow make working with children less complicated or automate the learning process for all. Education across our country has been tasked with doing everything for everyone. Not only are we expected to provide a solid academic education, we are expected to feed, establish value systems, worry about how parents are parenting, provide before and after school care and according to our own CDE be vigilant for them from "cradle to career," something that in the past was the role of parents and extended family. We don't think that is the answer and we provide parent education to empower parents to be parents and not to rely on an education system for what should be family responsibilities and honor. Schools have always struggled with addressing the needs of children who are coming from diverse families, parenting skill levels, socio-economic situations etc. and the bureaucracy has not yet realized that schools can't fix all of that, especially in a one to three year span. Children are not data points, they are individuals, each with unique variables (such as unique timelines, readiness and life factors) contributing to their learning, their decisions and their educational experiences. The skills of collaboration and teamwork, creativity and imagination, deep critical thinking and problem solving are firmly rooted in our program, embedded with content learning. How we teach is profoundly different than the typical public school and is nearly impossible to measure.

How we interact is also different. Our behavior management is community centered and designed to promote doing the right thing when no one is looking. Our social emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically designed from a behaviorist based philosophy. The lack of extrinsic motivators is based on solid research about its destructive tendencies. How we assess whether or not our school has achieved its goals is crucial to determining the overall effectiveness of our program components and structure. Frequent and varied assessments, both summative and formative, provide insight to teachers when planning instruction and serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes also allows parents, students and teachers the information needed to guide and decide the paths to take on the educational journey.

Innovations Academy utilizes both traditional assessments, teacher-designed assessments and observation of students to continually review current levels and progress. Traditional assessments such as NWEA MAP assessment, writing rubrics, published curriculum and online resources are utilized alongside student inquiry-based learning and project work and peer evaluation. We are very aware that no single assessment, especially standardized, statewide or nationwide assessments can define the skills, knowledge or academic level of a student and that there are many very different ways that a demonstration of learning can and should look. Most important is that a student knows their strengths and challenges and builds fortitude for their own long educational journey.

Innovations Academy students learn the same content, standards and skills as all other students but how we do it is wonderful. At Innovations Academy we are dedicated to inquiry, deep project work and hands-on exploration. Our students wonder, build, discuss, debate, perform, create, interact, research, defend, cut, color, draw, paint, challenge, diagnose, interview, speak, determine and explore in collaboration with each other and the real world. We have stayed true to these values through recessions, a pandemic, four location changes and the overexposure to technology of our students. We provide the resources, guidance and expertise as adults who are further along in the journey.

Innovations Academy is dedicated to our mission of supporting students to powerfully create their lives through self-expression, compassionate connection and purposeful learning.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Innovations Academy's 2023 California School Dashboard reflects achievements and successes across various categories. In 2023 we were given status as a California Distinguished school for our elementary program. On the California Dashboard, our population as a whole experienced steadily increasing achievement. We recognize notable advancements, particularly among students with disabilities, showcasing an encouraging upward trend. Innovations Academy demonstrates consistent growth overall in both ELA and in Mathematics.

### Overall CAASPP data by Year

Year	Math	ELA
2020-2021	53.44%	56.28%
2021-2022	54.63%	67.88%
2022-2023	57.82%	69.28%

A higher than average percentage of our student population is composed of students with disabilities. Our dashboard shows impressive gains in test scores among this population.

### YEAR Students with Disabilities

Year	Math	ELA
2020-2021	41.67%	39.58%
2021-2022	44.77%	56.72%
2022-2023	59.70%	68.18%

This trend upward is consistent among a variety of populations. Our ELA scores have grown faster than our Math scores, though growth is seen in both subject areas.

YEAR	St with Disabilities	St of 2 or More Races	Hispanic Students	Socioeconomically Disadvantaged Students	White Students				
	Math ELA	Math ELA	Math ELA	Math ELA	Math ELA				
2020-2021	41.67%	39.58%	52.63%	66.67%	49.21%	50.79%	37.68%	49.28%	56.12%
2021-2022	44.77%	56.72%	53.85%	67.31%	43.08%	60.00%	42.03%	62.32%	60.37%
2022-2023	59.70%	68.18%	56.82%	63.63%	47.54%	63.34%	78.95%	68.42%	60.00%
	74.00%								

Chronic Absenteeism has been an issue for Innovations Academy since the pandemic. We are not unique to this post pandemic trend and we will be setting goals to make improvement in this area. The significant increase in our chronic absenteeism by 6.4%, doubling between 21-22 and 22-23 is concerning. Though our percentage is lower than our authorizing district, we intend to remain vigilant for improvement.

**Chronic Absenteeism**

Year	Innovations
2020-2021	2.40%
2021-2022	5.30%
2022-2023	11.70%

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Innovations Academy is not required to participate in technical assistance.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Innovations Academy is not designated as a school receiving Comprehensive Support and Improvement

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/staff	Meetings: May 6th, 9:05am, 10:15am, 11:25am May 8th 7:45am, 9:00am May 13th, 9:05am, 10:15am, 11:25am
Administrators	Meeting: May 9th, 1:00pm May 28, 6:00 p.m.
Parents, Families and Communities Members	Parent Advisory Committee: January 24th May 8th  LCAP Board Presentation with input: May 28, 6:00 pm  District English Learner Advisory Committee (DELAC) January 24th
Students, Staff and Parents	Surveys:  September 2023 School Climate Survey

Educational Partner(s)	Process for Engagement
	May 2024 School Climate Survey Parent LCAP Input Survey Staff LCAP Input Survey

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The input of educational partners was used to revise and/or refocus actions, to make updates, and to help us decide how to break up a goal into more understandable parts.

Teachers/staff:

- Input from teachers included requests for a large variety of trainings including project training and how to use data from our data management software.
- Areas of improvement mentioned by teachers includes parent education about how to communicate effectively with teachers and organization of the large and varied amount of resources on campus.

Parents/Community:

- Input from parents reflected an overall satisfaction with the school, the environment, and the academic successes.
- Areas of improvement that were mentioned most often centered around:
  - attendance improvement, and the need for a notification system
  - rigor and consistency in the 6-8 program
  - engaging with parents to educate them about our program
  - a desire to know more about what is going on in the classrooms, both academically and relating to SEL, so families can engage and help their children to support their success
  - suggestions were made about explaining the reasons for standardized testing
  - Social emotional resilience
  - looking at alternatives such as student teachers or interns to increase staff

Students:

- The majority of students requested more activities, outside time, and PE time in the coming year.
- Students like the field trips, explorations and electives. There were also comments about liking the environment and believing that the staff cares about the students.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.	Focus Goal

**State Priorities addressed by this goal.**

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

We were in the green and blue section on the dashboard due to academic test scores for the 22-23 school year. Due to these dashboard improvements from previous years, we feel it is important to have a goal that continues our focus on maintaining or slightly increasing our scores. We will continue to refine and implement actions that we had created previously because those actions were successful in helping our students achieve the metrics that we had set out to achieve. We hope to adjust the action items so that we challenge and push our students even more specifically based on assessments so we can better target the areas of need.

The following areas were successful and we hope to implement with slight adjustments:

- The cohesive assessment plan has been instrumental to the increase in student performance. We hope to adjust our in house assessments in order to be consistent with the type of assessments throughout the school year rather than just at the start and the end of the school year. We used feedback from teachers in order to address the most important of student needs so we can be consistent in assessing progress across our school campus.
- We want to continue to utilize IABs and previous year's CAASPP scores to analyze progress and isolate gaps. This will lead to a comprehensive plan of next steps for teachers. When we're not looking at these forms of assessment, we'll have teachers utilize in-house assessments that address the areas seen on CAASPP tests to target specific learning goals.
- Holding one collaborative meeting a month to analyze assessments was successful in gauging where student needs are. We will continue to use this time to track student progress and brainstorm supports to best meet the needs of students based on these particular assessments.
- Our current intervention plan has been successful but we will work on adjusting this process so that teachers utilize more whole class and small group interventions to best support their students. We will incorporate a more structured protocol for identifying and tracking student needs in one central location so that there is transparency in needs across all support providers.

Our school recognizes the importance of providing targeted support to students who require support and challenge in all population groups. Our staff emphasized the significance of equipping our team with the knowledge and transparency in what's going on in each classroom and

offering ample opportunities for staff to collaborate and brainstorm supports and challenges for students based on assessment data.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of grade 3-8 students meeting/ exceeding standards on the Math SBAC	Schoolwide: 57.82% Hispanic: 47.54% SED: 78.95% SWD: 59.70% White: 60.00%			Schoolwide: 62% Hispanic: 52% SED: 80% SWD: 62% White: 65.00%	
1.2	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	Schoolwide: 60.4% Hispanic: 54.0% Other: 65.7%			Schoolwide: 65.0% Hispanic: 57.0% Other: 67.0%	
1.3	% of grade 3-8 students meeting/ exceeding standards on the ELA SBAC	Schoolwide: 69.28% Hispanic: 63.34% SED: 68.42% SWD: 68.18% White: 74.00%			Schoolwide: 72.0% Hispanic: 66.0% SED: 71.0% SWD: 71.0% White: 77.0%	
1.4	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment	Schoolwide: 74% Hispanic: 71% Other: 75%			Schoolwide: 77.0% Hispanic: 75.0% Other: 78.0%	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Streamlined Assessment Plan	2024-25 We will continue to implement our current assessment plan which specifies implementation of the following assessments; NWEA Map, CAASPP, IABs, Dibels, Spelling Inventory, Writing Assessment, Math Facts Fluency and our SEL survey. We will continue to assess students at the beginning and end of year following this plan. Teachers will be required to give 2 IABs per month (one for math and one for ELA) beginning in January to prepare students for the CAASPP - a total of 6 IABs will be given. We will also create benchmark mini-assessments for teachers to utilize in their classrooms once a month so we can monitor progress more closely. This plan will also include structured testing times and designate students to test with specified staff members. The costs associate with this might include NWEA, Spellography curriculum, OTUS for processing the SEL data, and potentially paying a staff member to develop new writing assessments, score assessments or manage data.	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Support for Academic Instruction	2024-25 We will analyze our CAASPP and MAP data by the end of September for any trends. We will use our other in-house assessment data to find patterns and areas of need. Based on the areas of identified need, we will tailor professional development in staff meetings and collaboration meetings to give all teachers the tools to best support their students in addressing these deficits. We will also seek professional development for teachers whose practices excel student growth to help facilitate mentorship within the school. The costs associated with this actions might involve curriculum resources, stipends, outside trainers, software for assessment analysis and NWEA. We will provide professional development to continue to unify our staff around our mission.	\$17,000.00	No
1.3	Data Analysis, Reflection and Tracking	2024-25 We will hold one collaborative meeting each month (August to March) that will be specifically designated for analyzation of student work, assessments, formative assessments and classroom observation data. Data gathered will be used to create a plan for improvement. Teachers will track this progress and create action items for students in a shared document that will be updated weekly. Teachers will have access to support staff, resources, trainings and other support providers in order to address the concerns highlighted on their tracking document. The EL and Title 1 coordinator will be involved and specifically tracking services and progress for students in these communities. Each quarter, students who have not made progress will be given an individual plan through the SST process. The associated costs for this might include staff support for tracking and monitoring, SST coordinator costs, support staff costs, developing or purchasing resources to support specific student needs.	\$81,000.00	Yes
1.4	Intervention Plans	2024-25 We will create opportunities during August professional development and once a month for teachers to review and learn intervention strategies and techniques that should be used with students who are not achieving at grade level. These strategies and techniques will	\$111,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>be tracked in the weekly data tracker to show actions and steps taken towards supporting students. Students who do not meet academic goals or show some improvement will be recommended to start the SST process. The associated costs that this action item might occur will be paying the SST coordinator, developing and collecting resources for intervention, and paying outside support providers to offer professional development for teachers.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

The foundational philosophy of our school is that hands-on, interactive, inquiry is the most developmentally appropriate way for students to learn. We also know that teachers are at the core of student outcomes, school progress and climate. We pride ourselves on offering ample opportunities of support for teachers in their teaching practice in the areas of student engagement, classroom management, inquiry based learning and dealing with difficult behaviors by seeking solutions for developing happy and healthy students. We apply research based practices to interventions and thrive and grow as a community by providing opportunities for teacher, TA and other support staff input. By creating and aligning structures that are consistent across all grade levels, our students and teachers will benefit in every way.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential. 75% of enrichment teachers hold a specific area credential			100% of classroom and enrichment teachers hold a credential in their area of assignment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% if the instructional day			100% of students with disabilities are in the general education program over 85% if the instructional day	
2.3	Suspension rate	0.2% schoolwide suspension rate			0% schoolwide suspension rate	
2.4	Expulsion rate	0% schoolwide expulsion rate			0% schoolwide expulsion rate	
2.5	Percentage of students who feel connected/part of their school	According to the September 2023 in house Social Emotional Survey: 62% of students scored 80% or higher in the social awareness category 57% of students scored 80% or higher in the responsible decision making category 50% of students scored 80% or higher in the self awareness category 51% of students scored 80% or higher in the relationship skills category 57% of students scored 80% or higher in the self management category.			Based on SEL survey: 70% of students score 80% or higher in the social awareness category 65% of students score 80% or higher in the responsible decision making category 60% of students score 80% or higher in the self awareness category 60% of students score 80% or higher in the relationship skills category 65% of students scored 80% or higher in the self management	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Incident Tracking Program	2024-25 We will either create, purchase or utilize an already existing software so that staff can track behavioral incidents that occur in their classrooms and on the playground. We will insure that procedures for doing so are documented and that there is accountability for accurate and consistent documentation. We will provide a short period of time during each collaboration meeting for staff to update and communicate about any possible concerns. The associated costs that could accompany this action are paying a staff member to monitor tracking and follow up with teachers/staff, the potential cost of software and trainings to support staff in utilizing techniques and strategies for interventions.	\$19,000.00	No



Action #	Title	Description	Total Funds	Contributing
2.2	Monitoring Student Work	2024-25 This action is to align student work with report cards and to create a consistent school structure for portfolio assessment. We will create a protocol for collecting work each week (one core subject per week). Work will then be placed in a portfolio. Portfolio work will be used to develop grades on report cards, to demonstrate student growth and to track improvement in core subject areas throughout the year. Basic requirements for portfolios will be established. With the establishment of this protocol, we plan to redesign our report cards into a point system that will identify clear designation of mastery or not. The cost associated with this action item might include a software system to store grades/report card data, a digital platform to store portfolio work, and physical supplies to store portfolio work.	\$25,000.00	No
2.3	Middle School Redesign	2024-25 We will restructure our middle school in order to allow for more inquiry based learning and project based learning to take place as well as increase motivation and to grow academic rigor. This restructuring will allow for teachers to become responsible for two subject areas rather than all subject areas. By using this format, we hope to attract more middle school candidates that can execute our projects and make them a reality. This restructure will also create more independent learners who are critical thinkers. The associated cost with this goal might include staff salaries, standards-based projects, field study opportunities, guest speaker fees, and materials needed to execute the projects.	\$15,000.00	No
2.4	Professional Development	2024-25 Educators deserve to be supported in a variety of ways and deserve to continually grow, learn, develop their practice, set goals and receive training. All students deserve teachers who are well trained and equipped to manage the complex dynamics of classroom learning. Training and professional development will be provided to equip our staff and teachers with proactive techniques and methods rather than reactive interventions. We will utilize collaboration time and staff meetings to provide mentoring and share best practices. We will seek and provide professional development as needs arise. The associated costs for this action might include, stipends, curriculum, specialists/trainers, and conferences.	\$42,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We know that in order to provide an environment where students are immersed in rich inquiry-based instruction, we must provide them with high-quality materials and a safe space for them to learn. Maintenance of our facility is necessary in order for our students to be safe and prepared to learn each day and for the overall well-being of our students and teachers. We also believe that teachers deserve to have autonomy, freedom and choice in order to create academic challenging learning that is hands on, interactive and developmentally appropriate. We know that providing teachers with a choice of high-quality resources that meet this inquiry based goal, we will have students that are met with rigorous and challenging learning opportunities. Teacher retention has become an issue since the pandemic.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students and teachers with access to standards-based instructional materials. Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards			100% of students and teachers have access to quality standards aligned resources in all subject areas.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	All students will access field trips that are meaningfully connected to learning, guest experts and quality enrichment classes	Average number of field trips and guest speakers per grade level are 12 in the 2023-2024 school year			Minimum number of field trips tied to academics are 6 per year per class and 1 expert per project. 100% of students access 2 enrichment classes weekly.	
3.3	Percentage of facilities that are in “good repair”	100% of facilities are in good repair			100% if facilities are in good repair.	
3.4	Social Emotional Support and Curriculum	Accumulated activities for SEL lessons			An organized library of activities with a set timeline for implementation throughout the year.	
3.5	Teacher Retention Rate	78% of credentialed staff are staying at IA following the 2023-24 school year.			85% of credentialed staff stay for the following year.	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	High Quality Curriculum Resources	2024-25 Teachers will have access to at least 2 high quality, standards based resources for each subject area from which to create their own curriculum and projects for class. These will continue to build and develop our project library that will incorporate rigorous standards based resources and activities so that there are ultimately four projects per grade level as options for future teachers. We will continue to extend our implementation of the Beast Academy curriculum to our K-5 classrooms over the next few years. We expect that by the year 2027, all classrooms (K-5) will be using the Beast Academy curriculum, and online support software. Beast Academy staff will train, collaborate and offer feedback to teachers as they apply this program to their every day classrooms. The associated costs for this action might include paying staff to participate in extra trainings, the possible purchase of curriculum and resources and any materials needed for Beast Academy.	\$30,500.00	No
3.2	Students will access field trips, guest experts and quality enrichment classes	2024-25 Interactive inquiry and projects involve extending learning outside the classroom. All students will have access to field trips that support their learning. Experts in various fields of study will be included in all projects. Our students will access enrichment classes each week. The costs to implement this action might include fees associated with experts, costs for bus maintenance and use, costs of entrance to venues, materials and supplies for enrichment classes and salaries of enrichment teachers.	\$62,000.00	Yes
3.3	Facility Costs	2024-25 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair, as well as upgrades.	\$3,097,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	Social and Emotional Curriculum	2024-25 Innovations Academy began implementation of our own internally developed SEL program in 2008. It is time to reorganize resources and streamline our SEL program. We will select activities that meet specific SEL objectives and create a timeline for the school year. The associated cost for this action might include staff time, resources and curriculum.	\$15,000.00	No
<b>3.5</b>	Teacher Salaries and Benefits	2024-25 We will continue to use our funds to offer competitive salaries in order to attract and retain qualified teachers. We will look at our benefit options each year to make sure they are competitive and address teachers' needs. The associated costs with this will include teacher salaries and costs associated with benefits.	\$2,500,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Student success is entirely dependent on their attendance at school. Without being at school, they disconnect from the flow of learning, lose valuable opportunities to participate in learning, engage in social interactions and develop important skills needed to become a successful student. Our previous efforts have not been enough to combat the steady increase in student absenteeism which is happening across San Diego County, the state of California and the nation. . Although our numbers remain lower than San Diego Unified, we recognize the significant decline in attendance since before the pandemic. We hope to inspire students to be present at school, educate parents and staff members about the importance of attendance and address absenteeism promptly, firmly and supportively.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of parents who open ParentSquare communications regarding absences.	100% of parents are contactable via ParentSquare __% view messages received from Innovations				
4.2	Percentage of students attending 96% of school days	84.8% of students attended 96% or more			95% of students attend 96% of school days.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of school days in 2023-24				
4.3	Percentage of students who are chronically absent (defined as missing 10%)	11.7% of students were considered chronically absent during the 2022-2023 school year - will update final percentages of the 2023-24 school year once the year has ended.			5% of students considered chronically absent	
4.4	Number of students attending make up time per week	new action and metric, no baseline			Data would show a decrease in students assigned to make up work overtime as absenteeism as chronic absenteeism goes from 11%- 5%	
4.5	Percentage of staff attending 96% of school days	63% of staff attended 96% or more school days in 2023-24			75% of staff attend 96% or more school days	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.



A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Whole School Absence Communication	2024-25 We will be sharing absence data weekly with families so they can stay informed about the trends we are seeing in regards to absences. This will include weekly communication through Parent Square as well as using a sign visible in the drop off and pick up line to share percentages of students attending school each day. Teachers will share information about absence percentages in their weekly communication to families. The associated costs with this might include ParentSquare, and any costs associated with the upkeep of the sign board.	\$5,125.00	No
4.2	Absence Follow Up	2024-25 We will create a communication and follow up protocol for any student that is absent each week, as well as students who fall within the threshold of being chronically absent at any point in the year. Each week, we will call families of absent students who neglect to notify the school. Once a student crosses the threshold of chronic absenteeism, the director will call to emphasize the importance of attendance. Once that phone call has been made, we will monitor their attendance. We will hold quarterly mandatory meetings for all families of chronically absent students to attend. The associated cost with this action item might include staff salaries who are helping with communication and meetings as well as possible software for monitoring attendance.	\$8,000.00	No
4.3	Absent Student Support	2024-25 We will closely monitor student absences weekly and provide mandatory make up work and a time during the school day when the work will be completed. We will select specific times for make up work such as Monday electives, end of the day and other flexible schedule times for students with recent absences. The associated costs with this action item	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		might include educational software such as ST Math, Reading Eggs, Reflex Math, etc.		
4.4	Teacher/ Staff Attendance	2024-25 We will alter our calendar adding one extra vacation week and days in front of winter break to allot for staff travel as requested by teachers. Our goal is for teachers to focus their days off on regularly scheduled breaks. Additionally we will shorten August professional development to lengthen summer break based on teacher input. We will also include more opportunities through out the year to appreciate staff with coffee, treats, and activities. We will be using one staff meeting a month to create team building activities for staff to participate in. The associated costs with this action item might include food, drinks, supplies and other materials.	\$1,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

We believe that parents are the primary educators of their children. We strongly believe in providing parents and families the opportunity to participate in the school side of that education. We have an open door campus policy, encourage chaperoning field trips, working with classes as expert speakers, helping with school wide or classroom events and fundraising. We also understand that parents have full lives outside of our school communities and that their primary life responsibility is to care for their children. Our goal is to incorporate parent education and information sharing during school events that have the highest historical parental/caregiver attendance. We have low parental/caregiver engagement at stand alone meetings focused on one topic so we will combine events with information that is valuable and important to our community stakeholders.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Weekly director communications and weekly teacher communications with parent education, financial information and school event information	In the 2023-24 school year 42 director messages were sent. 50% contained parent education, 100% contained school information and 0% contained financial information			One message per week of school, 75% contain education, 100% contain school information and 3 messages contain financial updates	
5.2	Number of school trainings for parents on	A parent education seminar was included			An annual combined parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic and social emotional initiatives	as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum and open to 100% of IA families. Babysitting was free. 2 sets of 10 sessions each were offered free of charge for parents to participate in the S.P.A.C.E. program during the 23-24 school year. One Positive Discipline seminar was offered.			advisory, LCAP and parent education seminar will be held. One parent education opportunity will be offered regarding parenting.	
5.3	Parent Connection meetings	5 Parent Connections meetings are scheduled for this school year remotely. 5 meetings are scheduled this year in person. They take place every other month.			A minimum of five Parent Connection meetings will be held yearly. Parents will be given at least three opportunities to volunteer.	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Communication	2024-25 The director's weekly messages through our school platform (ParentSquare) will be organized in a predictable and consistent format. Messages will include quarterly updates on LCAP including spending and additionally provide information on fundraising events. This communication will also highlight any important school wide events and upcoming deadlines pertinent to families plus provide parent education on how to support their child at home. Teachers will also share a weekly communication update similarly with a predictable format and timing that includes information on deadlines, family events, classroom subject matter being covered and recommendations for how families can support their student. The associated costs with this action will include the ParentSquare fee for subscribing as all family communication takes place through parent square.		No
5.2	Parent Engagement through Education	2024-25 Two Exhibition Nights will be held which will coincide with student portfolio work reviews, one at the end of first semester and the other just before spring break. Parent education in the form of how to review portfolio work will be provided. Parents will have access to student portfolios throughout the year. We will also utilize Open House as a time for parents to both view classrooms and participate in educational opportunities. For additional parent education, we will offer S.P.A.C.E. training for parents of anxious children and 2 Positive Discipline classes. The associated costs	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		for this might include salaries for staff to help with babysitting, leading topics, as well as purchasing food and drinks for the events.		
<b>5.3</b>	Parent Connection	2024-25 IA staff will work closely with the Parent Connection (our parent organization) throughout the year to consistently increase parent participation. We will work with the Parent Connection to create a school calendar with events that serve our family population. Meeting times and agenda will be shared with all families ahead of time while also including other ways for families to get involved other than going to a meeting.		No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$275,095	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.377%	0.000%	\$0.00	6.377%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Data Analysis, Reflection and Tracking</p> <p><b>Need:</b> There is an identified need for improvement on math assessment scores in both MAP and CAASPP assessments.</p> <p><b>Scope:</b></p>	In order to identify the students most needing intervention, the entire population will be assessed and have work collected. Ultimately it will be beneficial to all students to have had their data analyzed, but the actions will ultimately target those most in need. Additionally, our Title 1 and EL coordinator will be specifically supporting teachers to identify needs in that community.	improved scores on MAP and CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.4	<p><b>Action:</b> Intervention Plans</p> <p><b>Need:</b> Intervention plans are a solid way to track progress and provide unique support to students with unique situations. The monthly tracking of students will provide staff with an ongoing focus.</p> <p><b>Scope:</b> Schoolwide</p>	Interventions are provided on a schoolwide basis because it is the only way to identify specific students based on data. Otherwise it would be a subjective review and a student could be missed.	improved scores on MAP and CAASPP
2.4	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Unduplicated pupils have a higher need for highly qualified teachers.</p> <p><b>Scope:</b> Schoolwide</p>	This is provided as a schoolwide/LEA wide action because truly all students benefit when teachers are provided professional development, even when the training is specific towards the needs of unduplicated students.	The continued inclusion of students with disabilities in the classroom and increased engagement, connectedness and decreased suspension rates.
3.2	<p><b>Action:</b> Students will access field trips, guest experts and quality enrichment classes</p> <p><b>Need:</b> financially costly, field trips would outprice a financially challenged family if not provided by the school.</p>	Parents are provided the amount it costs for a field trip and they contribute voluntarily. Unduplicated students more often do not have the funds to pay for field trips and so the school provides them these learning opportunities. The trips are offered and provided to all students, so it is still addressed schoolwide.	100% of students will have access to field trips with no barriers.



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide		

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Providing additional academic support (Goal 1 Action 3) can support our low-income students who traditionally cannot afford after school enrichment programs. When enrolling students in extended day or year tutoring that may be offered, first priority for enrollment will be given to foster youth, EL students and financially challenged families. This explicit and individualized academic support will help our low-income and English learner students make progress on their assessments as stated in Goal 1. Encouraging all students to participate in field trips and ensuring low income families understand that there is no mandatory cost for participation will benefit those students academically and by increasing engagement. Providing a bus supports access to field trips for all students equally.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We will be adding instructional aides to start the year for high needs behaviors. In our outreach for new teachers, we seek experienced teachers and apply funds to hiring these more expensive teachers. Additionally, we are adding another education specialist to our team next year.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40	
Staff-to-student ratio of certificated staff providing direct services to students	1:17	

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,313,726	\$275,095	6.377%	0.000%	6.377%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,997,625.00	\$2,000.00		\$63,000.00	\$6,062,625.00	\$2,827,750.00	\$3,234,875.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Streamlined Assessment Plan	All	No			All Schools		\$1,000.00	\$8,000.00	\$8,000.00			\$1,000.00	\$9,000.00	0
1	1.2	Support for Academic Instruction	All	No			All Schools		\$5,000.00	\$12,000.00	\$10,000.00	\$2,000.00		\$5,000.00	\$17,000.00	0
1	1.3	Data Analysis, Reflection and Tracking	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		\$47,000.00	\$34,000.00	\$75,000.00			\$6,000.00	\$81,000.00	0
1	1.4	Intervention Plans	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		\$105,000.00	\$6,000.00	\$105,000.00			\$6,000.00	\$111,000.00	0
2	2.1	Incident Tracking Program	All	No			All Schools		\$14,000.00	\$5,000.00	\$19,000.00				\$19,000.00	
2	2.2	Monitoring Student Work	All Students with Disabilities	No			All Schools		\$20,000.00	\$5,000.00	\$25,000.00				\$25,000.00	
2	2.3	Middle School Redesign	All	No			All Schools		\$7,000.00	\$8,000.00	\$10,000.00			\$5,000.00	\$15,000.00	
2	2.4	Professional Development	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		\$25,000.00	\$17,000.00	\$41,000.00			\$1,000.00	\$42,000.00	
3	3.1	High Quality Curriculum Resources	All	No			All Schools		\$0.00	\$30,500.00	\$28,000.00			\$2,500.00	\$30,500.00	
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Low Income	Yes	School wide	Low Income			\$8,000.00	\$54,000.00	\$58,000.00			\$4,000.00	\$62,000.00	
3	3.3	Facility Costs	All	No			All Schools		\$67,000.00	\$3,030,000.00	\$3,067,000.00			\$30,000.00	\$3,097,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Social and Emotional Curriculum	All	No			All Schools		\$5,000.00	\$10,000.00	\$15,000.00				\$15,000.00	
3	3.5	Teacher Salaries and Benefits	All	No			All Schools		\$2,500,000.00	\$0.00	\$2,500,000.00				\$2,500,000.00	
4	4.1	Whole School Absence Communication	All	No			All Schools		\$3,750.00	\$1,375.00	\$5,125.00				\$5,125.00	
4	4.2	Absence Follow Up	All	No			All Schools		\$5,000.00	\$3,000.00	\$8,000.00				\$8,000.00	0
4	4.3	Absent Student Support	All	No			All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.4	Teacher/ Staff Attendance	All	No			All Schools		\$0.00	\$1,000.00	\$500.00			\$500.00	\$1,000.00	
5	5.1	Parent Communication	All	No			All Schools									
5	5.2	Parent Engagement through Education	All English Learners Low Income	No		English Learners Low Income	All Schools		\$15,000.00	\$5,000.00	\$18,000.00			\$2,000.00	\$20,000.00	0
5	5.3	Parent Connection	All	No			All Schools									

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,313,726	\$275,095	6.377%	0.000%	6.377%	\$279,000.00	0.000%	6.468 %	<b>Total:</b>	\$279,000.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$279,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Support for Academic Instruction				All Schools	\$10,000.00	0
1	1.3	Data Analysis, Reflection and Tracking	Yes	Schoolwide	English Learners Low Income	All Schools	\$75,000.00	0
1	1.4	Intervention Plans	Yes	Schoolwide	English Learners Low Income	All Schools	\$105,000.00	0
2	2.2	Monitoring Student Work				All Schools	\$25,000.00	
2	2.4	Professional Development	Yes	Schoolwide	English Learners Low Income	All Schools	\$41,000.00	
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Yes	Schoolwide	Low Income		\$58,000.00	
5	5.2	Parent Engagement through Education			English Learners Low Income		\$18,000.00	0

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$4,508,220.00	\$4,935,834.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Cohesive Assessment Plan	Yes	\$19,000.00	35882.00
1	1.2	Support for Academic Instruction	Yes	\$45,600.00	56813.00
1	1.3	Social Emotional Improvement	Yes	\$21,181.00	10764.00
1	1.4	Data analysis and Reflection	Yes	\$10,000.00	1519.00
1	1.5	Intervention Plans	Yes	\$20,000.00	78814.00
2	2.1	Professional Development	No	\$13,500.00	30908.00
2	2.2	Teacher Coaching	No	\$64,000.00	35.00
2	2.3	Teacher Peer Observation and Collaboration	No	\$22,739.00	7700.00
2	2.4	Salary increases & Maintenance	No	\$3,800,000.00	4100000.00
2	2.5	Professional development	Yes	\$18,500.00	2783.00
3	3.1	Educational Software	No	\$10,000.00	19308.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Curriculum & materials	No	\$50,000.00	71483.00
3	3.3	Facility Costs	No	\$250,000.00	358544.00
3	3.4	Facility Improvements	No	\$50,000.00	12527.00
3	3.5	Field study	Yes	\$48,000.00	111422.00
4	4.1	Absence Phone Calls	No	\$4,500.00	11092.00
4	4.2	Family Meetings	Yes	\$23,200.00	0
4	4.3	Schedule reminders	No	\$3,000.00	7085.00
5	5.1	Parent communication	No	\$9,000.00	6795.00
5	5.2	Parent education opportunities	Yes	\$26,000.00	12360.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
244963	\$208,481.00	\$310,357.00	(\$101,876.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Cohesive Assessment Plan	Yes	\$18,000.00	35882.00	0	0
1	1.2	Support for Academic Instruction	Yes	\$40,600.00	56813.00	0	0
1	1.3	Social Emotional Improvement	Yes	\$21,181.00	10764.00	0	0
1	1.4	Data analysis and Reflection	Yes	\$4,000.00	1519.00	0	0
1	1.5	Intervention Plans	Yes	\$17,000.00	78814.00	0	0
2	2.5	Professional development	Yes	\$12,500.00	2783.00	0	0
3	3.5	Field study	Yes	\$48,000.00	111422.00	0	0
4	4.2	Family Meetings	Yes	\$23,200.00	0.00	0	0
5	5.2	Parent education opportunities	Yes	\$24,000.00	12360.00	0	0



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4332553	244963	0%	5.654%	\$310,357.00	0.000%	7.163%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that



is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.



- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

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

## School Year

2023-24

## Date of Board Approval

06/27/2023

## LEA Name

Innovations Academy

## CDS Code:

37683380118083

## Link to the LCAP:

*(optional)*

<https://innovationsacademy.org/finance/>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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

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

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

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

## Strategy

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

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

For social emotional support we train all of our teachers on the pedagogy of social awareness skills development such as teambuilding, conflict resolution, relationship based teaching. We add to that self-awareness skills development such as solution-seeking strategies, growth mindset, self-regulation and mindfulness, how the brain works and levels of moral development. We provide time in the day and support for teachers to embed social emotional learning in their instruction. We also have a full time Associate MFT who provides support to staff, parents and students. Additionally, we provide training and supervision for our AMFT as needed. Our classrooms have teacher assistants that are trained in Positive Discipline strategies for conflict resolution, self-regulation, problem solving with students and minimally invasive classroom strategies. Intervention groups are designed to address specific social -emotional needs.

For academic intervention, our teachers are provided access to MAP specific interventions based on student assessments and use DRA/ Dibels to place children in their zone of proximal development, supporting growth in reading skills. Teachers are encouraged to use reflection as a tool for instructional improvement. Teachers are also provided coaching regarding teaching strategies, time for collaboration with other professionals, and given quality feedback and accountability. Throughout the year our teachers are observed and provided effective feedback and participate in a variety of staff development designed to improve instruction.

## Alignment

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

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

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

LCAP Goal #1 (2024-25) Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.

LCAP Goal #2 All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.

LCAP Goal #3 Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.

LCAP Goal #4 Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.



LCAP Goal #5 Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.

We carefully select materials that meet the parameters of funding so there is alignment and connection throughout our funding. Our school team, which includes our business manager, administration, special education and general education teachers and our SELPA, discuss ESSA and LCAP goals to find these connections develop continuity in our collaboration and continuously strive to improve instruction for children. We receive feedback from students through our morning meeting and class council process and from parents through surveys, email and meetings.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

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

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

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

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

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

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

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

#### Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

As a charter school, our attendance boundaries are set in our charter as having boundaries to accept any student equally from San Diego County. Additionally, we check the housing status of all of our students in order to provide any necessary supports for homeless students and students in foster care. A housing questionnaire is completed by families. We stay in close contact with all parents and guardians regarding attendance.

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

As a small single charter school we are managing a small number of teachers and we ensure that all our teachers have preliminary, clear or intern credentials. When assignments change at all, we work closely with the county education office to acquire appropriate permits and waivers. All intern credentialed teachers in self-contained classrooms work with the support of a mentor teacher who meets with them weekly. We have 21 classroom teachers on our staff. Teachers do not select their students each year but have a say in the class formation of their current students for the following year to avoid bias. We balance our classes for gender, special education needs, social emotional skills and academic levels so that all classes are heterogeneous. All of our teachers are given ongoing support throughout the school year to work with a diverse group of children. A teaching coach is assigned to spend a larger percentage of time with newer and less experienced teachers. We do not use tracked classrooms thereby creating a full integration of our diverse student population.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following:

	<ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Parents are included through surveys, parent meetings and the review of drafts of documents pertaining to school improvement. The director speaks both Spanish and English fluently and is able to communicate directly with parents of both languages. We have an EL coordinator who connects directly with students of English language learners.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TAI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

Engagement through awareness of academic and social-emotional progress

Engagement through a variety of volunteer opportunities

Engagement through attendance in parent education experiences

Engagement through whole school events held throughout the school year

Direct outreach from school based AMFT to parents of the most challenging students or families experiencing extreme situations to offer family support and education.

- Families are provided a variety of means to volunteer and participate actively in school events and daily school life. Some examples include volunteering in classrooms, in support of school and classroom events (such as parties, dances, performances), as guest speakers in class, driving on field trips and participating in the Parent Association.
- We purchase a parent communication platform (Parent Square) to facilitate seamless communication with our families in their preferred format. Communication goes out from teachers about class topics of study and other class events on a weekly basis. Communication from the director also occurs on a weekly basis in both English and Spanish and all ParentSquare communications are easily received in a variety of preferred translations for parents.
- We provide opportunities for parent education that involve regular meetings with our director (at a minimum monthly), online Zoom meetings in person or to be viewed at a time convenient for parents, sessions with our counselor, articles shared monthly with parents and meetings with teachers.
- We invite parent input via an open door policy with the director, various surveys throughout the year, LCAP meetings offered at a variety of times and feedback forms after school events.



- We believe that parents are primary educators of their children and the most important people in a child's life, need to be informed of progress. All parents receive assessment information in writing at least twice per year in addition to the report card.
- We have a permanent board position designated for a parent.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

N/A

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

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

We do not receive targeted assistance, however, Innovations Academy has a permanent full time staff member that is an Associate Marriage, Family Therapist (AMFT). This position is in addition to our school counselor. Our AMFT intern provides additional support to those in need, including any students who may be placed in living situations out-of-home. In addition, teachers are trained to observe and take note of student behaviors that may be indicative of the need for intervention and support. Families may also reach out to us and request services. Our non-punitive, relationship based learning program teaches communication skills, conflict resolution skills and self-regulation skills. These supports create relationships that encourage communication to support students in crisis.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

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

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

## **Student Transitions**

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

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

N/A

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

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

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

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

### **Formal Agreements**

ESSA SECTION 1423(2)

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

(A) LEA; and

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

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

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

### **Comparable Education Program**

ESSA SECTION 1423(3)

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

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

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

### **Successful Transitions**

ESSA SECTION 1423(4)

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

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

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

### **Educational Needs**

ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

## TITLE II, PART A

### Professional Growth and Improvement

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Innovations Academy provides a variety of professional development opportunities for teachers and school leaders. Teacher Coaching: All teachers are provided coaching both via peer observations and observations by administration and a teacher coach. Through these observations they are provided feedback, support and information throughout the year.

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

Teacher Observations: All teachers leave campus to observe at other schools of their choice during the school year. All teachers observe a peer within the school setting several times per year.

External Professional Development: Innovations Academy provides funding for teachers and school staff to attend external professional development opportunities. All teachers new to our program are provided trainings to support their implementation of pedagogical strategies aligned with our charter and LCAP.

Induction: Innovations Academy provides financial support to teachers enrolled in multiple induction programs. Innovations Academy provides mentors to teachers as needed.

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

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

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

We recognize the skills of our current employees by encouraging leadership from within as evidenced by current employee positions. We have multiple teachers who have started as teacher assistants, then became intern teachers and were ultimately hired as full time teachers. Our current director is the founder of our school. Our lead Education Specialist started as a teacher assistant, achieved her credential and received special training in dyslexia. Two of our Education Specialists started in other positions at our school and moved vertically to their current position. Our Assistant Director position has been filled by a former teacher three different times and our current Nature Studies teacher started as a teacher assistant. Four current teachers started at teacher assistants. Current staff take on roles during the school year that include 504 coordinator, intern placement coordinator, staff activities coordinator, Board Secretary and mentor teachers.

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

### Prioritizing Funding

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

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

**Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

We are focused on improving math instruction by increasing the amount of time for math instruction, providing a variety of access points to math understanding and providing additional push in support during math times. We have integrated conceptual math (through STMATH, Math Solutions activities and Jo Boaler activities) with algorithm practice using a spiral approach and we utilize student talk aloud problem solving approaches. Our students work from concept to algorithm and we believe in math practice repetition as well as concept development (Mountain Math, Marcy Cook, ST Math). We are participating in a pilot program with the Art of Problem Solving organization and their Beast Academy curriculum. They provide teachers who work alongside our teachers collaboratively. Our middle school curriculum is teacher selected. and a team of teachers will receive special training to support other teachers to implement it with fidelity.

We are focused on improving literacy through a variety of strategies which can include the use of readers and writers workshops that involve mini-lessons, conferring with students individually and in small groups, both guided and shared reading, the use of close reading strategies in non-fiction and primary source texts and explicit vocabulary instruction. We work on the mechanics of writing in a variety of ways and have resources readily available for teachers. For struggling students we use interventions such as Signs for Sounds, Lindamood-Bell programs (Seeing Stars, Lips), Orton-Gillingham and Wilson strategies and one-on-one support. In our K-2 all teachers use explicit phonics instruction in small groups and class lessons daily.

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

As a single small school, continuous improvement methodology is our practice. Ongoing evaluations using data from our beginning and end of year assessments (NWEA MAP, DRA/Dibels, CAASPP, writing assessment, social emotional assessment). The MAP specifically allows us to break down skill areas for specific instructional improvement based on individual or subgroup weaknesses. The CAASPP now provides mini assessments that can be used during the school year to gauge student progress. We utilize formative assessments such as our Exhibitions, student lead conferences and portfolio review of student work samples as well as ongoing observation and notes.

Throughout the year we engage with experts who consult with us on the data. These include MAP training designed to help us analyze data, access to a software that houses all student data, our own parent and student input through surveys at least one time per semester. Teachers review student work during scheduled collaborative times and give their own input about program design and progress. Paraprofessionals are consulted during weekly meetings.



## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

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

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**English Proficiency and Academic Achievement**

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

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

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

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

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

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

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

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

Innovations Academy utilizes Title IV, Part A funds to support STEAM instruction as part of a well-rounded education program for its students. The STEAM program (called Explorations) has clearly defined objectives and student outcomes are reviewed and revised on a regular basis through staff meetings, monthly special education meetings, parent meetings, and governance board meetings. The designated teachers collaborate with classroom teachers.

Innovations Academy provides a well-rounded education program for its students. Innovations Academy employs a full-time Engineering teacher who teaches robotics, coding and engineering, a full time environmental science teacher, a full time performing arts teacher and two full-time art teachers to support the school's STEAM program. The STEAM program offers each student in grades K-8 instruction in robotics, fine arts, performing arts, and nature studies/gardening on a weekly basis. In addition, students in grades K-2 rotate through each area while students in grades 3-8 select one as an elective for more in-depth instruction one day per week.

The objectives of our STEAM program are to provide students the opportunity to be exposed to a variety of subjects (media arts, performing arts, robotics and programming, fine arts and life science through outdoor experience) and be able to express their learning in science, math, art and engineering through a variety of mediums (art, coding, media, performance). One of our charter goals is "100% of students will demonstrate an understanding of specific concepts at the closing of each project on a project rubric." In our STEAM program, students demonstrate learning through a variety of assessments including class created rubrics, presentations of learning, portfolios and two exhibitions. We expect that students will be able to write and speak about the STEAM concepts that they have demonstrated as an outcome of their work.

Innovations Academy partners with many nonprofit organizations for the implementation of our program. Through these partnerships, our students are provided guidance, information and mentors while they explore academic content through an applied approach. Our students interacted with 69 guest speakers representing community organizations and nonprofits during the 2021-22 school year. Innovations Academy also utilizes nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Each class has the assignment of participation in field study experience monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. In the 21-22 school year our students attended a total of 140 field trip experiences. Technology is one way to connect with outside organizations.

Students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. Students at Innovations Academy also utilize multiple online curricular resources for their learning.

All of these resources mentioned are effective in meeting our charter goals and LCAP goals as well as the objectives required in Title IV and they all provide high quality, well-rounded educational experiences for students.

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

CDS Code: 37683380118083

School Year: 2024-25

LEA contact information:

Christine Kuglen

Director

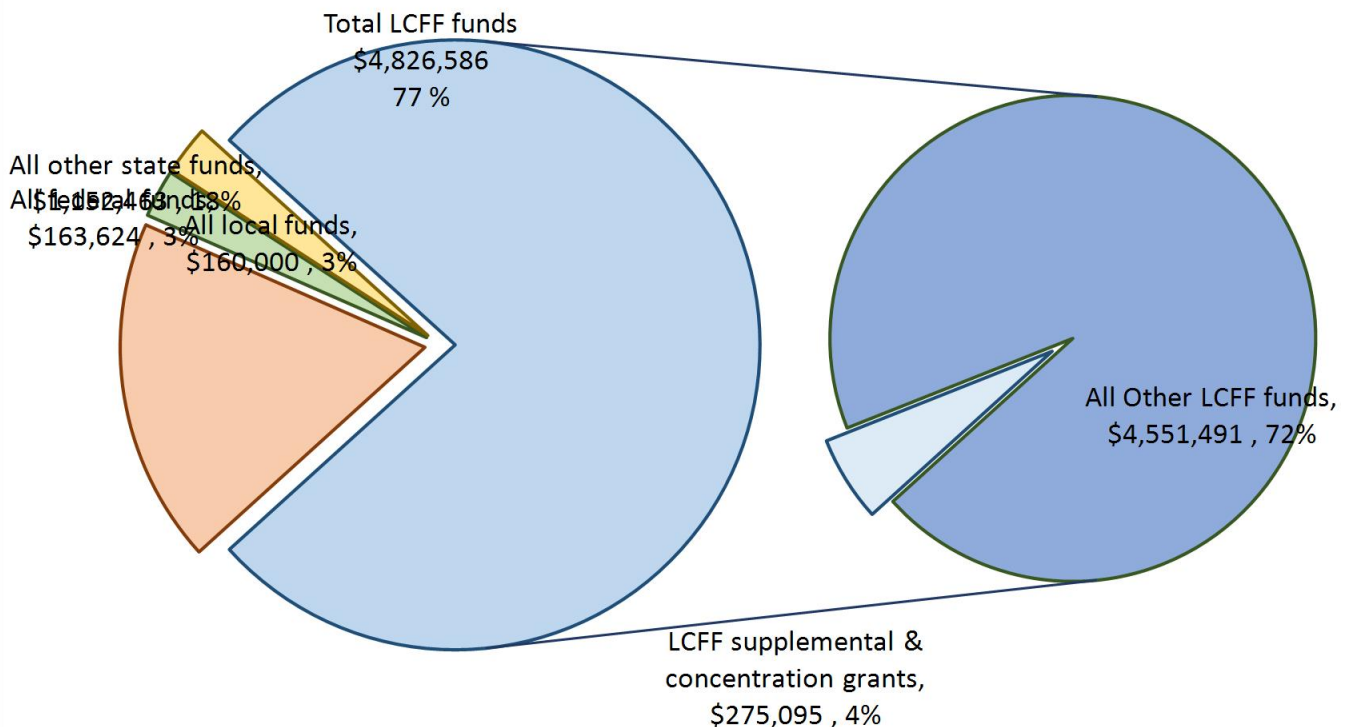
christine@innovationsacademy.org

858-271-1414

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

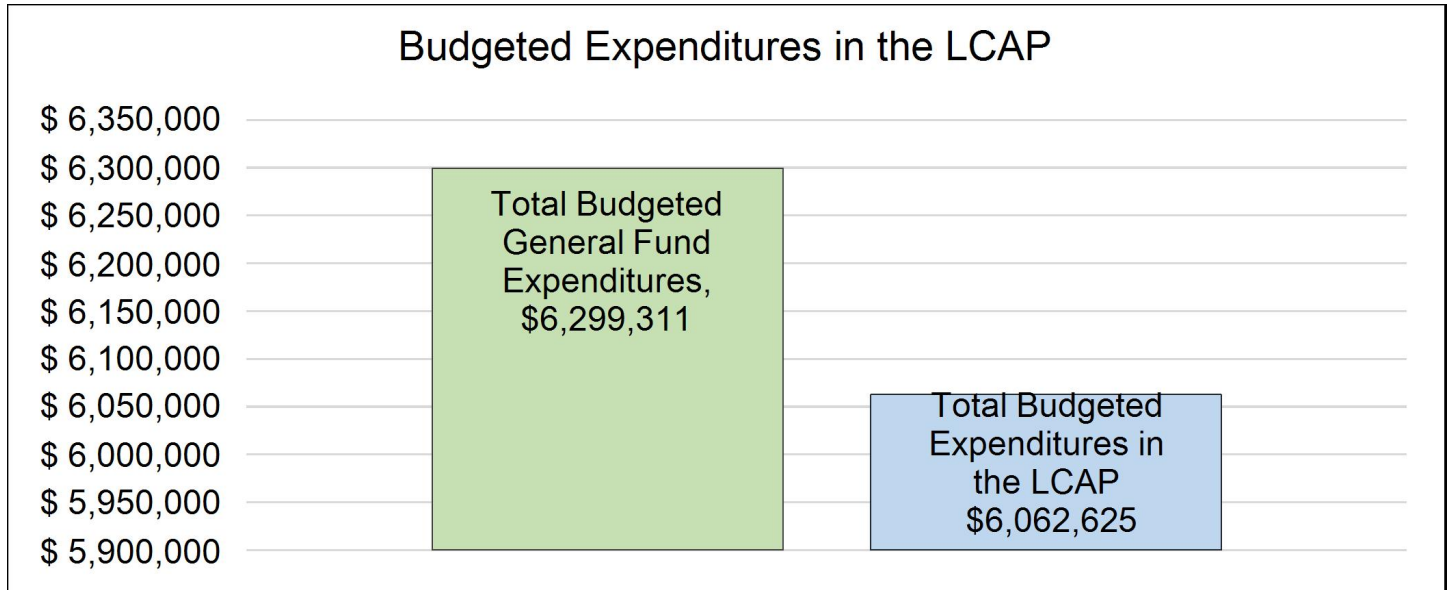


This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Innovations Academy is \$6,302,673, of which \$4826586 is Local Control Funding Formula (LCFF), \$1152463 is other state funds, \$160000 is local funds, and \$163624 is federal funds. Of the \$4826586 in LCFF Funds, \$275095 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Innovations Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Innovations Academy plans to spend \$6299311 for the 2024-25 school year. Of that amount, \$6062625 is tied to actions/services in the LCAP and \$236686 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General school supplies and materials, some ongoing curriculum and software for school management, some salaries of staff that don't appear in the LCAP goals, cost of printing and printers and mailing, storage of student data.

Our commitment to high needs students is exceptional. For our new LCAP we have improved the tracking of student academic and social emotional data. we have improved the professional development offered to teachers and we have increased focus on absences that impact high needs students.

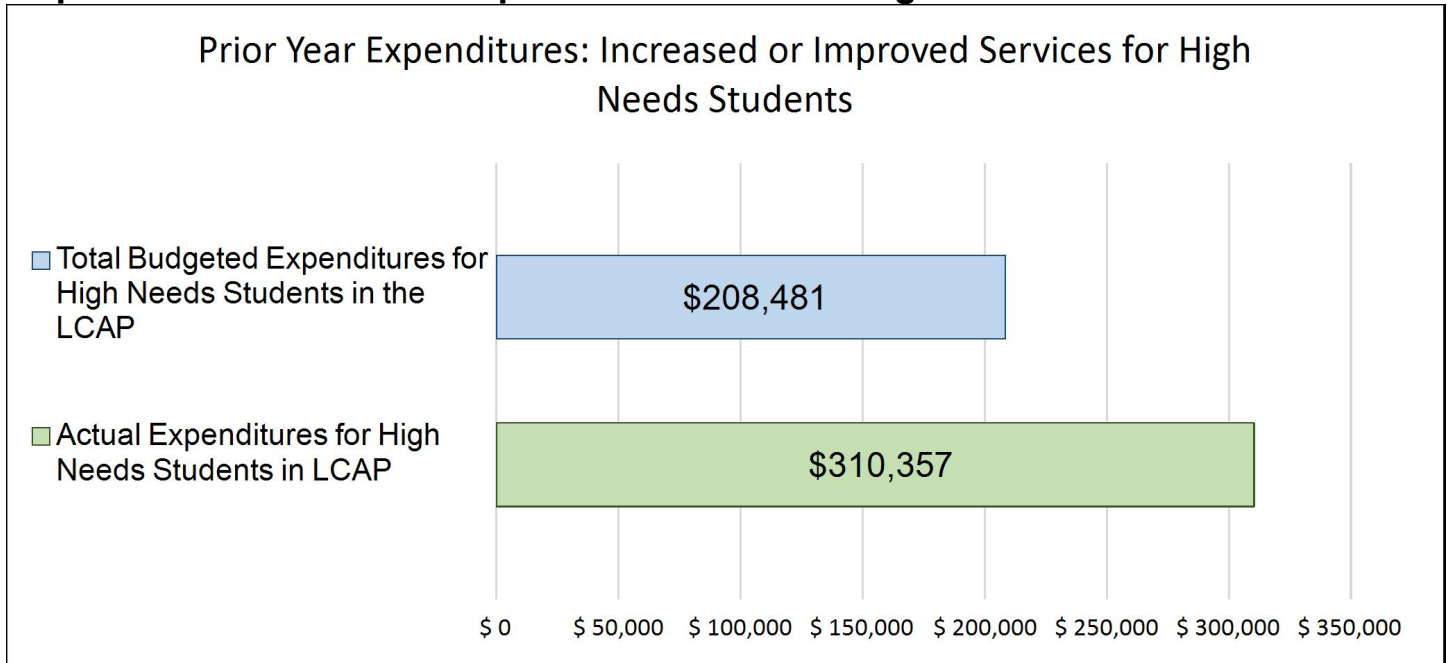
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Innovations Academy is projecting it will receive \$275095 based on the enrollment of foster youth, English learner, and low-income students. Innovations Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Innovations Academy plans to spend \$279000 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Innovations Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Innovations Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Innovations Academy's LCAP budgeted \$208481.00 for planned actions to increase or improve services for high needs students. Innovations Academy actually spent \$310357.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$101,876 had the following impact on Innovations Academy's ability to increase or improve services for high needs students:

We are an efficient small school. Much of the work is done by staff wearing many hats. The actions still took place. We just didn't spend as much as we anticipated.



# 2024-25 Local Performance Indicator Self-Reflection

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

## Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Local Indicators

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	22	77.3%	0%	4.5%	13.6%	4.5%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

## Other Adopted Academic Standards

### 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).



Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

- Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Our educational partners express satisfaction with our progress towards building relationships through a variety of methods including open house, conferences, exhibition nights, invitation to parents to volunteer, activities, invitations to free parent education and open office hours. We respect them as the primary educators of their children who have delegated some of this responsibility to us. Our director's weekly communication and teachers' weekly communications are both informative and contain education and information that includes parents/guardians and other family members in their child(ren)'s education. We continue engage parents in evaluations of schoolwide events that contribute towards our goal of building relationships between school staff and families as well as the development of the school calendar each year. We were able to host the following in-person events this year: back to school night/open house, 6th week conferences, Halloween carnival, the book fair, high school information event, our parent middle school redesign, two Exhibition Nights, two school drama performances, family opportunities to perform with their child(ren), the talent show and promotion ceremonies. Throughout the year we were able to experience monthly field trips and utilized both our school bus and parent drivers for these, which also contributed to strengthening relationships between staff and families.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Ongoing efforts are made to support parents and build relationship. Our open campus policy allows them to visit the school and participate in a parent reading volunteers program, as chaperones in field trips, by attending supporting parents of anxious children education opportunities and a parenting workshop. We have committed to providing education about our program, our philosophical perspectives and expected parent involvement and commitment to education. We continue to remain open as a campus so parents can actively participate in their child's education. We

continue to maintain open communication so parents can reach out and access the information they need to continue to support their child's learning.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Through multiple surveys we have welcomed parent input. We redesigned our middle school for the 24-25 school year based on input from parents who expressed a need for more class switching and improved teacher retention. We specifically reached out to parents of EL and Title 1 students, one family at a time, to invite them to participate or provide information in ways that were accessible to them. We will continue to display special effort (targeted invitations and phone calls) to involve underrepresented families to strengthen their participation in our school community and in our relationships with them. We will also commit to helping our families realize the importance of attendance and encourage them to actively participate in their child(ren)'s education.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Our school communicates frequently and regularly with families about their student(s) progress towards expected outcomes. Teachers are in constant communication with families (a minimum of one communication per week), and also communicate through more formal avenues throughout the school year such as conferences and report cards. All families participate in student-led conferences, two exhibition nights and experience an open door meeting policy. We have an application specifically designated to parent/guardian communication that allows them to decide how they receive information. Our director also takes a very hands-on approach to partnering with our families to elevate student outcomes. One area she has targeted is meeting with all families of students with chronic absences to see how we can support these students in attending school.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We share assessment data with parents. Our experience is that parents simply having assessment data does not necessarily alter their ability to support their child academically. We plan to alter our report card based on that information. Assessment data is just a snapshot of a student in time. We are seeking a way to best communicate about student progress with families, that includes a portfolio based approach, perhaps in place of a traditional report card. We believe that in-person meetings may be more effective to communicate student progress rather than the traditional report card. We will survey parents about a new format

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to fund a designated staff position for tracking challenges with specific students. This person will also support staff to make plans that will support those students to improve academically. We will communicate with underrepresented families about their needs and provide support strategies.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Our strengths include being able to respond to educational partner input rapidly, reminding parents that their engagement decides their child's school, providing a variety of ways to provide input (in person, surveys, attendance at school events, open office hours). Families send their children to our school because they support our pedagogy

and philosophy, so they often don't have as much input when we send out surveys regarding school changes. With that being said, the director makes herself very available to anyone with questions or feedback. She provides weekly education information as well as information about upcoming decisions in our weekly e-mails and gives her cell phone number for those who are interested in giving feedback. Parents participate actively by chaperoning numerous field trips, helping organize school social events and volunteering in classrooms.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Our focus area for improvement is increasing the number of responses to surveys and education opportunities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We have found that an effective way to connect with underrepresented families is in-person at times like after-school pick-up, at the end of after care and when those parents check in with the teacher about a student issue. Our designated staff member specifically reaches out to these families to invite them to events and to solicit their input. This has helped us gather information from a variety of our internal communities. We will also continue to communicate by telephone when we are not receiving responses via other mechanisms.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Innovations Academy utilizes an in house social emotional climate survey that includes a variety of questions regarding feelings of safety at school, connection to others, self reflection, respect of other school members, resilience etc.

#### Student Perceptions of School Connectedness: Grade Level Data

From our K-2 band of students, 48% responded at the highest level to this question (4)  
The other scores were: 8% scored a 1, 8% scored a 2, 33% scored a 3

From our 3-5 band of students, 21% responded at the highest level to this question (4)  
The other scores were: 5% scored a 1, 34% scored a 2 and 39% scored a 3

From our 6-8 band of students, 16% responded at the highest level to this question(4)  
The other scores were: 5% scored a 1, 41% scored a 2 and 44% scored a 3

#### Other Subgroups

##### Socioeconomically disadvantaged pupils

On a scale of 1-4, 4 being the highest, 6% scored 1, 16% scored 2, 36% scored 3 and 42% scored a 4

##### English learners

On a scale of 1-4, 4 being the highest, 0% scored a 1, 8% scored a 2, 33% scored a 3 and 58% scored a 4

##### Pupils with disabilities

On a scale of 1-4, 4 being the highest, 2% scored a 1, 24% scored a 2, 32% scored a 3 and 42% scored a 4

Foster youth and Homeless youth: Innovations Academy did not have a substantial homeless or foster youth population.

#### Student Perceptions of School Safety: Grade Level Data

From our K-2 band of students, 68% responded at the highest level to this question (4)  
The other scores were: 2% scored a 1, 4% scored a 2, 24% scored a 3

From our 3-5 band of students, 42% responded at the highest level to this question (4)  
The other scores were: 6% scored a 1, 21% scored a 2 and 31% scored a 3

From our 6-8 band of students, 38% responded at the highest level to this question(4)  
The other scores were: 5% scored a 1, 21% scored a 2 and 36% scored a 3

#### Other Subgroups

##### Socioeconomically disadvantaged pupils

On a scale of 1-4, 4 being the highest, 8% scored 1, 26% scored 2, 38% scored 3 and 26% scored a 4

##### English learners

On a scale of 1-4, 4 being the highest, 8% scored a 1, 17% scored a 2, 33% scored a 3 and 42% scored a 4

##### Pupils with disabilities

On a scale of 1-4, 4 being the highest, 12% scored a 1, 28% scored a 2, 37% scored a 3 and 21% scored a 4

Foster youth and Homeless youth: Innovations Academy did not have a substantial homeless or foster youth population.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Areas of strength for us are that we are scoring high in both areas. It is observable that students in lower grades report feelings of connectedness and support and safety more often than our older students. While some of this is expected, we would like to raise the level of connectedness in older grades. We also observe that our students have a higher perception of connectedness than of safety. We would like to explore what they consider a feeling of safety and help our students realize how safe they are at school. We can also strengthen perceptions of safety by strengthening the bonds students feel in their classroom communities and by making sure all students have friends that they can be with during recess and lunch breaks. We would also like to move our socioeconomically disadvantaged and our pupils with disabilities to a higher point on the self evaluation scale. We can do this by first asking more specific questions about what might be leading to these scores and then helping them feel connected by supporting the building of peer and teacher relationship.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will implement an advisory meeting, alternating them with our morning meetings for the middle school students. In the advisories, we will combine grade levels so students can connect with other students in different grade levels. We will take a look at our survey to help students define "safety" and "connectedness" and alter the survey if needed in a way that gives us more information. We will specifically check in with our SED and SWD students early in the year through observations in class and on the playground.

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

As a small inquiry-based charter school, our students have access to an incredibly broad range of study. We have a program that involves students in five different enrichment classes (art, ceramics, performing arts, engineering, environmental studies). We also engage them in hands on core content oriented projects and we record students' access to this course of study by tracking the standards addressed in projects/ classwork across the years, ensuring that students have a wide range of field experiences and project topics over their time at IA. We do this through a shared document that teachers review at the beginning of the school year when planning projects, field trips and guest speakers. We track data via google documents,, sheets and surveys. We disaggregate the data and we seek continuous improvement.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

One hundred percent of our students have access to all our courses, enrichment classes, resources to master the content standards. We have one single school site with less than 500 students, which allows us to collaborate on a school level to support each other and review the progress of individual students. We have been consistent with this for years, even throughout the pandemic.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)



There are no barriers for us at this time except possibly that logistics and time schedules can be complicated. At times, our newer teachers require more support to effectively manage and teach a student population that is new to them using project based learning routines and protocols. We provide assistance so that we can continue to equalize the experience for our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Being a full-inclusion school and a small school makes it easier to guarantee that unduplicated students and students with exceptional needs are included in the same course of study as all other students. Nobody is excluded from any aspect of our program. Our instructors utilize the Common Core, Next Generation Science, and History Social Studies Content standards and they collaborate with each other to ensure students are accessing a broad course of standards. The only barrier we've identified to providing a broad course of study are time constraints and other logistics. We will continue to work with our staff to plan effective use of time and resources.

### Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

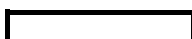
<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Month	M	T	W	TH	F	Reg	Min	Notes
August	12	13	14	15	16			August 15 Open House, 5:00-7:30 pm
	19 26	20 27	21 28	22 29	23 30	8	2	August 19 FIRST DAY OF SCHOOL
September	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	16	4	9/7 Saturday Family Meet & Greet with Lunch 9/2 Labor Day-No school
October	7 14 21 28	1 8 15 22 29	2 9 16 23 30 31	3 10 17 24 25	4 11 18	17	6	9/30, 10/1 and 10/2 Student Led Conferences (early dismissal 12:30)  10/25 October Carnival
November	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	13	2	11/11 Veteran's Day-No school  11/25-11/29 Thanksgiving Break
December	2 9 16 23 31	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	10	3	12/6-12/7 1st Semester School Performance 12/12 1st semester Exhibition Night + Portfolio Review 1/17 Report Cards for 1st Semester/ 12/16-12/18 Spirit Week Part 1 12/19-1/6 Winter Break
January	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17	16	2	1/6 Staff Development Day- No School 1/7 Students return from Winter Break  1/20-Martin Luther King, Jr- No school
February	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	12	3	2/7 Valentine's Family Extravaganza  2/17-2/21 Patriot Week/Lincoln, President's Day No School
March	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	16	4	3/27 Second Exhibition Night
April	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 25	11 18	14	4	3/31-4/4 Spring Break- no school 4/7 Students Return to School 4/11 Talent Show
May	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	18	3	5/1-5/3 Second Semester School Performance  5/23 Volunteer Thank You Breakfast 5/27-5/30 Presentations of Learning 5/26 Memorial Day-No school
June	2 9	3 10	4 11	5 12	6 13	1	2	6/3 Family Beach Day      6/4 Last Day of School

144

141 35 176 days



INNOVATIONS ACADEMY  
Bell Schedule

2024-25 Annual Instructional Minutes Schedule

School	Innovations Academy
Location	377
Track	T
Modified Day	Mondays

**Minimum Requirements:**

Kindergarten (including recess)	36,000
Grades 1-3 (not including recess)	50,400
Grades 4-8 (not including recess)	54,000

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)	2 Day Average
Kindergarten	Regular Day	08:30 AM	02:00 PM	330	40	45	265	1,060	142	37,630		
	Min/Modified Day	08:30 AM	12:30 PM	240	15	0	225	225	34	7,650		
										45,280	9,280	

Grade	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)
1-3	Regular Day	08:30 AM	03:00 PM	390	30	45	315	1,260	142	44,730	
	Min/Mod Day	08:30 AM	12:30 PM	240	15	0	225	225	34	7,650	
								1,485	176	52,380	1,980

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)
4 - 8	Regular Day	08:30 AM	03:00 PM	390	30	30	330	1,320	142	46,860	
	Min/Mod Day	08:30 AM	12:30 PM	240	15	0	225	225	34	7,650	
								1,545	176	54,510	510

I verify that the above is the correct schedule for the 2024-25 school year.

Christine Kuglen

*Christine Kuglen* 5/28/2024

\*\*Please return the schedule to dsleiff@sandi.net for corrections.  
Any revisions done after final approval will require Pupil Accounting's review.

8/26/2024 Mon		
8/26/24 Mon	11/4/2024	3/10/2025
9/9/24 Mon	11/18/2024	3/17/2025
Dates: Minimum days	9/16/2024	3/24/2025
9/23/24 Mon	12/9/2024	4/7/2025
9/30/24 Mon	12/16/2024	4/14/2025
10/1/24 Tue	1/13/2025	4/21/2025
10/2/24 Wed	1/27/2024	4/28/2025
10/7/24 Mon	2/3/2025	5/5/2025
10/14/24 Mon	2/10/2025	5/12/2025
	10/21/2024	5/19/2025
10/28/24 Mon	3/3/2025	6/2/2025
		6/4/2024

# MODEL WRITTEN WORKPLACE VIOLENCE PREVENTION PLAN for GENERAL INDUSTRY (NON-HEALTHCARE SETTINGS)

## Overview and directions for using the model plan

### Who is this model plan for?

As a result of [California Senate Bill 553 \(SB 553\)](#), all employers that fall within the scope of [California Labor Code \(LC\) 6401.7 and LC 6401.9](#), are required to establish, implement, and maintain an effective, written Workplace Violence Prevention Plan (WVPP) no later than July 1, 2024.

Employers with workplaces covered by California Code of Regulations (CCR), Title 8, [section 3342](#) Violence Prevention in Health Care should not use this model program, but instead implement the requirements of section 3342.

### What does the model plan include?

Employers are not required to use this model WVPP. They may create their own, use another WVPP template, or incorporate workplace violence prevention into their existing [Injury and Illness Prevention Program \(IIPP\)](#) as a separate section. Cal/OSHA requires employers to engage with employees in developing and implementing their WVPP. This model plan is intended to help employers develop a separate, stand-alone Workplace Violence Prevention Plan (WVPP). It was written for a broad spectrum of employers, and it may not match your establishment's exact needs. However, it provides the essential framework to identify, evaluate, and control workplace violence hazards.

Use of this model program does not ensure compliance with LC section 6401.9. Employers are liable for any violations of LC section 6401.9 regardless of use of this model program.

### How to put the model program to use?

Proper use of this model program requires the employer to identify and ensure that the person or person(s) responsible for implementing the plan:

- Review the full requirements of LC sections 6401.7 and 6401.9.
- Review the requirements for each of the WVPP elements found in this model plan, ensure workplace violence concerns are incorporated, fill in the appropriate blank spaces/instructions in red font enclosed in brackets, and check those items that are applicable to their workplace
- Read <https://www.dir.ca.gov/dosh/Workplace-Violence.html> for additional guidance.
- Obtain the active involvement of employees and their authorized employee representatives in developing and implementing the plan.
- Make the plan available and easily accessible to affected employees, authorized employee representatives, and representatives of Cal/OSHA at all times.



Cal/OSHA Publications Unit

February 2024

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# WORKPLACE VIOLENCE PREVENTION PROGRAM for Innovations Academy

Our establishment's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by [Labor Code \(LC\) section 6401.9](#).

Date of Last Review: 06/04/2024

Date of Last Revision(s): 06/04/2024

## DEFINITIONS

**Emergency** - Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

**Engineering controls** - An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

**Log** - The violent incident log required by LC section 6401.9.

**Plan** - The workplace violence prevention plan required by LC section 6401.9.

**Serious injury or illness** - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

**Threat of violence** - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

**Workplace violence** - Any act of violence or threat of violence that occurs in a place of employment.

**Workplace violence** includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The following four workplace violence types:

**Type 1 violence** - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

**Type 2 violence** - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

**Type 3 violence** - Workplace violence against an employee by a present or former employee, supervisor, or manager.

**Type 4 violence** - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

**Workplace violence** does not include lawful acts of self-defense or defense of others.

**Work practice controls** - Procedures and rules which are used to effectively reduce workplace violence hazards.

## RESPONSIBILITY

The WVPP administrator, Jessica Turbin, has the authority and responsibility for implementing the provisions of this plan for Innovations Academy. If there are multiple persons responsible for the plan, their roles will be clearly described.

Responsible Persons	Job Title/ Position	WVPP Responsibility(ies)	Phone #	Email
Christine Kuglen	Director	<b>Overall responsibility for the plan;</b> <i>John approves the final plan and any major changes.</i>	(858) 271-1414	christine@innovationsacademy.org
Devon Woodruff	Assistant Director	<b>Responsible for employee involvement and training;</b> <i>Joe organizes safety meetings, updates training materials, and handles any reports of workplace violence</i>	(858) 271-1414	<a href="mailto:devon@innovationsacademy.org">devon@innovationsacademy.org</a>
Jessica Turbin	Facilities Manager	<b>Responsible for emergency response, hazard identification, and coordination with other employers;</b> <i>Jessica conducts safety inspections, coordinates emergency response procedures, and communicates with other employers about the plan.</i>	(858) 271-1414	jturbin@innovationsacademy.org

All managers and supervisors are responsible for implementing and maintaining the WVPP in their work areas and for answering employee questions about the WVPP.

## EMPLOYEE ACTIVE INVOLVEMENT

Innovations Academy ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan:

- Management will work with and allow employees and authorized employee representatives to participate in:

- Identifying, evaluating, and determining corrective measures to prevent workplace violence.

Administration team will make sure that employees are aware of how to submit any concerns about workplace violence. There will also be office hours available for staff to meet each month and discuss identifications of workplace violence related meetings with any employee. These office hours could involve brainstorming sessions, discussions of recent incidents, and reviews of safety procedures.

- Designing and implementing training

Employees are encouraged to participate in designing and implementing training programs, and their suggestions are incorporated into the training materials. For example, an employee might suggest a new training scenario based on a recent incident

- Reporting and investigating workplace violence incidents.

Employees are encouraged to use the workplace violence incident reporting form that can be found in the front office. Their reports will be investigated thoroughly by administration and a follow

up meeting will take place to address how the incident was handled.

- Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules fairly and uniformly.
- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment.

Employees will be trained on proper communication and handling of any potential concerns. Employees will also need to use the proper reporting forms in order to get their concerns addressed officially.

- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

## EMPLOYEE COMPLIANCE

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees, supervisors, and managers in the provisions of Innovations Academy Workplace Violence Prevention Plan (WVPP)
- Effective procedures to ensure that supervisory and nonsupervisory employees comply with the WVPP.

A yearly training on proper procedures for all staff members. They will also be given a copy of the complaint form and extra forms will be made available for them in a central location.

- Provide retraining to employees whose safety performance is deficient with the WVPP.
- Discipline employees for failure to comply with the WVPP. We will follow the current policy of employee discipline found in the employee handbook.

## COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our management team, staff, and other employers, about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training programs.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns.
- Posted or distributed workplace violence prevention information.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action.
  - Employees can anonymously report a violent incident, threat, of other violence concerns.

<b>Emergency</b>	<b>911</b>
<b>Law Enforcement</b>	<b>Phone</b>
California Highway Patrol	<b>858-293-6000</b>

San Diego County Sheriff Headquarters	858-974-2222
San Diego Police Department Eastern Division	858-495-7900
<b>Fire</b>	<b>Phone</b>
San Diego Fire-Rescue Department Station 28	619-533-4300

- Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner and they will be informed of the results of the investigation and any corrective actions to be taken.

Updates on the status of investigations and corrective actions are provided to employees through email. These updates could include information about the progress of investigations, the results of investigations, and any corrective actions taken.

## COORDINATION WITH OTHER EMPLOYERS

Innovations Academy will implement the following effective procedures to coordinate implementation of its plan with other employers to ensure that those employers and employees understand their respective roles, as provided in the plan.

- All employees will be trained on workplace violence prevention.
- Workplace violence incidents involving any employee are reported, investigated, and recorded.

## WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

Innovations Academy will implement the following effective procedures to ensure that:

- All threats or acts of workplace violence are reported to an employee's supervisor or manager, who will inform the WVPP administrator. This will be accomplished by submitting a WVPP form. If that's not possible, employees will report incidents directly to the WVPP administrator, Jessica Turpin.

A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively.

## EMERGENCY RESPONSE PROCEDURES

Innovations Academy has in place the following specific measures to handle actual or potential workplace violence emergencies:

- Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following:  
Alarm systems and PA announcements will be used to alert employees of emergencies (The alarms could be audible alarms, visual alarms, or both).  
WhatsApp and email will be used for announcements that shouldn't be announced over the PA announcement system.
- Innovations Academy will have evacuation or sheltering plans. This can be found in our Comprehensive School Safety Plan which is updated annually.
- How to obtain help from staff, security personnel, or law enforcement. This information can be found in each classroom in the Emergency Folder.

In the event of an emergency, including a Workplace Violence Emergency, contact the following:

Responsible Persons	Job Title/ Position	WVPP Responsibility(ies)	Phone #	Email
Jessica Turbin	Facilities Manager	<b>Responsible for emergency response, hazard identification, and coordination with other employers;</b> <i>Jessica conducts safety inspections, coordinates emergency response procedures, and communicates with other employers about the plan.</i>	(858) 271-1414	<a href="mailto:JTurbin@innovationsacademy.org">JTurbin@innovationsacademy.org</a>

## WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by Innovations Academy to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.

Review all submitted/reported concerns of potential hazards:

- Weekly review of all submitted and reported concerns.
- Online form for reporting workplace violence hazards
- Email

### Periodic Inspections

Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted quarterly.

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

Specific Person Name/Job Title	Area/Department/Specific location
Jessica Turbin/Facilities Manager	School Site
Devon Woodruff/Assistant Director	Staff and Teacher Community

Inspections for workplace violence hazards include assessing:

- The exterior and interior of the workplace for its attractiveness to robbers.
- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during a robbery or other criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities.

- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.
- Whether employees have effective escape routes from the workplace.
- Whether employees have a designated safe area where they can go to in an emergency.
- Adequacy of workplace security systems, such as door locks, entry codes or badge readers, security windows, physical barriers, and restraint systems.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance, e.g., alarms or panic buttons.
- The use of work practices such as the "buddy" system for specified emergency events.
- The availability of employee escape routes.
- How well our establishment's management and employees communicate with each other.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by managers, supervisors, or other employees.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

## **WORKPLACE VIOLENCE HAZARD CORRECTION**

Workplace violence hazards will be evaluated and corrected in a timely manner. Innovations Academy will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s) , all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition will be provided with the necessary protection.
- All corrective actions taken will be documented and dated on the appropriate forms.
- Corrective measures for workplace violence hazards will be specific to a given work area.
  - Make the workplace unattractive to robbers by:
    - Improve lighting around and at the workplace.
    - Utilize surveillance measures, such as cameras and mirrors, to provide information as to what is going on outside and inside the workplace and to dissuade criminal activity.
    - Install security surveillance cameras in and around the workplace.
  - Provide workplace violence systems, such as door locks, violence windows, physical barriers, emergency alarms and restraint systems by:
    - Providing each door with a lock block and each staff member with a key.
  - Ensure the adequacy of workplace violence systems
  - Control, access to, and freedom of movement within, the workplace by non-employees, include recently discharged employees or persons with whom one of our employees is having a dispute.

- Install effective systems to warn others of a violence danger or to summon assistance, e.g., alarms.
- Provide employee training/re-training(refreshers) on the WVPP, which could include but not limited to the following:
  - Recognizing and handling threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
  - Ensure that all reports of violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace are handled effectively by management and that the person making the report is not subject to retaliation by the person making the threat.
  - Improve how well our establishment's management and employees communicate with each other.
  - Procedures for reporting suspicious persons, activities, and packages.
  - Provide/review employee, supervisor, and management training on emergency action procedures.
- Ensure adequate employee escape routes.
- Increase awareness by employees, supervisors, and managers of the warning signs of potential workplace violence.

## **PROCEDURES FOR POST INCIDENT RESPONSE AND INVESTIGATION**

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Visit the scene of an incident as soon as safe and practicable.
- Interview involved parties, such as employees, witnesses, law enforcement, and/or security personnel.
- Review security footage of existing security cameras if applicable.
- Examine the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
- Determine the cause of the incident.
- Take corrective action to prevent similar incidents from occurring.
- Record the findings and ensuring corrective actions are taken.
- Obtain any reports completed by law enforcement.
- The violent incident log will be used for every workplace violence incident and will include information, such as:
  - The date, time, and location of the incident.
  - The workplace violence type or types involved in the incident.
  - A detailed description of the incident.
  - A classification of who committed the violence, including whether the perpetrator was a client or customer, family or friend of a client or customer, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or other perpetrator.



- A classification of circumstances at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
- A classification of where the incident occurred, such as in the workplace, parking lot or other area outside the workplace, or other area.
- The type of incident, including, but not limited to, whether it involved any of the following:
  - Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
  - Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
  - Threat of physical force or threat of the use of a weapon or other object.
  - Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.
  - Animal attack.
  - Other.
- Consequences of the incident, including, but not limited to:
  - Whether security or law enforcement was contacted and their response.
  - Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.
  - Information about the person completing the log, including their name, job title, and the date completed.
- Reviewing all previous incidents.

Support and resources, such as counseling services, are provided to affected employees.

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information which would reveal identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

## **TRAINING AND INSTRUCTION**

All employees, including managers and supervisors, will have training and instruction on general and job-specific workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

Innovations Academy will provide its employees with training and instruction on the definitions found on page 1 of this plan and the requirements listed below:

- The employer's WVPP, how to obtain a copy of the employer's plan at no cost, and how to participate in development and implementation of the employer's plan.
- How to report workplace violence incidents or concerns to the employer or law enforcement without fear of reprisal.
- Workplace violence hazards specific to the employees' jobs, the corrective measures Innovations Academy has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
- The violent incident log and how to obtain copies of records pertaining to hazard identification, evaluation and correction, training records, and violent incident logs.
- Opportunities Innovations Academy has for interactive questions and answers with a person knowledgeable about the Innovations Academy plan.
- Strategies to avoid/prevent workplace violence and physical harm, such as:
  - How to recognize workplace violence hazards including the risk factors associated with the four types of workplace violence.
  - Ways to defuse hostile or threatening situations.
- How to recognize alerts, alarms, or other warnings about emergency conditions and how to use identified escape routes or locations for sheltering.
- Employee routes of escape.
- Emergency medical care provided in the event of any violent act upon an employee

**Note:** *Employers must use training material appropriate in content and vocabulary to the educational level, literacy, and language of employees.*

## **EMPLOYEE ACCESS TO THE WRITTEN WVPP**

Innovations Academy ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by:

- Whenever an employee or designated representative requests a copy of the written WVPP, we will provide the requester with a printed copy of the WVPP, unless the employee or designated representative agrees to receive an electronic copy.
- We will provide unobstructed access through a company server or website, which allows an employee to review, print, and email the current version of the written WVPP. Unobstructed access means that the employee, as part of their regular work duties, predictably and routinely uses the electronic means to communicate with management or co-employees.

## **RECORDKEEPING**

Innovations Academy will:

- Create and maintain records of workplace violence hazard identification, evaluation, and correction, for a minimum of five (5) years.
- Create and maintain training records for a minimum of one (1) year and include the following:
  - Training dates.
  - Contents or a summary of the training sessions.

- Names and qualifications of persons conducting the training.
- Names and job titles of all persons attending the training sessions.
- Maintain violent incident logs for minimum of five (5) years.
- Maintain records of workplace violence incident investigations for a minimum of five (5) years.
  - The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.
- All records of workplace violence hazard identification, evaluation, and correction; training, incident logs and workplace violence incident investigations required by [LC section 6401.9\(f\)](#), shall be made available to Cal/OSHA upon request for examination and copying.

## **EMPLOYEE ACCESS TO RECORDS**

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.
- Violent incident logs.

## **REVIEW AND REVISION OF THE WVPP**

The Innovations Academy WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the procedures listed in the EMPLOYEE ACTIVE INVOLVEMENT section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan's effectiveness:

- Review of Innovations Academy's WVPP should include, but is not limited to:
  - Review of incident investigations and the violent incident log.
  - Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]

## **EMPLOYER REPORTING RESPONSIBILITIES**

As required by [California Code of Regulations \(CCR\), Title 8, Section 342\(a\). Reporting Work-Connected Fatalities and Serious Injuries](#), Innovations Academy will immediately report to Cal/OSHA any serious injury or illness (as defined by [CCR, Title 8, Section 330\(h\)](#)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

I, Christine Kuglen, Director of Innovations Academy, hereby authorize and ensure, the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. I am committed to promoting a culture of safety and violence prevention in our workplace and believe that these policies and procedures will help us achieve that goal.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date of Signature

## **Violent Incident Log**

This log must be used for every workplace violence incident that occurs in our workplace. At a minimum, it will include the information required by LC section 6401.9(d).

The information that is recorded will be based on:

- Information provided by the employees who experienced the incident of violence.
- Witness statements.
- All other investigation findings.

All information that personally identifies the individual(s) involved will be omitted from this log, such as:

- Names
- Addresses – physical and electronic
- Telephone numbers
- Social security number



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Workplace violence committed by:

Circumstances at the time of the incident:

Where the incident occurred:

Consequences of the incident, including, but not limited to:

- Whether security or law enforcement was contacted and their response.
- Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.

- 
- 
- 
- Were there any injuries? Yes or No. Please explain:

- 
- 
- 
- Were emergency medical responders other than law enforcement contacted, such as a Fire Department, Paramedics, On-site First-aid certified personnel? Yes or No. If yes, explain below:

Did the severity of the injuries require reporting to Cal/OSHA? If yes, document the date and time this was done, along with the name of the Cal/OSHA representative contacted.

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A copy of this violent incident log needs to be provided to the employer. Indicate when it was provided and to

whom.

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This violent incident log was completed by:

SIGNATURE:

DATE:



# Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

5454 Ruffin Road San Diego, CA 92123 (858) 271-1414

## **Individual Educational Evaluation (IEE)**

**Federal law defines an independent educational evaluation (IEE) broadly as an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of a child. Innovations Academy has developed this policy to govern Independent Educational Evaluations.**

### **IEE at Parent Expense**

The governing board of Innovations Academy acknowledges that a parent/guardian has the right to obtain an independent educational evaluation (IEE) at their own expense at any time. In these circumstances, the director or designee(s) shall ensure that the student's independent education plan (IEP) team shall consider the results of the IEE when determining an offer of a Free Appropriate Public Education (FAPE) for the student. However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the director or designee(s) shall ensure that the unilaterally obtained IEE meets the LEA criteria discussed in this policy.

### **IEE at Public Expense**

The local education agency (LEA) governing board recognizes that federal and state laws provide parents/guardians of students with disabilities the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by the LEA within



the last two years.

The director or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense the LEA/district shall provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

- I. Initiate a due process hearing to show that the evaluation, completed by the LEA, is appropriate; or
- II. Provide the parent/guardian with information about where an IEE may be obtained, the LEA's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

In instances in which the LEA is granting the parent's request for an IEE, the director or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense , including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation.
2. The LEA does not impose timelines related to obtaining an IEE at public expense.
3. All assessments shall be completed by persons competent to perform the assessment as determined by the LEA.
4. The IEE shall be administered by an evaluator who holds equivalent certifications, licenses, or other qualifications that would be required of the LEA staff to provide similar evaluations.
5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by the LEA.

**IEE Cost Determination**

An independent multidisciplinary evaluation will be limited to a total cost of \$6,000. Single disciplinary evaluations will be limited to the following schedule of costs:

<b>Type of Assessment</b>	<b>San Diego</b>
Assistive Technology	\$1,500
Auditory Perception/Auditory Processing	\$1,000
Functional Behavior Assessment	\$3,000
Cognitive/Full Psycho-Educational (rate allowed depends on the components tested, such as academics, adaptive behavior, cognition, social/emotional)	\$6000
Occupational Therapy	\$1,100
Physical Therapy	\$1,100
Speech and Language	\$1,600
Functional Vision	\$1,000

The maximum amounts listed above have been established to allow parents to choose from among qualified professionals in the area.

The director or designee(s) shall request that the parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, the LEA governing board recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a

financial cost to the parent/guardian including but not limited to:

- I. A decrease in available lifetime coverage or any other benefit under an insurance policy;
- II. An increase in premiums or the discontinuance of the policy; or
- III. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

### **Local Limitations for Evaluators**

Evaluators must be located within the greater San Diego area, within a 40 mile radius of Innovations Academy.

### **Legal References**

California Education Code Section 56322

California Education Code Section 56329

34 CFR 300.502

Approved June 25, 2024

# Innovations Academy

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



## Family Handbook 20243-254 School Year

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



Dear Families,

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

We welcome you to the Innovations Academy ~~2023-24~~2024-25 school year. We are excited to work together to create the optimal learning environment for all students.

Working in partnership with parents, we invite you to share with us what is working for you during the year and where you would like to see improvements. Through practicing our mission, we can cultivate a community filled with participation, communication, and contribution.

We look forward to building this community together.

**Please take the time to read through this handbook with your child.**

Joyfully yours,

IA Staff

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## **ACADEMICS, INSTRUCTIONAL PROGRAM, & ATTENDANCE**

### **• Mission Statement and Guiding Principles**

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

Innovations Academy ("IA," School," or the "Charter School"), serving K - 8 students, is made up of difference- makers who are inspired to contribute to our world. We encourage students to create their own opportunities through enriching experiences and active choices throughout their day.

The accomplishments of IA include providing an environment that respects the intellectual, emotional, and social intelligences of all children while supporting their innate human desire to learn through a multidimensional curriculum.

For a deeper understanding of our school's philosophy, we recommend reading our school's charter (available on our website) as well as reading information about constructivist teaching philosophy, positive discipline, and project- based learning.

### **• Academic Program**

Fun, excitement, curiosity, and engagement: these things make joyful learners.

At IA we create this through the following components: activity- based skill instruction, inquiry and project- based learning, character, communication and social emotional instruction, and our Explorations classes and clubs.

Our inquiry and project- based learning curriculum integrates student interest into meaningful standards-based projects and explorations incorporating math, art, music, language arts, science, and social studies. We believe that completing projects and other hands-on work engages both the hands and the mind.

Character, communication and social- emotional instruction underscore the importance of effective and productive social interaction and communication for success in life.

Morning meetings, self-evaluations, class council, peer-to-peer discussion, and presentations are some ways that we teach communication skills & conflict resolution. We have a structure to develop relationships conducive to social and intellectual well-being. Over the year, teachers and staff model and teach effective communication skills and techniques.



### Full time and Independent Study Options:

#### **Full Time:**

80% of our student population participates in our traditional-schedule full time program. Full-time students attend Monday through Friday. We have a minimum day on Monday. The curriculum is mastered using Project Based Service Learning, engaging hands-on activities, enrichment classes, multi-age mentoring, and a strong social emotional/character education program based on learning conflict resolution and problem-solving skills.

#### **3 Day Option:**

We also offer a 3-day program for K – 2 students on Tuesday, Wednesday, and Thursday for families who wish to participate in their child’s education as the primary educator 2 extra days per week but would also like to have their child(ren) participate in a typical school classroom. Students integrate into a regular 5-day classroom three days a week and are responsible for their own learning off-site the other two days, which includes submitting evidence of the work done on those two days. Many 3-day families find this to be a nice blend of school with homeschooling.

#### **2 Day Option (Home Learner Community- HLC):**

IA also offers a special 2-day program on Tuesdays and Thursdays for home learners in K – 8th grades who want to participate in project-based learning with a supportive home learning community. Our 2-Day students have their own multi-age classrooms on site with a unique schedule specifically designed to meet their needs. Though placement is flexible, we have a K-1 class, a 2nd-4th grade class and a 5th -8th grade class.

Homeschooled children join their peers to create a community of learners. The Home Learning Community (HLC) is a Self-Design ([www.selfdesign.com](http://www.selfdesign.com)) inspired program where children ages 5-14 co-create their learning with peers, mentors and group leaders. Classes meet on Tuesdays and Thursdays for COOPERATIVE, STUDENT-DIRECTED learning opportunities which are chosen and designed by the children themselves based on areas of intense INTEREST and CURIOSITY. It is recognized that learning takes many forms and, while there is a great deal of joyful learning in many arenas of academics and life, there is little to no direct instruction from our group leaders. Our experiences in HLC classroom are not dictated by traditional school design. The families in the HLC have created a wonderful community of home learners that function as a small school within the school of Innovations Academy. Student and parent input guide the direction of class.

• **School Calendar and Class Schedule**

**\*Please note that these events may be unavailable due to the impact of the pandemic on our schedule**

Event	Date
Open House	August <del>15</del> <sup>7</sup>
School Starts	August <del>19</del> <sup>21</sup>
Labor Day Holiday	September 4 <sup>th</sup> - <del>2</del> <sup>nd</sup>
Student Led Conferences (take place on minimum day Mondays)	<del>October 2<sup>th</sup>-4<sup>th</sup></del> Sept 30-Oct 2
Veteran's Day Holiday	November 1 <del>1</del> <sup>0</sup> <sup>th</sup>
Thanksgiving Holiday	November 2 <del>5</del> <sup>0</sup> - <del>29</del> <sup>4</sup>
Exhibition Night #1	<del>Jan 11</del> Dec 12

Event	Date
Winter Break	Dec. <del>19</del> -Jan. <del>6</del> <sub>2</sub>
Martin Luther King Jr. Birthday Holiday	January <del>15</del> <sub>20</sub>
Report Cards Sent home	January <del>26</del>
<u>Patriot's Week:</u> Lincoln & President's Day (NO SCHOOL)	February <del>17</del> <sub>6</sub> - & <del>19</del> <sub>21</sub>
Spring Break	<del>April 1-5</del> Mar <del>30-</del> <u>Apr 4</u>
CA State Testing	May and June
Memorial Day	May <del>26</del> <sub>7</sub>
Exhibition of Learning #2	March <del>27</del> <sub>14</sub>
Presentations of Learning Check with teacher for schedule	May and June Check with teacher for schedule
Last Day of School MINIMUM DAY	June <del>45</del>

Class Schedule

Classroom teachers design their own daily schedules, as individual classes have different activities occurring throughout the school day. This flexibility allows us to design programs tailored to meet the needs of our students. Please check with each teacher for the class schedule. If major changes occur in the school schedule you will be notified. Explorations Classes (2D or 3D Art, Performing Arts, Nature Studies/Garden, Spanish, Engineering, etc.) take place for some students in the morning and others in the afternoons. These classes change quarterly. Please check with the classroom teacher for detailed information about the daily schedule.

• **School Hours**

Starting & Dismissal	Grades 1-8	Grade K
Start Time	8:30 AM	8:30 AM

Dismissal Monday Minimum Days	12:30 PM	12:30 PM
Dismissal Tuesday-Friday	3:00 PM	2:00 PM

Office Hours:

8:00 am - 4:00 pm Monday through Friday  
You may contact the office by calling 858-271-1414

• **Drop Off & Pick Up**

Drop-off in the morning begins a maximum of 30 minutes before classes begin (8:00 a.m.). Children must enter the school campus through the back gate. Once on campus all students are to remain on site. The gates are closed and locked at 8:30 a.m. All students arriving after 8:30 a.m. must be dropped off and sign in at the front office.

Pick-up for Kindergarten starts at 2:00 p.m. on Tuesday-Friday. All parents/guardians/caregivers will meet their child at the classroom. Written parent permission must be on file in the office for a non-parent/guardian to pick up a student. Those K students with siblings are welcome to stay until 3 p.m. The front office will communicate with teachers regarding permissions for pick up.

Pick up begins for 1st-8th grades at 3:00 p.m., for a ~~2530~~- minute duration (until 3:~~30~~25 p.m. T-Fri). Parents have the responsibility and authority to decide how their child is picked up. If a parent chooses for their child to walk or bike home or walk across the street or walk to the corner, they must communicate this with their child and the front office and teacher in writing. We encourage parents to come into the classroom at least one time per week to pick up their child(ren). This fosters communication between parents/guardians/care-givers and teachers and allows parents to see student work.

Any child in K-5<sup>th</sup> grade going home with another family for a play date must provide a signed note to the teacher that day or earlier. In lieu of a note, the parent/guardian must notify the office.

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Commented [JMM1]: This implies that Innovations does take responsibility for the K-5 students. Legally, there is no liability for transport home, inferring otherwise may jeopardize that.

**Any child remaining after pick-up time has ended will wait in the office. This is disruptive of staff time, so please plan accordingly. Supervision is not available after 3:30 p.m.**

**Attendance Policy**

Board Approved: ~~10/26/2021(8/16/23)~~ June 25, 2024

Consistent attendance is very important for a child to develop the relationship

and flow for a successful education. We take attendance very seriously. Please schedule your vacations on days when there is no school.

- If your child is enrolled in the 5- day program, then they are committed to attending 5 days per week.
- If your child is enrolled in the 3 -day program (K-2<sup>nd</sup> grade), then your child is committed to attending all three days each week.
- And finally, if your child is enrolled in the Home Learning Community ("HLC"), you have made a commitment to become a part of that community and abide by the attendance agreements.

#### Definitions

- "*Tardy*": IA starts at 8:30 a.m. Students shall be classified as tardy if the student arrives after that time.
- "*Unexcused Absence*": Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant*": Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- "*Habitual Truant*": Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- "*School Attendance Review Team ("SART")*": The SART panel will be composed of the Director, the School Counselor, the Accountability Coordinator and the classroom teacher. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.
  1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  2. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more

of the following consequences for non-compliance with the terms of the contract:

- a. Parent/guardian to attend school with the child for one day
  - b. Student retention
  - c. After school make-up program
  - d. Required school counseling
  - e. Loss of field trip privileges
  - f. Loss of school event privileges
  - g. ~~Mandatory Saturday school~~Loss of elective privileges on Monday
  - h. Required remediation plan as set by the SART
  - i. Notification to the District Attorney
3. The SART panel may discuss other school placement options.
  4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

#### Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
  - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Please only remove a child for the necessary appointment time. For example: it is rare that a student would be absent an entire day for a dental appointment.
4. Attendance at funeral services for a member of the immediate family:
  - a. Excused absence in this instance shall be limited to ~~threene (31)~~ three (3) days if the service is conducted in California or three (3) days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household or determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days.
    - i. To access services from a victim services organization or agency.
    - ii. To access grief support services.

iii. To participate in safety planning or to take other actions to increase safety of the pupil or immediate family member of the pupil.

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5. Observation of a religious holiday or ceremony.
6. Participation in religious instruction or exercises as follows:
  - a. The student shall be excused for this purpose on no more than four (4) school days per month.
7. For the purposes of jury duty in the manner provided for by law.
8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
9. To permit the student to spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
10. For purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
13. Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
16. Appearance in court.
17. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

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upon written request by parent and approval by the Executive Director or designee pursuant to uniform standards established by the Board.

#### Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative. This can be provided in person at the office or by emailing info@innovationsacademy.org.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. Please call 858-271-1414. The employee shall subsequently record the following:
  - a. Name of student;
  - b. Name of parent/guardian or parent representative;
  - c. Name of verifying employee;
  - d. Date or dates of absence and expected date of return; and
  - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification:
  - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

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#### Tardies

William Shakespeare says, "Better three hours too soon than a minute too late." Plan ahead and drop your child off with 5 minutes to spare and they will never be late to class. If students are chronically late to school (more than 5 tardies the family will be called into a meeting to discuss the effect of said tardies on the student, teacher, and class (per the *Process for Addressing Truancy*, below)

Teaching children the importance of scheduling and punctuality will have a positive



impact on their life. Additionally, when students arrive on time they are more connected to their community throughout the day which makes for a better educational environment for all.

#### Leaving School Early

Once at school, a student may not leave the gated premises during school hours without permission from the office. If a student needs to leave school during the school day, s/he must be signed out in the office by a parent or guardian.

We ask that you communicate directly with the office when your child needs to leave campus for any reason. Please do not text or call your child directly during the school day (they should NOT have a device with them per our policy). Students are not permitted to use phones, text or call from a personal cell phone without permission from their teacher or office staff during the school day. We are happy to take a message and carry it to your child so that it doesn't disrupt the flow of learning. If signing your student out early, please contact the office and we will send for your child.

#### Sick Days

Although we feel it is important that children have good attendance, we also understand that children who are ill will not be able to learn and may impact the health and well-being of peers and staff. Please take a few minutes at home to carefully check your child's health before s/he leaves for school. The following are suggested times when a child should stay home. If they come to school with any of the following conditions you may be called to pick them up:

- A report of illness during the night - fever is present (100 degrees or more)
- Complaints of nausea, upset stomach, vomiting, headache, diarrhea
- Development of a rash on face and/or body
- Severe cold, cough and/or sore throat
- Inflamed eye(s) with discharge

Please remember: An ill child cannot function properly in school. The spread of illness and disease through school can be more easily contained if sick children remain at home during the acute stage of an illness.

#### Process for Addressing Truancy

- After a student has 3 unexcused absences or tardies of over 30 minutes, the parent/guardian will receive a warning letter.
- After 5 unexcused absences and/or tardies of over 30 minutes, the Executive Director will contact the family to create a plan together for how to improve attendance.
- Should a student reach 10 unexcused absences or tardies of over 30 minutes, a meeting is scheduled with the family, Executive Director, and teacher to address this very serious issue.
- If your child has more than 10 unexcused absences or tardies of over 30

minutes in a school year, your child will be referred to a Student Success Team (SST) and the SART.

If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.

#### A budgetary note about frequent absences

While a solid education and quality learning experience are the most important factors of regular attendance, the simplest form of fundraising that you can do for our community is to ensure that your child is here each day possible as funding is based on attendance, not enrollment. When children are absent from school, we miss out on their intellectual contribution to our community and we lose funds.

Each day that a student is absent negatively impacts our budget. In order to run a school with a high-quality staff, materials and program ~~we~~ need funds and a predictable budget. You can support the school by having your child in school consistently. If your child is unable to attend classes on campus regularly, due to prolonged illness, temporary disability, or other reasons, please see our independent study section below or contact the main office for further options.

#### Short Term Independent Study Contracts

If you know in advance, including the morning of, that your child will be absent from one to fourteen school/calendar days for any reason, your child's absence may be excused if a Contract of Independent Study is completed and signed before the student leaves. In addition to the signed contract, the student must complete and return to the front office the assigned classwork.

It is of utmost importance that families with children absent for any reason for one school day or longer, obtain an Independent Study Contract. This can be done by contacting the office and downloading the contract/student work from our website, having us email work or coming into the school office to pick up the necessary documents.

When possible, please contact the office three days prior to the anticipated absence in order for teachers to adequately prepare lessons for your child. Students are expected to complete all work assigned and turn it in to the office upon returning to school.

Please note that a child is an important part of a learning community. Teachers plan for all of their students to be present when making lessons, forming student groups and setting milestones for learning. An independent study contract does not take the place of coming to school ~~everyday~~ every day. It simply helps make sure a child stays in the school flow and completes something academic while out of school.

To review the School's complete Independent Study Policy, please request a copy at the main office.

### Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first ~~five-three~~ (5<sup>3</sup>) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first ~~five-three~~ (5<sup>3</sup>) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the ~~fifth-third~~ day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (~~3<sup>rd</sup>~~2<sup>nd</sup>) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the ~~fifth~~ ~~third~~ (5<sup>th</sup>3<sup>rd</sup>) day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the ~~third~~~~sixth~~ (6<sup>th</sup>3<sup>rd</sup>) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (e.g. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty (30) days of the disenrollment.

### Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student

shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

#### Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

#### Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

#### Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

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- **Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

- **English Learners**

Innovations Academy is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. IA will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. IA will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

- **Sexual Health Education**

Innovations Academy offers comprehensive sexual health education to its students in middle school grades, at a minimum in 7<sup>th</sup> grade. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in middle school, at a minimum in 7<sup>th</sup> grade. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through

a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if IA has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

- **State Testing**

Innovations Academy shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

- **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

- **Teacher Qualification Information**

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information..

- **Animal Dissections**

Students at IA may perform animal dissections as part of the science curriculum. Parents/Guardians will be communicated with about animal dissections. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or

any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

- **Fieldtrips (AKA Field Study)**

IA students participate in many field study experiences. They are a great way to reach out to the community and experience learning in a unique way. Field study can be as simple as walking around the block or more intensive such as going to the zoo, a museum or overnight camping. A general field trip permission slip was included in the online registration packet for this purpose and is also available in the front office. If you prefer to opt-out of the general permission slip, IA can provide you with individual permission slips for each planned field trip. If you choose to volunteer on a field trip, please note the requirements in the volunteer section of this Family Handbook.

#### Payments for Field Trips/Field Studies

At IA, our goal ~~each this year~~ is for all students to participate in ~~threeone~~ field study ~~experiences per semester a month~~ and many of these excursions have costs to attend. We keep our costs as low as possible by fundraising for our more expensive trips. Please let us know if the cost of a field trip is a financial hardship for your family. No student will be excluded from participating in a field study due to lack of payment. That is our responsibility as a public school.

#### Transportation

Students learn a lot about public transit by using our local public transportation resources during field trips. Buses, trains, and trolleys are great learning experiences and IA regularly utilizes these methods of transport on field study trips. Student groups are always supervised by an adult chaperone while riding public transit. If you would prefer your child to not ride public transit you may arrange alternate transportation for your child.

## STUDENT HEALTH & SAFETY

### • **School Safety Plan and Emergency Action Procedures**

There is a ~~complete-Comprehensive~~ Emergency Action and Safety Plan on file in the main office. It can be viewed in the main office. IA holds one emergency drill per month.

Some emergency numbers to be aware of:

- Front Office Number: 858-271-1414
- Christine Kuglen, Director: 619-379-9275

### • **Administration of Medications**

Students may not self-administer any medications (over the counter or prescription) in class. All medications must be turned into the School office. Medication given at school must be accompanied by:

1. Physician's Authorization for Medication form detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken; AND
2. A written statement from parent/guardian indicating that they desire the School to assist the student with medication.

### • **Informed Consent and Acknowledgment for Athletic Activities**

Students at IA have the option to participate in a wide range of athletic activities

By their very nature, athletic activities can put students in situations in which serious, catastrophic, and perhaps fatal injuries may occur. The injuries could include, but are not limited to the following:

Sprains/strains	Disfigurement
Fractures	Head injuries
Cuts/abrasions	Loss of eyesight
Unconsciousness	Death
Paralysis	

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury.

Although the School may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury.

Commented [JMM2]: This is no longer required.

### • **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have



an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

- **Physical Examinations and Right to Refuse**

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

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

A parent/guardian having control or charge of any child enrolled in IA may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

- **Diabetes**

Innovations Academy will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: [Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Innovations Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

• **Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations are completed with written medical records from the child's doctor or immunization clinic. ~~To ensure a safe learning environment for all students~~ ~~Because we have no other option~~, IA follows and abides by the immunization and health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
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<p><b>TK/K-12 Admission</b></p>	<p><b>Initial</b></p> <p>Diphtheria, Tetanus, and Pertussis (DTaP) - Five (5) doses          Polio - Four (4) doses          Measles, Mumps, and Rubella (MMR) - Two (2) doses          Hepatitis B (Hep B) - Three (3) doses          Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p><b>Entering 7<sup>th</sup> Grade</b></p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose          Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis) At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

• **Human Trafficking Prevention**

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

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

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

- **Mental Health Services**

Innovations Academy recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at ~~the~~ IA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact our counselor by coming into the Solution Center during school hours and making an appointment. Our counselor supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our school or by an outside provider, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Lisa Smith, our special education coordinator at LSmith@InnovationsAcademy.org.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact our health clerk in the front office at 858-271-1414.

Available in the Community:

- Mental Health Services Information (<https://www.mentalhealth.gov/get-help>)
- San Diego County Mental Health Services ([https://www.sandiegocounty.gov/hhsa/programs/bhs/mental\\_health\\_services\\_eligibility/](https://www.sandiegocounty.gov/hhsa/programs/bhs/mental_health_services_eligibility/))
- Positive Change Counseling Center (sliding scale mental health) <https://www.pccounselingcenter.com/post/affordable-mental-health-services-in-san-diego-county>
- Free Mental Health Screening (<https://screening.mhanational.org/screening-tools/>)

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**

- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

## **Pregnant and Parenting Students**

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The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student’s physician, which the student may take before the birth of the student’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student’s regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student’s leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student’s fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures (“UCP”) of the Charter School. The complaint may be filed in writing with the compliance officer:

Christine Kuglen  
Executive Director  
5454 Ruffin Rd, San Diego, CA 92123  
858-271-1414  
[christine@innovationsacademy.org](mailto:christine@innovationsacademy.org)

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

### **Suicide Prevention Policy**

Board Approved ~~8/16/23~~ 6/25/24

The Governing Board of Innovations Academy (“IA”) recognizes that suicide is a leading cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. An appropriate and timely response in preventing suicidal ideation, attempts, and deaths. It is also our intention to continue to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is urgent to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Director, Christine Kuglen and Counselor, Samantha Hallor shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students (Special Ed Consultants, Coaches and Enrichment Teachers)

The Director and Counselor shall develop and implement preventive strategies and intervention procedures that include the following:

### **Overall Strategic Plan for Suicide Prevention**

In compliance with Education Code 215, this policy has been developed in consultation with school-employed mental health professionals (school counselor, psychologist), ~~Co-~~ ~~Director~~ ~~administration~~ other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention. Schools and schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

(See attachments)

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, IA shall appoint an individual to serve as the suicide prevention point of contact (Samantha Hallor, Counselor). In addition, IA has identified one staff member to serve as the liaison to the IA’s suicide prevention point of contact, and coordinate and help implement suicide prevention activities on their specific campus (Christine Kuglen, Director). This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at:

<http://www.heardalliance.org/>

You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at:

<https://www.pausd.org/student-services/counseling-services>

**Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, IA along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at:

"<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>"

For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at: "<http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>"

For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at: "<http://resource-center.yourvoicecounts.org/content/how-use-social-media>"

**Suicide Prevention Training and Education (Staff Development)**

IA has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, and coaches).

Training includes the following:

1. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
2. All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (See attached). Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by a staff member;
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide; and
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at: <http://cal-schls.wested.org/>
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - a. The impact of traumatic stress on emotional and mental health;
  - b. Common misconceptions about suicide;
  - c. School and community suicide prevention resources;



- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - e. The factors associated with suicide (risk factors, warning signs, protective factors);
  - f. How to identify youth who may be at risk of suicide;
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines;
  - h. School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - i. School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - j. Responding after a suicide occurs (suicide postvention);
  - k. Resources regarding youth suicide prevention;
  - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide; and
  - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
5. The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
- a. Youth affected by suicide;
  - b. Youth with a history of suicide ideation or attempts;
  - c. Youth with disabilities, mental illness, or substance abuse disorders;
  - d. Lesbian, gay, bisexual, transgender, or questioning youth;
  - e. Youth experiencing homelessness or in out-of-home settings, such as foster care;

- f. Youth who have suffered traumatic experiences; and

**Resources:**

Youth Mental Health First Aid (“YMHFA”) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at: <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

Free YMHFA Training is available on the CDE Mental Health Web page at: <http://www.cde.ca.gov/lscq/mh/projectcalwell.asp>

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at: <http://www.qprinstitute.com/>

SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at: <https://www.livingworks.net/programs/safetalk/>

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at: <https://livingworks.net/https://www.livingworks.net/programs/asist/>

~~Kognito At Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at: <https://www.kognito.com/products/pk12/>~~

**Employee Qualifications and Scope of Services**

Employees of IA must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by IA.

Resource:

Assessing and Managing Suicide Risk (“AMSR”) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at: <https://sprc.org/http://www.sprc.org/training-events/amsr>

**Parents, Guardians, and Caregivers Participation and Education**

1. To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, IA shall share this Policy with parents/guardians/caregivers —by notifying them where a complete copy of the Policy is available.
2. This suicide prevention policy shall be prominently displayed on the IA Web page and included in the Family Handbook.
3. Parents/guardians/caregivers ~~are~~should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide; and
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at: <https://www.save.org/https://www.save.org/product/parents-as-partners/>

**Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, IA along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe

messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with IA and is characterized by caring staff and harmonious interrelationships among students.

IA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

IA's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

IA has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall\*\*:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
2. Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
3. The content of the education shall include:
  - a. Coping strategies for dealing with stress and trauma;
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, and Mental Illness Awareness).

### Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at: <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at:

<https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships/tap-online-trainings/break-free-depression-program> <http://www.childrenshospital.org/breakfree>

Coping and Support Training ("CAST") is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at: <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at: <https://www.save.org/https://www.save.org/what-we-do/education/smart-schools-program-2/>

Linking Education and Awareness for Depression and Suicide ("LEADS") for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at:

<https://www.save.org/learn/https://www.save.org/what-we-do/education/leads-for-youth-program/>

### **Intervention, Assessment, Referral**

Two IA staff members (Samantha Hallor, Counselor and Christine Kuglen, Director) who have received advanced training in suicide intervention are designated as the primary and secondary suicide prevention liaisons.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary liaisons shall notify the Executive Director, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school web sites.

The Executive Director, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best

interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

Students experiencing suicidal ideation shall not be left unsupervised.

A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

The **Superintendent-Director** or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

### **Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

### **Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. (LEA to include crisis intervention procedures, including counseling and other support systems).

### **Parental Notification and Involvement**

IA shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

1. After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
2. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotion
3. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

4. Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures. The content of the education shall include:
  - a. Coping strategies for dealing with stress and trauma;
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
  - e. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, Success Programs, and National Alliance on Mental Illness Awareness).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page <http://www.childrenshospital.org/breakfree>

Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement suicide prevention on their campus that included the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (858-694-5141).

### **Action Plan for In-School Suicide Attempts**

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
  - b. Move all other students out of the immediate area;
  - c. Immediately contact the administrator or suicide prevention liaison;
  - d. Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
  - e. If needed, provide medical first aid until a medical professional is available;
  - f. Parents/guardians/caregivers should be contacted as soon as possible;
  - g. Do not send the student away or leave them alone, even if they need to go to the restroom;
  - h. Listen and prompt the student to talk;
  - i. Review options and resources of people who can help;
  - j. Be comfortable with moments of silence as you and the student will need time to process the situation;
  - k. Provide comfort to the student;
  - l. Promise privacy and help, and be respectful, but do not promise confidentiality;
  - m. Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, IA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to



identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, IA may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at IA.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the IA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in IA's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. IA staff may receive assistance from IA counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

#### **Action Plan for Out-of-School Suicide Attempts**

If a suicide occurs or is attempted by a student of the IA campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parents/guardians/caregivers and offer support to the family;
2. Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
3. Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
4. Designate a staff member to handle media requests;
5. Provide care and determine appropriate support to affected students;
6. Offer to the student and parents/guardians/caregivers steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

#### **Supporting Students after a Mental Health Crisis**

Students shall be encouraged through the education program and in IA activities to notify a teacher, the Executive Director, another IA administrator, psychologist, IA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. IA staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her feelings;
3. Acknowledge the feelings and do not argue with the student;
4. Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

### **Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

1. Obtain a written release of information signed by parents/guardians/caregivers and providers;
2. Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
3. Inform the student's teachers about possible days of absences;

4. Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
5. Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
6. Work with parents/guardians/caregivers to involve the student in an aftercare plan.

**Resource:**

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

**Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Christine Kuglen, Director and Samantha Hallor, Counselor for IA shall ensure that the school has an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

The suicide prevention liaison shall:

1. Identify a staff member to confirm death and cause (Christine Kuglen);
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan, include an initial meeting of the school Suicide Postvention Response Team;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death;
  - b. Emotional support and resources available to staff;
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - d. Share information that is relevant and that which you have permission to disclose.

6. Prepare staff to respond to needs of students regarding the following:
7. Review of protocols for referring students for support/assessment;
8. Talking points for staff to notify students;
9. Resources available to students (on and off campus).
10. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
11. Identify students affected by suicide death but not at risk of imitative behavior;
12. Communicate with the larger school community about the suicide death;
13. Consider funeral arrangements for family and school community;
14. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
15. If needed, identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at: <http://suicide.org/> or [www.reportingonsuicide.org](http://www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
16. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - b. Support siblings, close friends, teachers, and/or students of deceased
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

**Resources:**

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at:  
<http://www.sprc.org/comprehensive-approach/postvention>

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at:  
<http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at:  
[http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at:  
<http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at:  
<http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

### **Student Identification Cards**

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. IA will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

## OTHER STUDENT SERVICES, POLICIES, & PROCEDURES

### • **Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" means any of the following:
  - a. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code ("WIC") Section 309 (whether or not the child has been removed from the child's home by juvenile court).
  - b. A child who is the subject of a petition filed pursuant to WIC Section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  - c. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - iii. The nonminor is participating in a transitional independent living case plan.
  - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
  - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active-duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

**Foster and Mobile Youth Liaison:** The Executive Director or designee designates the

following staff person as the Liaison for Foster and Mobile Youth:

Devon Woodruff  
Instructional Support Coordinator  
5454 Ruffin Rd. SD 92123  
[Devon@innovationsacademy.org](mailto:Devon@innovationsacademy.org)

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon



request at the main office.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

- **Education of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Devon Woodruff  
Instructional Support Coordinator  
5454 Ruffin Rd. SD 92123  
Devon@innovationsacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:

<https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than

the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

#### • **Visitors and Volunteers**

##### Visitation

The safety of all children is of utmost importance. Our gates are locked at 8:30 a.m. each morning. At that time the only way on campus is through the front office. Immediately upon entering campus, all visitors, including volunteers, are required to sign in with the school office. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When ~~recommended or requested~~ **required** by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. IA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access.

##### Volunteers

Volunteerism by parents is encouraged but not mandatory. We love volunteers at IA because they contribute so much time and energy to the students and staff! If you would like to volunteer, please see the below requirements for each level of

involvement. For levels 2, 3 or 4, volunteers must complete and turn in the listed documents to the front office. Volunteers will receive an IA Volunteer Card indicating the volunteer categories that are allowed. If the requirements have not been met, then a parent will not be allowed to volunteer for that category. There are four categories of volunteers, each with different requirements:

- 1) Visitors or guests who enter the school for a one-day visit. This **excludes** whole school events such as Exhibition Nights, the school dance, etc.

Requirements:

- Sign in at the front office.

- 2) Volunteers with regular group exposure who have little or no direct unsupervised exposure or contact with children, and volunteers with classroom exposure who work with children and are supervised by school staff.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website ([www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)).

- 3) Field Trip Drivers: Volunteers who drive on field trips but do not spend the night.

Requirements:

- Sign in at the front office.
- File a copy of your automobile insurance in the front office.
- File a copy of your driver's license in the front office.
- Provide copy of DMV record obtained at DMV or on their website (search Driver's Record Request)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website ([www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)).

- 4) Volunteers who work with students unsupervised or who assist on overnight field trips.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years).
- Present a fingerprint clearance from the SD County Office of Education.
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website ([www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)).

A complete copy of the *Visitor and Volunteer Policy* is available for review in the main office and on the school website.

- **Parent and Family Engagement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

- **Professional Boundaries: Staff/Student Interaction Policy**

- Innovations Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.
- Corporal Punishment
- Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.
- For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.
- For clarification purposes, the following examples are offered for direction and guidance of School personnel:
  - A. Examples of PERMITTED actions (NOT corporal punishment)
    - 1. Stopping a student from fighting with another student;
    - 2. Preventing a pupil from committing an act of vandalism;
    - 3. Defending yourself from physical injury or assault by a student;
    - 4. Forcing a pupil to give up a weapon or dangerous object;
    - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
    - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
  - B. Examples of PROHIBITED actions (corporal punishment)
    - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
    - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
    - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
- Acceptable and Unacceptable Staff/Student Behavior
- This policy is intended to guide all School faculty and staff in conducting themselves

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in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

- Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"
- For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.
- Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.
- Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.
- Duty to Report Suspected Misconduct
- When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.
- Examples of Specific Behaviors
- The following examples are not an exhaustive list:
- Unacceptable Staff/Student Behaviors (Violations of this Policy)
  - (a) Giving gifts to an individual student that are of a personal and intimate nature.
  - (b) Kissing of any kind.
  - (c) Any type of unnecessary physical contact with a student in a private situation.
  - (d) Intentionally being alone with a student away from the school.
  - (e) Making or participating in sexually inappropriate comments.
  - (f) Sexual jokes.
  - (g) Seeking emotional involvement with a student for your benefit.

- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
- **(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**
- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.
- Cautionary Staff/Student Behaviors
- **(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**
- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors
- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a

student after regular school hours.

- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

#### • **School Meal Program**

~~-Beginning in the 22-23 school year free breakfast and lunch are available to all students at no charge.~~

IA participates in the National School Lunch Program. Applications school meals are available at Open House, on the Charter School website and in the main office. Completed application forms can be returned to the main office or submitted electronically. The Charter School will provide each student who requests either meal with one nutritionally adequate cold breakfast each day and one lunch. Please also contact the main office with any questions.

#### • **School Waste**

IA is committed to sustainable practices that will contribute to long term maintenance of our school site, city, and planet. The reuse of materials is a sustainable practice. We request that each child and staff member have a plate, cup (non-glass), fork and spoon in their classroom to be used for class parties and hot lunch on campus. Additionally, we are asking parents to send lunch items in reusable containers.

Other Lunch Options: Bring a cold lunch or leftovers as we have microwaves on campus.

Snacks: Please send your child to school with nutritionally sound snacks (and lots of them, your children will be hungry throughout the school day). No energy drinks, soda, or junk food. If a child is seen with such items, we will reach out to parents to request a change in snack items. We suggest fruits, vegetables, nuts, whole grain breads, cheeses, etc. Once again, keep in mind that our goal is to have zero trash generated on campus from snacks and lunch so please pack accordingly.

#### • **Fundraising**

At IA, each year we create a fundraising plan to give clarity and direction to the necessary fundraising that we must do. The funds bring resources to our program. If you have strong opinions, skills and/or ideas in this area, please volunteer for our Fundraising Committee.

We do a variety of fundraising activities:

**Student:** Fundraising is a great way for students to learn about budgeting, resources, and planning. Furthermore, it makes our students accountable for the activities that they want to do. An example of a fundraising event is a student-organized bake sale or car wash.



**Passive/Ongoing Fundraisers:** These fundraisers require little effort once established. Money comes to IA throughout the school year. Examples are Gift card purchases, Amazon Smile Program, debit or credit card registration at several locations (iGive and eScrip programs). Please see our website for links to all of our ongoing fundraisers.

**Active Fundraising:** Several active fundraisers that may occur during the school year are Scholastic Book Fair and [sSchool dDances](#) and other events.

There are many other ways to help generate funds that support our students. Helping create a strong network is important. All IA community members can contribute by helping to organize, bringing supplies or goods for a fundraiser, donating monetarily, and/or helping us find grants or philanthropic organizations to partner with. One resource that many people don't tap into is their own place of employment. Many companies do matching grants/contributions for fundraising/donations. Find out about yours!

**Education Innovators Program:** We have the goal of creating an Education Innovators Sponsorship Program. This program would enroll 100 sponsors each [year](#) donating \$1,000.00 each year for three (3) consecutive years. With \$100,000.00 collected each year, we will deposit half of the funds into a reserve account and the other half will be used to support the continuing development of a strong educational program and innovative use of technology. If you are interested in organizing this program, please see the director.

Please note that participating in fundraising activities or donating to a fundraiser is optional. No student will be penalized for failure to participate.

- **Dress Code**

IA believes that socially responsible behavior is crucial to improving and maintaining a climate of respect. Dress and grooming should not interfere with the educational process. School clothing should be neat, clean, maintain adequate coverage, and be appropriate for school activities. Clothing that promotes alcohol, drugs, tobacco, or other controlled substances, or uses suggestive, vulgar, obscene, or profane language and/or images is prohibited.

Footwear: Please wear or bring to school closed-toe athletic shoes for outdoor activities during P.E. The scheduling of P.E. can be unpredictable and classes often play active outdoor games. Please plan accordingly

- **Cell Phone and other Electronic Communication Device Policy**

We at IA powerfully create our lives through self-expression, compassionate connection, and purposeful learning. This is the first sentence of our mission statement, and we recognize that it is also the reason why families have entrusted us with their children. We believe that the authentic, face-to-face, compassionate communication that ties not only teachers and students, but students to each other, must take place in the absence of cell phones and other communication devices (such as communication watches).

No "smart" device that connects to the internet (cell phones, watches, iPads, computers) may be brought to campus by students at any time, unless:

- ~~A teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.~~
- ~~If a student transfers homes between guardians/parents during the week or is meeting a parent off campus after school, they may bring a device but it must be turned into the front office or at the gate at the start of the school day and retrieved at the office at the end of the day.~~
- A licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.

Any student found using a "smart" device (one that connects to the internet) will have it immediately taken away and parent/guardian will be required to come to a scheduled meeting with the school counselor, Director, and Assistant Director. The device will be returned to the parent/guardian at that meeting. If this happens a second time, the student will be forbidden from bringing the device to school.

Parents who need to contact their children during the school day should leave a message at the front desk. Students are allowed to come to the office to make a phone call during class time only with the permission of the teacher, and at breaks and lunch as well as before and after school.

#### • **Student Use of Technology Policy**

IA offers students access to technologies that may include internet access, electronic mail, and equipment, such as Chromebooks, computers, tablets, or other multimedia hardware. The technological resources provided by IA must be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

#### Chromebook Care Agreement

IA assigns individual Chromebooks to students in grades 2- 8 for instructional use throughout the school day and iPads for K-1 students. Students agree to follow their classroom expectations governing the use and care of their individual Chromebooks to prevent loss or damage. Normal wear of student equipment is expected, and IA repairs Chromebooks as needed.

If IA staff determines that a Chromebook is willfully damaged by a student as a result of an intentional act, neglect, or abuse or because that student did not follow the acceptable use policies, below, or those established by his or her class, the student's parents understand and agree that they are responsible for the cost of repair or replacement of the Chromebook limited to the fair-market value of the Chromebook at the time of its loss.

IA expects that students take appropriate care of their Chromebook by observing the following:

- Students transport their Chromebooks using both hands so as to avoid

- accidentally dropping them.
- Students store their Chromebooks carefully so the Chromebooks are not susceptible to damage (stored in the designated space in the classroom).
  - Students type with care so that keys remain intact on keyboards.
  - Students keep screens from bending back so as not to cause pressure damage to hinges or screens.
  - Students keep their Chromebooks with them when Chromebooks are in use.
  - Students keep their Chromebooks free of permanent marks and/or stickers.
  - Students keep food and liquid away from their Chromebooks.
  - Students plug in and remove headphones carefully so as not to damage headphone inputs or break off headphone jacks.
  - Students ensure that when they use their Chromebook adapters, the cords do not pose trip hazards and are not exposed to damage.

Please communicate with your child the importance and value of handling and using his or her Chromebook with care.

### **Internet Safety/Network Use Guidelines**

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet and IA networks as part of your student's educational experience.

IA's network provides access to the internet. The internet is an electronic highway connecting thousands of computers all over the world.

Students will have access to:

- Information and news from a variety of sources and research institutions.
- Public domain and shareware software of all types.
- Discussion groups on a wide variety of topics.
- Many university libraries, the Library of Congress, and more!

#### Safety

IA has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code section 313).

The teacher/staff will choose resources on the internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

While IA is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no

**Commented [JMM3]:** The school cannot charge more than fair market value at the time of the loss. We advise leaving out the specific prices.

filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

#### Acceptable Use

The purpose of schools having access to the internet is to support research and education, access to unique resources, and the opportunity for collaborative work. The use of IA networks must be in support of education and research and consistent with the educational objectives of IA. Innovations Academy takes no responsibility for the accuracy or quality of information from Internet sources.

#### Prohibited Use

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

- Any information which violates or infringes upon the rights of any other person.
- Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Any material that violates copyright laws.

Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code section 502).

Behaviors that constitute cyberbullying are strictly prohibited. Please see the Title IX, Harassment, Intimidations, Discrimination, and Bullying Policy within this Family Handbook for more information about cyberbullying.

Students who engage in inappropriate network use may be subject to discipline, up to and including suspension and/or expulsion, in accordance with IA policies and procedures.

#### Privileges

The use of IA networks and the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or IA security administrator to deny, revoke, or suspend specific user access.

#### Netiquette (Network Etiquette)

The use of IA networks requires adherence to rules of network etiquette.

These include, but are not limited to, the following:

- Be polite. Do not send abusive messages to anyone.

Commented [JMM4]: IA will need to be prepared on what to do if access is taken away, but teachers depend on the machines for instruction.

- Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language.
- Anything pertaining to illegal activities is strictly forbidden. (Note: E-mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.)
- Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a student's picture, name, or work on the Internet, the school must have on file a parent release form authorizing publication.
- Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
- Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

### Security

Security on any computer system is a high priority, especially when the system involves many users.

If you are aware of a security problem on IA networks, please notify School administration either in person, in writing, phone, or via the network. Do not demonstrate the problem to other users.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to IA networks and the internet.

### Vandalism

Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses and damaging any hardware owned by IA.

Before a student is assigned a Chromebook or permitted to access any other technology on campus, including internet, they must sign the IA Acceptable Use Agreement.

### • **Lost or Damaged School Property**

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation or the fair market value of the item at the time of its loss. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, and transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary

work, the student's grades will be released.

#### • **Positive Discipline Policy and Procedures**

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

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

#### **School Discipline**

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

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

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

#### **Student Expectations**

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

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

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

## **Incidences Compromising Safety and a Productive Learning Environment**

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

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

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

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

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

### **• Suspension & Expulsion Policy**

~~Board Approved: 11/2013~~

~~Board Revised: 12/8/2020~~

Most recent board approval with handbook for the ~~23-24~~24-25 school year  
~~8/16/23~~6/25/24

Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at IA. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which



may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

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

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

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

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

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

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:

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



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

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

The Charter School will use the following definitions:

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

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## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

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

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

## 4. Homework Assignments During Suspension

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

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

#### **D. Authority to Expel**

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

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

#### **E. Expulsion Procedures**

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

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

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

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

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

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

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

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

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

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

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

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

### **I. Expulsion Decision**

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

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

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

### **J. Written Notice to Expel**

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

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

### **K. Disciplinary Records**

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

### **L. No Right to Appeal**

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

#### **M. Expelled Students/Alternative Education**

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

#### **N. Rehabilitation Plans**

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

#### **O. Readmission or Admission of Previously Expelled Student**

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

#### **P. Notice to Teachers**

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

#### **Q. Involuntary Removal for Truancy**

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

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

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

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

##### 1. Notification of District/SELPA

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

##### 2. Services During Suspension

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

##### 3. Procedural Safeguards/Manifestation Determination

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

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



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

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

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

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

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

#### 4. Due Process Appeals

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

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

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

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

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

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

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

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

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

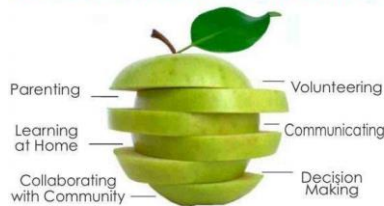
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

#### **The Six Slices of Parental Involvement**



#### **• Parent Responsibility**

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

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

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

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

When any of the above feelings happen, it is the parent's responsibility to talk with a teacher or administrator who will support the parent in getting their needs met for information and understanding.

The following are aspects of the program that may be new and/or different and which parents may need to communicate about.

IA:

- Does not have a traditional report card
- Holds student led conferences in which a student is present with the parent
- Students call staff by their first names
- Students contribute to decisions about their learning
- Does not give meaningless homework
- Implements POLs (presentations of learning), [portfolio work](#) and Exhibitions to assess a student's progress.
- Uses project based, inquiry-based and other hands-on, interactive learning experiences as a central part of the academic program
- Does not focus on test taking, benchmark testing, or test scores
- Expects students to attend all field trips.
- Has a relationship based discipline plan which is not a one size fits all approach. [Students and their parents are expected to participate in conflict resolution and problem solving for behavioral issues and discipline related behaviors.](#)

All parents are members of the IA academic community and play a vital role by showing support and participating in school activities as much as possible.

Some great ways to participate are:

- Chaperone a field trip
- Read to your children or do an outside activity
- Foster friendships between IA students by creating play opportunities outside of school
- Contribute to a fundraising event (bake sales, IA Education Conservators, etc.)
- Attend Exhibition Nights
- Provide large quantities of unstructured time for your child(ren)
- Be a Reading Buddy in a classroom
- Participate in the Parent Connection (our parent association)

If you'd like to help with any classroom or school wide event, please speak with your teacher or the Parent Association president who will gladly get you started. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

• **Getting Needed Information**

We often hear from parents about the need to be connected and how challenging that can be. The first step is to learn what is going on in the classroom and at school. Another component is communication between home and school. This section will explain some ways to get the information and communication you want with IA:

- Innovations Academy has its own **website**. On this website you will find updates, information about our philosophy, links to our classroom digital portfolios, calendar, Family Handbooks, Charter, etc.
- **Class Info** All IA teachers use ParentSquare to communicate with families.
- **Sunday Blast:** On Sundays a ParentSquare communication will go out to all of our parents with activity updates and information for the upcoming week.
- **Exhibition Nights:** During the 202~~43~~<sup>44</sup>-2~~54~~<sup>55</sup> school year we will have Exhibition Nights on the following dates: ~~January 11th and March 14th~~<sup>December 12<sup>th</sup> and March 27<sup>th</sup></sup>. We expect 100% attendance by parents as all students will be presenting work they have completed. If you can't make it, please communicate with us ahead of time. We consider Exhibitions to be as important as report cards.
- **Student Led Conferences ("SLC"):** During SLCs, students take the lead to facilitate a conference with their teacher(s) and parent(s). The outcome of the conference is that students share their learning in various subject areas and set academic, personal and social goals.
- **Presentations of Learning ("POL"):** A presentation of learning is an opportunity for a student to speak about specific areas of their own learning in an authentic, reflective way. The act of speaking about who you are, your strengths and challenges is an important part of our program. If POLs are held in your child's class, please make every attempt to attend your child's presentation of learning.
- **Come In!** We are here every school day. Please come in and say hi and let us know if you have any questions. If we can't address them on the spot, then we can schedule time with you.
- **Director Office Hours:** Current and new IA parents have the opportunity to meet with the Director and get questions answered. It's also a great place to connect with other IA families and have fun while developing a deeper understanding of IA philosophy. Check the website calendar and Sunday ParentSquare communications.

Please let us know if you have any ideas that can improve our methods of communication. Thank you.

- **Email Communication Policy**

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IA recognizes that electronic mail (email) can be a valuable communication tool, when it is used judiciously and in accordance with privacy laws and the school internet ethics code. To help us implement the School communication policy, IA faculty and staff members are provided with ParentSquare accounts to improve the efficiency and effectiveness of communication both within the school and with the parent/guardian community. Faculty and staff are required to use ParentSquare for all communications with parents.

In the interest of ensuring that email is a positive influence on our learning community of committed parents/guardians, teachers, students, and friends, we are instituting these ParentSquare guidelines for parent-teacher communication.

- Keep the message short, no more than 1 paragraph is a good rule, and request to schedule a time to meet or to speak via telephone if you need more communication.
- Respect teacher planning time by sending message only when necessary
- Keep the content appropriate and specific
- Please keep all contacts professional. Jokes, amusing or special stories, chain letters, or commercial solicitations are inappropriate

Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher.

Remember that your child's teacher oversees 25 students. Before sending an email to your teacher, please ask yourself:

- Can I get the answer on the class or school website?
- Was the information sent in the teacher's weekly email?
- Can I ask my child to find out tomorrow?
- Can it wait?

### **Nondiscrimination Statement**

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except

in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Christine Kuglen  
Executive Director  
~~10380 Spring Canyon Rd, San Diego, CA 92131~~  
~~5454 Ruffin Road, San Diego, CA 92123~~  
858-271-1414  
[christine@innovationsacademy.org](mailto:christine@innovationsacademy.org)

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

• **Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy**

Board Approved: 8/14/23

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Innovations Academy ("IA" or the "Charter School") prohibits any acts of

discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. IA school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom IA does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. IA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. IA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Christine Kuglen  
Executive Director  
5454 Ruffin Rd, San Diego, CA 92123  
858-271-1414  
[christine@innovationsacademy.org](mailto:christine@innovationsacademy.org)

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.



- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by IA.

IA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student <sup>1</sup> or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by IA.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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<sup>1</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with his or her exceptional needs.

**Electronic act** means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in IA 's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that IA investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

IA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

IA advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

IA informs Charter School employees, students, and parents/guardians of IA's policies regarding the use of technology in and out of the classroom. IA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## **2. Education**

IA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. IA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at IA and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

IA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

IA informs IA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## **3. Professional Development**

IA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other IA employees who have regular interaction with students.

IA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games

- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by IA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

IA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for IA’s students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

IA will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the IA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, IA will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Christine Kuglen  
Executive Director  
5454 Ruffin Road, San Diego, CA 92123  
858-271-1414  
[christine@innovationsacademy.org](mailto:christine@innovationsacademy.org)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. IA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

IA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

IA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or

without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to IA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or IA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. IA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of IA to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of IA, the Coordinator (or designee) will promptly initiate an investigation. A third-party investigator may be retained to conduct the investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

- A statement that IA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - IA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with IA's policies.
  - IA may remove a respondent from IA 's education program or activity on an emergency basis, in accordance with IA 's policies, provided that IA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, IA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If IA offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - IA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. IA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.



- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, IA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in IA 's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable IA policy.
  - IA may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at IA; or
    - The specific circumstances prevent IA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, IA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - IA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of IA 's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

## **5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including suspension and/or expulsion from IA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by IA in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find IA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of IA's decision or resolution, submit a written appeal to the President of the IA Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and IA will implement appeal procedures equally for both parties.
- Within five (5) business days of IA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from IA's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- IA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

IA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.

- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



# Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

5454 Ruffin Rd. San Diego, CA 92123 (858)271-1414

## TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize IA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

### **To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

• **Professional Boundaries: Staff/Student Interaction Policy**

Board Approved: 8/16/23

Innovations Academy ("IA") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;
  - 4. Forcing a pupil to give up a weapon or dangerous object;
  - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
  
- B. Examples of PROHIBITED actions (corporal punishment)
  - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain

conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct as a high priority.
- (s) Asking yourself if your actions are worth your job and career.

• **Uniform Complaint Policy & Procedures**

Board Approved: 8/16/23

Innovations Academy ("IA") complies with applicable federal and state laws and regulations. IA is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

**Scope**

Not all complaints fall under the scope of this Policy.

- Many concerns can be made in accordance with the **General Complaint Policy**, including complaints regarding classroom assignments, common core, grades, classroom requirements, hiring and evaluation of staff, drop off and pick up procedures, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Brown Act, and other general education and school requirements that do not otherwise fall under the purview of this Policy.
- Concerns may also be raised under the School's **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**.

The following complaints are referred to other agencies for resolution and not subject to the Uniform Complaint Policy:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
- Allegations of fraud are referred to the responsible Division Director at the California Department of Education ("CDE").

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, pregnancy, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any IA program or activity.
2. Complaints of violations of state or federal law and regulations governing the following programs:



- Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education Programs;
  - Career Technical and Technical Education and Training Programs;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid Programs;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Child Education Programs;
  - Regional Occupational Centers and Programs; and/or
  - School Safety Plans.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- d. If IA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, IA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by IA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or IA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

- 4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF"), or Local Control and Accountability Plans ("LCAP") under Sections 47606.5 and 47607.3 of the Education Code, as applicable. If IA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
- 5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.
- 6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Moreover, IA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. IA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, IA will attempt to do so as appropriate. IA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

IA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and

investigate complaints and to ensure Innovations Academy's compliance with law:

Christine Kuglen  
Executive Director  
5454 Ruffin Road, San Diego, CA 92123  
858-271-1414  
[christine@innovationsacademy.org](mailto:christine@innovationsacademy.org)

IA shall ensure that the staff persons responsible for conducting investigations relating to this Uniform Complaint Policy shall be knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Director or Assistant Director, the compliance officer for that case shall be the Parent Representative on the Board of Directors or his/her designee.

#### Notifications

The Executive Director or designee shall annually provide written notification of this Policy to employees, students, parents and/or guardians, school officials and other interested parties by publishing notification on the website and in the Family Handbook. A copy is available upon request free of charge.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in IA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that IA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that IA is operating pursuant to Title 22 licensing requirements.
3. A statement that IA is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE

determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal an IA decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of IA's decision, except if IA has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals IA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if IA finds merit in a UCP complaint, or the CDE finds merit in an appeal, IA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
11. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address complaints that allege that IA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint.

- **Step 1: Filing of Complaint subsequent related actions**

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization alleging noncompliance by IA or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy may file a written complaint using the complaint form.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying, unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee

shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension

A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the IA Board of Directors approved the LCAP or the annual update was adopted by IA.

The complaint shall be presented to the Compliance Officer, who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist him/her in the filing of the complaint.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist the complainant in the filing of the complaint.

- **Step 2: Resolution Meeting**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting with the IA school counselor serving as mediator. If the complainant agrees to a Resolution Meeting, the compliance officer shall make arrangements for the same.

Before initiating the Resolution Meeting of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the counselor a party to related confidential information.

If the Resolution Meeting does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend IA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

Within five (5) business days of receiving the complaint, the compliance officer is encouraged to informally discuss with the complainant the possibility of using mediation.

This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide IA's compliance officer with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

IA's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Response**

Unless extended by written agreement with the complainant, the compliance officer shall issue to the complainant a written report of IA's investigation and Decision within sixty (60) calendar days of receipt of the complaint unless the timeframe is extended with the written agreement of the complainant.

IA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered
2. The conclusion providing a clear determination for each allegation as to whether IA is in compliance with the relevant law.
3. Corrective actions, if IA's finds merit in the complaint and any are warranted or required by law
4. Notice of the complainant's right to appeal the decision within thirty (30) calendar days to the CDE, except when IA has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal
6. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of IA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the CDE

If dissatisfied with IA's Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of IA's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. IA failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, IA's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in IA's Decision are not supported by substantial evidence.
4. The legal conclusion in IA's Decision is inconsistent with the law.
5. In a case in which IA's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed IA's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of IA's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to IA for resolution as a new complaint. If the CDE notifies IA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, IA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for

reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by IA when one of the conditions listed in Title 5, California Code of Regulations section 4650 exists, including cases in which IA has not taken action within sixty (60) days of the date the complaint was filed with IA.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of these complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if IA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.



**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |
|---|--|
| <input type="checkbox"/> Consolidated Categorical Programs  | <input type="checkbox"/> School Plans for School Achievement   |
| <input type="checkbox"/> Pupil Fees   | <input type="checkbox"/> School Safety Plan  |
| <input type="checkbox"/> Adult Education  | <input type="checkbox"/> Pregnant, Parenting or Lactating Students   |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan  |
| <input type="checkbox"/> Child Care and Development   | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families |
| <input type="checkbox"/> Regional Occupational Centers and Programs                                       | <input type="checkbox"/> Every Student Succeeds Act  |
| <input type="checkbox"/> Regional Occupational Centers and Programs                                       | <input type="checkbox"/> Migrant Education Programs  |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Medical Condition                            | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> National Origin/Nationality                  | <input type="checkbox"/> Marital Status  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Race or Ethnicity                            |  |
| <input type="checkbox"/> Immigration Status/citizenship  | <input type="checkbox"/> Religion                                     |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any IA staff members? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents.  Yes  
 No

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

Mail complaint and any relevant documents to:

Christine Kuglen, Director or  
Devon Woodruff, Assistant  
Director

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

**PLEASE KEEP A COPY OF YOUR COMPLETED FORM FOR YOUR RECORDS.**

## General Complaint Policy

Board Approved: 8/16/23

The Innovations Academy ("IA") Board has approved this policy to be used for parents when something is working or not working for at IA. This is our name for our General Complaint Policy. It is what we believe works best to truly address issues and solve them.

Modeling is essential in the learning process. If we want our children to learn how to communicate effectively it is of utmost importance that we model what this looks like. Here is a chart of specific actions that will support our children to learn effective communication.

Instead of:	Do:
Complaining about something that happened	Speak with the teacher or staff about your concern
Shutting down because you feel left out of some communication	Speak to the teacher about how to get all class info
Believing something someone tells you (aka participate in rumors)	Go to the source and get the information yourself
Sharing a frustration about the school, the teacher or the parent association with another parent or on social media	Speak directly with the director, the teacher or the Parent Association president
Harboring frustration, anger or hurt about something your child told you happened at school	Approach the teacher or Executive Director to inquire about the situation

Feedback is an essential part of communication that is very valuable to us as a community. If there is something you like, let us know (we can publish it in our gratitude book)! If there is something you do not understand, are confused by, or do not like, also let us know. Going directly to the source generally gives clarity and understanding.

The only way to get your needs met is to let us know what your needs are. If you have a complaint, frustration, question, concern, excitement or appreciation, please communicate with us. There are many ways to communicate: talk in person, write an email, send a note, or make a phone call. We want our families to get their questions answered. We want to be in communication with you. We need you to tell us when you need that to happen. All of your positive and negative feedback helps us improve our program and understand the needs of so many families.

Though giving feedback sounds good on paper it can truly be the most difficult thing you will do. Actually, approaching a person when you have negative

feelings is a huge challenge. Expect to feel uneasy and let the person with which you need to speak know you need their time. You can start with, "I'm confused; I'm hurt; I'm happy; or I'm excited; when I see (hear, notice...).

Understand that we would rather have the information so that we can improve than to have rumors and negative information, like poison, spread through the internet, school or community grapevine.

If you have a concern, here are the appropriate steps to take:

1. Start at the source:
  - a. If you have a concern with something in the classroom, speak to the teacher.
  - b. If you have a concern with something in the front office, speak with the Executive Director.
  - c. If you have a concern with an IEP, speak with the Education Specialist/Case Manager.
  - d. If you have a concern about the educational program, speak with the Executive Director.
  - e. If you have a concern about an issue with another student, speak with the teacher, the Assistant Director or the Executive Director.
2. If you have completed step one and feel the concern is persisting, email the teacher (or other staff member) and copy the director. A meeting will be set up with all parties involved.
3. If you have completed step one and two and the concern is persisting, set up a private meeting with the director.
4. If you have completed steps one, two, and three and do not feel that your concern has been fully addressed, email the Executive Director and copy the Innovations Academy Board of Directors ([board@innovationsacademy.org](mailto:board@innovationsacademy.org)).
5. If you have communicated thoroughly using steps one through four and do not feel that the concern has been fully addressed, please get in touch with the IA Board of Directors in one of the following ways:
  - a. Write a letter to the I.A. Board and send it to our school address, or
  - b. Email our board at [Board@InnovationsAcademy.org](mailto:Board@InnovationsAcademy.org), or
  - c. Attend a board meeting and present during community comments.

We have provided the form on the next page for providing feedback to the School.

#### GENERAL ASSURANCES

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**General Complaint Form**  
To be turned into the front office

Name/Anonymous: \_\_\_\_\_

Date: \_\_\_\_\_

If you would like to provide feedback, we'd love to hear it. Please take your time and turn it in to the main office. We understand that giving negative feedback is challenging and we commit to address your issue when it is brought to our attention. We invite your information and need it in order to improve. Both children and adults are encouraged to use this form. Please use as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.)

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) this complaint is about (if known and applicable):  
\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Summary of my issue/observation (Attach additional pages, if needed): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- I would like to (check all that apply):
- \_\_\_\_\_ To talk to a particular staff member (name: \_\_\_\_\_)
  - \_\_\_\_\_ To meet with the Executive Director
  - \_\_\_\_\_ To call a conference for my family with another family at IA.
  - \_\_\_\_\_ Receipt of this form to be acknowledged
  - \_\_\_\_\_ To thank the parties involved who are \_\_\_\_\_
  - \_\_\_\_\_ To express my appreciation for \_\_\_\_\_
  - \_\_\_\_\_ Other: \_\_\_\_\_

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

• **Special Education /Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the San Diego Unified School District SDUSD/SDUSD SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Lisa Smith LSmith@innovationsacademy.org

• **Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

• **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If

the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.



FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for student and parents, and any individualized education program

("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at:

Christine Kuglen  
Executive Director  
5454 Ruffin Road, San Diego, CA 92123  
858-271-1414  
christine@innovationsacademy.org

A copy of the complete *Educational Records & Student Information Policy* is available upon request at the main office.

• **Resources for Parents**

Classes/Workshops/Presentations: The following are resources for parenting/discipline classes as well as Special Education workshops that we've found to be beneficial for all of our students:

Learning Development Services – Established in 1970 as an educational, psychological, and neuropsychological center for children, adolescents, families and adults. They offer a full range of diagnostic, educational, and clinical services. They offer many free lectures on Special Needs children, ADD, and other topics. <http://learningdevelopmentservices.com/>

Positive Discipline is for parents and teachers who are looking for skills that do not include punishment or rewards to encourage their children to think for themselves, feel capable, become more responsible, and have a greater respect for themselves and others. <https://www.positivediscipline.com/>

Assessments: Below is a list of information regarding outside assessments that we feel comfortable recommending to all students. The below assessments are free of charge.

**Center for Behavioral Teratology** - This SDSU Research Group gives a **free** cognitive screening to children ages 5 – 17 years of age. They can be reached at 6363 Alvarado Court, Suite 100/200, San Diego, CA 92120, or by phone at (619) 594-1228, or by email at [cbt@projects.sdsu.edu](mailto:cbt@projects.sdsu.edu).

**Directory for Communication**

This information may also be found on the IA website:

<b>Staff</b>	<b>Role</b>	<b>Phone</b>	<b>Email</b>
Christine Kuglen	Executive Director	858-271-1414 619-379-9275*	<a href="mailto:Christine@InnovationsAcademy.org">Christine@InnovationsAcademy.org</a>
Devon Woodruff	Curriculum and Instruction	858-271-1414	<a href="mailto:Devon@innovationsacademy.org">Devon@innovationsacademy.org</a>
For communication with any other school personnel			Contact the front office or send a message via ParentSquare

# Innovations Academy

Powerfully creating our lives through self-expression,  
compassionate connection and  
purposeful learning



## Employee Handbook 20243-254 School Year

5454 Ruffin Rd.  
San Diego, CA 92123  
InnovationsAcademy.org

**ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK**

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE DIRECTOR.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from \_\_\_\_\_ the \_\_\_\_\_ School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.**

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## INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Innovations Academy (hereinafter referred to as “Innovations Academy” or the “School”). It explains some of our philosophies and ~~beliefs, and~~ beliefs and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Innovations Academy also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Director. This will provide the School with a record that each employee has received this Handbook.

Chistine Kuglen (Director)  
Christine@InnovationsAcademy.org  
Cell phone: (619) 379-9275

### Office hours:

Monday - Friday: 8:00am to 4:30pm

Saturday: Closed

Sunday: Closed

## CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

Innovations Academy is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should

**Commented [CHP1]:** These changes reflect the latest additions to the protected classes under CA law.

specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Innovations Academy will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Innovations Academy will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

### **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

### **Career Opportunities**

It is the School’s desire to see each and every employee achieve their highest potential through the mission of the School. Innovations Academy will do its best to provide opportunities to employees and offer training, education, and guidance whenever possible. Employees are encouraged to stay in communication with the Director regarding opportunities for professional development.

### **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Innovations Academy will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

### Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud, child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, ~~be charged or convicted of any offense~~, the employee must immediately report the charge or conviction to the Director.

**Commented [CHP2]:** This language was added to reflect best practices regarding criminal background check screening. If this is not consistent with the School's practices, please feel free to modify or delete this language.

**Commented [CHP3]:** This language was expanded in light of a few cases we saw in recent years where employees who were arrested or charged with higher level offenses returned to work and the school didn't timely receive the subsequent arrest notification (and had they received it, would not have allowed the employee to be on campus). With this revision, the School could now take disciplinary action against an employee for failing to report this information immediately.

**Commented [CHP4]:** This language was revised as medical professionals other than doctors can complete the risk assessment, such as nurses and physician's assistants.

### Tuberculosis Testing

All employees of the School must submit written proof from a physician health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School

will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

### **Immigration Compliance**

Innovations Academy will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Innovations Academy will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. [If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.](#)

### **Professional Boundaries: Staff/Student Interaction Policy**

Innovations Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)

**Commented [CHP5]:** This language was added following an update to the IRCA as a result of fairly recent litigation resulting in this notice requirement for employees.

**Commented [CHP6]:** As a reminder, please ensure this policy is posted on the School's website and distributed to families annually (can go out with annual notices) as required by Education Code section 44050.

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning,

student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### *Unacceptable Staff/Student Behaviors (Violations of this Policy)*

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### *Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission*

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

#### *Cautionary Staff/Student Behaviors*

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

**Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

Innovations Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Innovations Academy's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including [reproductive health decision-making](#), pregnancy, childbirth, breastfeeding, and related medical conditions); [sex](#)



stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

**Commented [CHP7]:** This the same update to the EEO policy above as these policies contain all of the protected classes under both federal and state law.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Innovations Academy does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Director or designee.

When Innovations Academy receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Director) or the Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Innovations Academy is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

Innovations Academy is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or

physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's

sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Innovations Academy policy.

### **Whistleblower Policy**

Innovations Academy requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any

action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

### **Drug and Alcohol Free Workplace**

Innovations Academy is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Innovations Academy stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Drug and Alcohol Testing**

Innovations Academy does not tolerate the use of alcohol or nonprescription drugs on company premises or during work hours at any other employment location as required by Innovations Academy. The School may require employees to submit to alcohol or drug testing whenever the School reasonably suspects the employee is under the influence of drugs or alcohol. If an employee is suspected of working while under the influence of illegal drugs and/or alcohol, the School may contact emergency services and the employee may be required to submit to a drug and/or alcohol test or otherwise sent home.

Employees who are found to have been under the influence of drugs or alcohol while working may be disciplined or dismissed. The School may consider any alcohol or drug test results in any disciplinary or termination proceedings, or any other factors indicating the employee may be under the influence of intoxicating substances (e.g., the employee's possession of substances, behavior, appearance, smell, etc.). The School may also report any suspicions or findings to any administrative or law enforcement agencies as required by law.

### **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflicts of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

### **Familial Employment**

Innovations Academy allows “family members” (e.g., spouse, parent, child, sibling, uncle/aunt, niece/nephew, cousin, or romantic partner) of employees to be considered for employment, provided they are qualified for the position and no other conflict of interest exists. No employee may be permitted to make hiring, termination, promotion, evaluation, or pay-related decisions regarding a family member. Family relationships between employees/applicants must be self-reported by the employees or applicants to the Director. Any employee in violation of this policy may have their position reassigned, or they may be disciplined or dismissed.

### **No Smoking**

The Innovations Academy facility is a no smoking facility.

## THE WORKPLACE

### Employment Expectations

#### Teacher Assistants

Teacher Assistants at Innovations Academy work with specific teachers and classes. Teacher Assistants are expected to be punctual and practice kind and firm interactions with students. Teacher Assistants are expected to ask questions and seek understanding about philosophies and tasks that are not clear.

#### Teachers

Teachers are expected to know and follow the employment expectations set in their job description and in the School's policies and this Employee Handbook. All teachers are expected to seek help for any area of the expectations that are unclear or challenging during any point in the year. Expectations will be reviewed by staff during staff development.

### Work Schedule

The work schedule for Teacher Assistants is 8:45 a.m. to 3:15 p.m. Tuesday-Friday and 8:45-1:00 on Mondays. Monday through Friday. All other part-time staff work on a schedule determined by contract.

Unless otherwise agreed upon by staff and administration, all staff are expected to be on campus or at their assigned work stations during their regular work hours. Due to budget constraints, hourly employees are not permitted to work overtime or extra hours beyond their regular assignments.

Innovations Academy students may participate in overnight School field trips. Teacher Assistants are not required to attend and are never expected to volunteer to attend. See below for compensation information.

The work hours for teachers are from 8:00 a.m. to 4:00 p.m. Monday through Friday. Additionally, each teacher must arrange for afternoon and evening parent meetings at least one (1) day per week, and as needed to accommodate the schedules of working parents. Teachers must also attend all school functions in person or remote as scheduled and consistent with the work year calendar (such as but not limited to: Exhibition Nights, student IEP meetings, Student Conferences, fundraisers, Parent Information Sessions etc.) and staff meetings scheduled during the week. Unless otherwise agreed upon by staff and the administration, all staff are expected to be on campus or at their assigned work location during these work hours.

~~The work schedule for most teacher assistants is Monday through Friday, 8:00 a.m. 3:30 p.m.. All other part-time staff work on a schedule determined by contract.~~

### Staff Meetings

Staff Meetings, grade level meetings and team meetings generally take place on Mondays from 1:00-3:30 pm. Unless otherwise agreed upon, all staff are expected to be present on-site or remote, as assigned. It is the responsibility of each staff member to know their meeting schedules and to be an active participant in the ongoing development of a creative and supportive work environment.

### **Meal and Rest Periods**

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5<sup>th</sup> hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Innovations Academy mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

### **Food and Beverage**

Without exception, food and beverage is strictly prohibited within immediate proximity of any computers, servers and related hardware. All rules regarding food and drinks for students will also apply for all adults.

### **Lactation Accommodation**

Innovations Academy accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Innovations Academy will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

### **Attendance and Tardiness**

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to call or text the Director as soon as possible on her cell phone ((619) 379-9275) but no later than by 9:00 pm the night before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Director sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Director will be considered a voluntary resignation from employment.

### **Time Cards/Records**

By law, Innovations Academy is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Office Manager to make the correction and such correction must be initialed by both the employee and the Office Manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### **Use of Email, Voicemail and Internet Access**

Innovations Academy will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.



2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. Innovations Academy retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account, and may be subject to public review under California Public Records Act request laws.
6. Teacher Assistants are not to communicate electronically or via phone with parents or students. "School to home" messages should be sent from the teacher's School email. If a teacher assistant wishes to communicate about an incident with a parent, they will communicate with the teacher who will initiate and supervise the communication.
7. All exempt teachers are expected to check their email accounts and respond to all parent and Director emails on a daily (24 hour) basis.

#### Guidelines for Parent Communications

Innovations Academy faculty and staff using email to correspond with parents are required to adhere to the following guidelines:

- Staff must use ~~ParentSquare~~ ~~school provided email account~~ for all parent communications.
- All official emails must be retained for a period of two (2) years.
- Email must never be used to discuss contentious, emotional or highly confidential issues. These issues must be dealt with face-to-face or via the school telephone and followed up with the employee maintaining written notes of the interaction.
- Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format and salutation.
- Emails using Innovations Academy email addresses may not be confidential from the School.
- Emails PS communications should be short and directional in nature and only include facts.

- Care should be given when using student names. Refer to students by first name, initials or 'your son/daughter' depending on the content. Do not discuss non-related students.
- All emails sent to groups of parents will be sent as "blind copies" so that parents do not have access to each other's email addresses without permission.
- The School maintains email accounts for staff to facilitate ~~parent/teacherschool~~ communication and internal staff communication. The Director reserves the right to block or filter email messages to staff that are not directly related to School business or to the School's mission.
- Teacher assistants will not correspond with parents via email, text or phone. All parent communication is the responsibility of the teacher.

#### Acceptable Use of Email for Parent Communication

Email should be used:

- for general information such as class activities, curriculum, assignments, tests, deadlines and special events.
- to arrange for a meeting/phone call regarding a student issue including a general description of the issue e.g. "I would like to arrange a meeting to discuss your daughter's attendance."
- to follow up on an issue that has previously been discussed on the phone or in person.

#### Unacceptable use of Email for Parent Communication

Email should never contain:

- any discussion related to other students.
- personal information about other students.
- specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent. (e.g. "I am concerned that your daughter failed the last test and was not at school again.")
- any discussion related to other staff.
- any sensitive student information that would normally be discussed face to face or by phone (e.g. 'I am concerned that your daughter may have a learning disability').

#### **Computers and Related Equipment**

Innovations Academy provides employees access to computers, printers and other equipment on an as-needed basis, to perform their job requirements.

Employees are required to maintain their assigned computers and related equipment in good working order. If any equipment needs service, repair or maintenance, employees must notify the staff director immediately. Employees shall not use School systems to knowingly violate any city, state or federal laws. School equipment shall not be used to store or display images depicting violence, sexually explicit material or racially offensive material. Software installed on School computers must be properly licensed and installed at the direction of the Administration.

School property, such as laser printers, copiers, computers, projectors, cameras, doc cams, iPads, Chromebooks, laptops and all other tools, are to be used for Innovations Academy purposes only. Inappropriate use of School property may result in appropriate disciplinary action, up to and including termination.

### **Internet**

Innovations Academy may comply with any lawful subpoena, court order, or other reasonable requests from law enforcement to review School records of internet activities of any employee on a School network or device. While accessing the internet on a School device or accessing a School network, employees should be fully aware that there can be no reasonable expectation of privacy in their use of School devices and programs, and such records may be subject to disclosure.

Employees are required to maintain a high level of dignity in their use of work-related technology and be mindful that they represent Innovations Academy to the world at large while online.

### **Office Supplies, Postage and School Accounts**

Innovations Academy postage, postage systems, shipping accounts and accounts with various vendors and suppliers are to be used for School purposes only. Improper use of these items may result in appropriate disciplinary action, up to and including termination.

### **Conservation and Recycling**

Conserving energy and resources is a priority at Innovations Academy. Employees are required to conserve power and water in all reasonable ways. Recycling containers are provided throughout the facility for collection. Containers are marked for various materials. Employees must be mindful to separate all recyclables and put them into the appropriate containers. Staff should also keep classroom doors closed when the air conditioning is on.

### **Personal Business**

Innovations Academy's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

### **Personal Property**

Innovations Academy is not responsible for personal property of employees in facilities, vehicles or parking areas.

### **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

### Personal Appearance/Standards of Dress

Innovations Academy employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. We recommend clothing that allows staff to sit on the floor with children and interact with them outside safely and comfortably. Accordingly, all employees shall adhere to the following standards of dress:

1. ~~1)~~ — Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair.
2. ~~2)~~ — Slacks and shorts are to be worn with no portion of an undergarment showing.
3. ~~3)~~ — All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
4. ~~4)~~ — Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

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5. 8) — Shoes appropriate for working with children both indoors and outdoors must be worn at all times.

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### **Classroom Conditions:**

It is the responsibility of each teacher, teacher assistant, and student to maintain the cleanliness and order in the classroom AND the surrounding area outside the classroom door and around the backpack hooks including all items left behind by students, the class microwave, old lunch materials etc. Teachers are encouraged to create a class structure in which students will actively participate in the upkeep of their classrooms. It is important that teacher assistants reinforce and hold themselves and the students accountable for the structure instituted by the teacher.

### **Parking**

Innovations Academy employees are required to park in the employee parking area (north small lot). Once the north lot is full, staff can use the south lot. When possible, staff should park on the street so there are some spots for families and visitors during the school day.

### **Health and Safety Policy**

Innovations Academy is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Personal Safety**

At Innovations Academy, the safety of our employees is a top priority. The School will make every effort possible to ensure the safest working environment possible. Employees who have suggestions or concerns should discuss them with the Director. Any employee who observes or experiences a dangerous work condition must stop working and report the hazard immediately.

### **Security Protocols**

Innovations Academy has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Director. Employee desks or offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should

immediately notify the Director when keys are missing or if security access codes or passes have been breached.

### **Occupational Safety**

Innovations Academy is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Innovations Academy's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

## EMPLOYEE WAGES AND HEALTH BENEFITS

### Compensation

Innovations Academy employs both hourly and salaried employees. An employee's rate of pay or salary is stated in the employee's employment agreement signed upon hiring.

### Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA for classified employees) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School for classified employees.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Director. The office maintains a supply of these forms.

**Commented [CHP8]:** This language was added to reflect two recent updates to the Education Code which allow charter schools to make deductions to employees' wages for undisputed overpayments.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

### **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Innovations Academy will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Director. Innovations Academy provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Paydays**

Employees are paid bi-monthly. Paydays for nonexempt employees are the 10th and the 25th of the month. Paydays for exempt employees are the 15<sup>th</sup> and last day of the month. In the event the payday falls on a weekend, paychecks will be distributed the Friday prior. Employees are encouraged to enroll in automatic direct deposit. Paychecks shall be distributed or deposited according to this section.

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### **Reimbursement of Expenses**

Employees may be reimbursed for actual and necessary work expenses that are pre-approved by the Director.. To be eligible for a reimbursement, the employee must submit a reimbursement request form, the receipt or documentation of the expense (where applicable), and submit the



request within one (1) week of incurring the expense.

Innovations Academy will make every effort to process the reimbursement in a timely fashion.

If appropriate, employees may seek an advance on expenses from the Director.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Director will discuss the situation with the employee.

### **Life Insurance Policies**

Innovations Academy does not offer life insurance policies to employees at this time.

### **401(k) Plan**

Innovations Academy does not offer a 401(k) plan at this time. The School does offer participation in an employee-funded 403(b) retirement account, as described below.

### **403(b) Tax Sheltered Annuity**

Innovations Academy encourages employees to plan for retirement. The School has established a 403(b) savings plan for eligible employees which may offer employees advantages for retirement as well as tax savings. Employees should contact the Director or Office Manager for details and information regarding enrollment in the plan and payroll deductions.

### **Medical Benefits**

#### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

#### When Coverage Starts

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Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Enrollment is handled through EASE. Please see the Office Manager for details as needed. Enrolling in EASE serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

### **COBRA Benefits**

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Innovations Academy will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced

or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. Innovations Academy will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Innovations Academy stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

## **PERSONNEL EVALUATION AND RECORD KEEPING**

### **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Director. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Innovations Academy's evaluation system will in no way alter the at-will employment relationship.

### **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Innovations Academy will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Director. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

## HOLIDAYS, VACATIONS AND LEAVES

### Holidays

Innovations Academy calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- [Juneteenth](#)
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving (included in Thanksgiving break)
- Friday after Thanksgiving (included in Thanksgiving break)
- Day before Christmas (included in winter break)
- Christmas Day (included in winter break)

**Commented [CHP9]:** Although arguments can be made that this holiday doesn't apply in charter schools given the mega-waiver (Education Code section 47610), we advise our schools to observe Juneteenth in order to have practices consistent with those of school district schools. The School would nevertheless have discretion as to whether it wants this holiday to be paid or unpaid for those in active status at that time.

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

### Vacation

Innovations Academy does not offer vacation leave or Paid Time Off. Instead, employees must utilize other calendared breaks ~~and~~as time off provided during the work year for rest and rejuvenation, and paid sick leave for absences related to injury or illness, or other qualifying reasons.

### Unpaid Leave of Absence

Innovations Academy recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

Many factors are considered when determining an employees eligibility for an unpaid leave of absence, including job performance, years of service, and the ability of the School to provide an unpaid leave. When granted, the maximum allowable length of an unpaid leave of absence is thirty (30) days per calendar year.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

## Sick Leave

### Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventative care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Employees may also use paid sick leave for any public health emergency that results in the closure of the employee's worksite, childcare provider, or child's school.

Paid sick leave is available to all School employees who work at least two (2) hours in one or more calendar weeks from the commencement of employment. Full-time employees shall be credited with eighty (80) hours of sick leave (10 days) at the beginning of each work year. All other employees shall be credited with forty (40) hours of sick leave (5 days) at the beginning of each work year.

Employees cannot use paid sick leave until the sixtieth (60th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

The School does not pay employees in lieu of unused sick leave and unused sick leave is not paid out at the end of employment. Sick leave does not carry over to the next year. Employees who are rehired by the School within one (1) year of separation will have their unused leave reinstated. No additional paid sick leave accrues during the course of the work year.

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**Commented [CHP10]:** I included the updates you discussed with Anthony regarding the expanded uses for sick leave. Also, as we discussed, CA increased the minimum amount of sick leave which must be provided from 24 hours to 40 hours per year. As a result, I also updated the language on sick leave accrual so this aligns with both CA law and the SD sick leave ordinance (which is also satisfied by frontloading 40 hours of sick leave each year).

~~If an employee is absent longer than five (5) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.~~

~~Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond the maximum amount of sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.~~

~~To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Employees may also use paid sick leave for any public health emergency that results in the closure of the employee's worksite, childcare provider, or child's school.~~

~~Paid sick leave is available to all School employees who work at least two (2) hours in one or more calendar weeks from the commencement of employment. All eligible employees shall be credited with forty (40) hours of accrue one (1) hour of paid sick leave at the beginning of each work year. Full-time employees shall accrue additional sick leave not to exceed eighty (80) hours per year for every thirty (30) hours worked.~~

~~Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave carries over from year to year for a maximum accrual of eighty (80) hours of paid sick leave.~~

~~The School does not pay employees in lieu of unused sick leave and unused sick leave is not paid out at the end of employment. Employees who are rehired by the School within one (1) year of separation will have their accrued, unused leave reinstated. No additional paid sick leave accrues while the employee is at the maximum accrual cap.~~

~~If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.~~

**Commented [CHP11]:** I had in my notes that you believed full-time employees were receiving 10 days of sick leave per year (this is consistent with industry standards). If this is not the case, please modify this language as needed.

**Commented [CHP12]:** I increased this given that the School shouldn't be asking for a medical certification unless an employee's use of sick leave has exceeded the minimum amount they must receive by law (which is now 5 days, not 3 days).



~~Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.~~

#### Personal Necessity Leave

~~Employees may use up to twenty-four (24) hours of sick leave in cases of personal necessity upon prior approval. Personal necessity is defined as any of the following:~~

- ~~— Death or serious illness of a member of an employee's immediate family (this is in addition to Bereavement Leave);~~
- ~~— Accident involving an employee's person or property, or the person or property of a member of an employee's immediate family;~~
- ~~— Appearance in court as a litigant, or as a witness under official order;~~
- ~~— Adoption of a child;~~
- ~~— The birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during the work hours; and~~
- ~~— Business matters which cannot reasonably be conducted outside the workday.~~

~~Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Approval shall be at the discretion of the School and shall not serve as precedent for any other request. Personal necessity leave is not vacation, does not carry over from year to year, and is not paid out upon separation from employment. Verification of personal necessity leave may be required upon return to work.~~

#### **Short-Term Disability Leave**

Innovations Academy offers short-term disability leave benefits to eligible employees for extended illness or injury when the employee is deemed unable to perform their job duties for more than five (5) consecutive scheduled workdays and when the employee has exhausted all accrued, unused paid sick leave. Short-term disability leave benefits are earned at a rate of one (1) day of paid leave for every two (2) completed calendar months worked. Eligible employees can earn up to six (6) days of short-term disability leave per full year worked. Unused short-term disability leave may not be carried to the next year. At the end of employment with Innovations Academy, employees will not be paid for unused short-term disability leave days.

Employees must notify the Director in advance when planning to use short-term disability leave for scheduled medical procedures or pregnancy related disability. Innovations Academy reserves the right to verify any employees eligibility for the leave via medical or other certification.

#### **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to

**Commented [CHP13]:** Per our discussion, I added this language as a sub-part of the sick leave policy so employees have a little bit of flexibility with their sick leave, but the School isn't offering them vacation which must be paid out upon separation. If the School wants to offer more time, it may do so (e.g., increase the 24 hours to 40 hours) but 3 days is reasonable.

**Commented [CHP14]:** Please note that this policy is fully updated to reflect all of the recent changes to CFRA. Generally speaking, CFRA is more expansive now and applies to all employers with at least 5 employees. It also allows employees to take time off to care for a parent-in-law, grandchild, grandparent, or sibling. In addition, the prior restriction which limited both parents who were employees of the same organization from taking more than 12 weeks of baby-bonding collectively was removed so that each parent is now entitled to 12 weeks. There were a few other minor changes but these were the big ones I wanted to flag.

permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the ~~FMLA/CFRA~~ leave, and work at a location where the School has at least fifty (~~520~~) employees within seventy-five (75) miles, (except for purposes of CFRA ~~leave~~ where the School must only have at least threshold is five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
  - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a [parent-in-law](#), grandparent, grandchild, ~~or sibling~~, [or designated person](#) for CFRA purposes. [“Designated person” refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one \(1\) designated person per twelve \(12\) month period.](#)

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of [additional](#) FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member

5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/~~or~~ CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law, ~~not to exceed 100% of the employee's regular pay.~~

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave. ~~The employee may also be entitled to receive Paid Parental Leave consistent with School policy.~~

3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not ~~be used to~~ extend the length of the FMLA ~~or~~ CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Innovations Academy may recover the health benefit costs paid on behalf of an employee during his/her FMLA/[CFRA](#) leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA/[CFRA](#) leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/[CFRA](#) leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/[CFRA](#) leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/[CFRA](#) leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/[CFRA](#) leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her ~~spouse, domestic partner, child, or parent~~ qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's ~~spouse, domestic partner, parent or child~~ qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee ~~(other than a “key” employee whose reinstatement would cause serious and grievous injury to the School’s operations)~~ is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee’s FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee ~~(other than a “key” employee)~~, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- ~~Limitations on Reinstatement~~

1. ~~Innovations Academy may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy five (75) miles of the employee’s worksite.~~
2. ~~A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.~~

- Employment during Leave

No employee, including employees on FMLA/[CFRA](#) leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

### **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48)



hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 <sup>1</sup>/<sub>3</sub> weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Innovations Academy shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Innovations Academy can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee’s failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with Innovations Academy policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment

with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

### **Industrial Injury Leave (Workers' Compensation)**

Innovations Academy, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Innovations Academy, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the

employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

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Innovations Academy shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Innovations Academy will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Innovations Academy shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2)

documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

~~Exempt employees are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents in law, son/daughter in law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. Additional unpaid time off may also be granted at the discretion of the School.~~

**Commented [CHP15]:** I revised this policy to better align with CA's new bereavement leave law. Please note that this leave can be taken intermittently as needed, provided it is utilized within the 3 months of the date of death.

### **Reproductive Loss Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

**Commented [CHP16]:** This policy was added due to a new law allowing for "reproductive loss leave" (SB 848) which will permit eligible employees to take up to five days of unpaid leave following a "reproductive loss event." SB 848 became effective on January 1, 2024.

### **Jury Duty or Witness Leave**

If an employee receives a jury duty notification during the school year, the employee must first request to postpone jury duty. If the request is rejected and the employee is required to sit for jury duty, the following applies. For all exempt employees, the School will provide paid time off if an employee is called to serve on a jury provided the employee performs some work during the workweek and continues to perform work duties as assigned. For all nonexempt employees, the School provides unpaid time off if an employee is called to serve on a jury.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free

time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, Innovations Academy will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Innovations Academy, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Paid Parental Leave**

IA shall provide up to eight (8) weeks of Paid Parental Leave to all regular, full-time, salaried employees following the birth of an employee's child, or the placement of a child with an employee in connection with adoption or foster care. Temporary, substitute, part-time, and hourly employees, as well as interns, are not eligible for Paid Parental Leave.

The purpose of Paid Parental Leave is to provide eligible employees with the opportunity to recover from a pregnancy and/or bond with their child following the child's birth, adoption or foster care placement. This policy runs concurrently with Family Medical Leave Act (FMLA), Pregnancy Disability Leave (PDL) and California Family Rights Act (CFRA).

Paid Parental Leave must be taken within twelve (12) weeks of the child's birth, adoption, or placement in foster care with the employee. Paid Parental Leave is available every twelve (12) months and may not be used or extended beyond the twelve (12) week period, if used at all. It does not accumulate or roll over from year to year. Paid Parental Leave must be taken in one (1) continuous period. Absent extenuating circumstances as determined by IA, the School requires a minimum of thirty (30) days' notice for requests to take Paid Parental Leave.

In cases of multiple births, adoptions or placements (e.g. the birth of twins or adoption of siblings), the eight (8) week amount of Paid Parental Leave does not increase. Similarly, if both parents of the child are employed by the School, the parents, collectively, shall only be entitled to receive up to eight (8) weeks of Paid Parental Leave combined and may elect to distribute that time between them as appropriate. This does not interfere with the leave rights of the parents under FMLA or CFRA.

If a holiday of less than a work week in length occurs while an employee is on Paid Parental Leave, the holiday will be charged to holiday pay (if applicable to the employee) and will not extend the total Paid Parental Leave entitlement.

Upon termination of employment, any unused Paid Parental Leave will not be paid out to an employee.

IA reserves the right to interpret, change, alter, and/or discontinue this policy.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a ~~twelve (12)~~-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee ~~first~~-uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Abuse Leave**

Innovations Academy provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, ~~or~~ ~~stalking~~stalking, or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee’s



own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. ~~or that of the employee's child or children.~~ Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Innovations Academy with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Innovations Academy one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
- ~~3-4.~~ Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Innovations Academy will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Director.

### Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a

**Commented [CHP17]:** Changes to this policy reflect a recent legal update which provides clarification on when this leave may be taken and allows employees to take leave for immediate family members as well.

**Formatted:** Widow/Orphan control

comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Director.

## **DISCIPLINE AND TERMINATION OF EMPLOYMENT**

### **Rules of Conduct**

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.

21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.
- ~~25-26.~~ Unprofessional conduct.

**Commented [CHP18]:** I added this as a catch-all provision.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. Innovations Academy shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment.

Authorization to engage in additional employment can be revoked at any time.

**Termination of Employment**

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

## INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor or school counselor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Board President (if the complaint concerns the Director) as soon as

possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director (or designee) shall abide by the following process:

1. The Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director (or designee) finds that a complaint against an employee is valid, the Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

#### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Director) or the Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Innovations Academy reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

### APPENDIX A

#### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Director or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*Innovations Academy will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX B**  
**INTERNAL COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024-25

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Innovations Academy District CDS Code: 68338-0118083

Name of County: San Diego County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/25/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

<b>Christine Kuglen</b>		<b>Director</b>
<i>Name</i>	<i>Signature</i>	<i>Title</i>

858-271-1418	858-271-1414	06/25/2024
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

5454 Ruffin Road San Diego, CA 92123

*Mailing Address*

christine@innovationsacademy.org

*EMail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_



Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	3
Special Education	1
TOTAL	5

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	1
Art	1	Music	0
Business	0	Physical Education	0
Dance	0	Science: Biological Sciences	0
English	1	Science: Chemistry	0
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	0	Science: Physics	0
Health	0	Social Science	0
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	0

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  Yes  No

If no, explain. We do not have the capacity as a small charter school

Does your agency participate in a Commission-approved college or university internship program?  Yes  No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.  
High Tech High Credentialing Program  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.  
\_\_\_\_\_  
\_\_\_\_\_

# Comprehensive School Safety Plan

**2024-2025  
School Year**

**School:** Innovations Academy  
**CDS Code:** 37683380118083  
**District:** Innovations Academy  
**Address:** 5454 Ruffin Rd.  
San Diego, CA 92123

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date

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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 1, 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**

Innovations Academy is committed to ensuring that all students enrolled in our school, and all employees, attend a school campus that is safe and secure. In addition, it is our goal for safety to extend to school sponsored trips and activities and on the school bus. Innovations Academy believes that a beginning step towards a safer school is the development of a comprehensive plan for school safety. Innovations Academy intends that parents, students, teachers, administrators, counselors, classified personnel and communities agencies develop a safe school plan. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the board for approval.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Innovations Academy Safety Committee**

The Innovations Academy Safety Committee will meet annually to create, review and practice school wide safety procedures. The School Site Council will also review and update the Comprehensive Safety Plan. All staff are trained annually on procedures.

### **Assessment of School Safety**

Innovations Academy has worked tirelessly to support and monitor all students and to ensure that all students, staff, and community stakeholders are safe when on campus. Through the use of Positive Discipline interventions and supports, we instruct students on what expected behaviors should look and feel like. We emphasize logical consequences, no rewards and no punishments. We utilize Positive Discipline practices to support students in recognizing and managing their own emotions and the build healthy empathy for others.

Our safety plan is designed to address a variety of needs, both behavioral and social-emotional in a healthy, positive way.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Innovations Academy follows all California Education Code regarding legal protocol and requirements to maintain a safe and orderly school environment. We use California Ed Code to guide our decisions regarding class and school suspensions. We use Positive Discipline philosophy to guide our teaching and approaches when teaching students to recognize and control their own emotions. We use restorative practices to help students build empathy for others as well as encouraging students to take accountability for their actions in a meaningful way. We focus on practices that encourage intrinsic motivation so that student actions and behaviors are tailored towards a more collaborative community.

**(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](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)**

## **Disaster Plan (See Appendix C-F)**

### **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:

A local emergency has been proclaimed.

A State of Emergency has been proclaimed.

A Federal disaster declaration has been made.

**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.

**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.

### **Adaptations for Students 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.

### **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.

### **(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 neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### 5. Expulsion Procedures

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

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

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

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

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

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

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

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

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

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

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

## 7. Record of Hearing

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

## 8. Presentation of Evidence

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

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

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

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

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

Independent study is an alternative to classroom instruction. Students who are excluded from 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 2:00 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 off campus, they must communicate this with their child and 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 (or email) 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 of staff time, so please plan accordingly. Supervision can not be guaranteed after 3:45 p.m.

## Entrances and Exits

The Director and Assistant Director will develop procedures so that students, staff, parents, and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours as follows:

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/outside, 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.

## **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

### **Component:**

The Social Environment (People and Programs)

### **Element:**

Student Safety

### **Opportunity for Improvement:**

Campus Safety



Objectives	Action Steps	Resources	Lead Person	Evaluation
By Spring of 2025, all school visitors will consistently wear visitor badge identification when entering the building between the hours of 8:30am and 3:00pm.	Create clear signage for signing in. Create multiple visitor badges.	Create signage and visitor badges.	Site Admin.	Observation of visitors wearing badges around campus.

**Component:**

The Physical Environment (Facilities)

**Element:**

Campus Safety

**Opportunity for Improvement:**

Safety Measures

Objectives	Action Steps	Resources	Lead Person	Evaluation
By Spring of 2025, all staff will consistently lock all gates that lead outside of the facilities.	Purchase and copy enough gate keys for all staff. Chain all locks to the fence so they do not get lost.	Chains and gate keys.	Facilities Manager	Gate locks are secured at all times they're not being actively used.

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**(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

**(K) Hate Crime Reporting Procedures and Policies**

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with Innovations Academy complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation. Refer to the Family Handbook for more details on how to submit a complaint.

### **(J) Procedures to Prepare for Active Shooters**

Innovations Academy has decided not to disclose specific response to an active school shooter. See general procedures for shelter-in-place, lockdown and evacuation plans.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

#### Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable student to experience a substantial interference with his or her academic performance.

Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by IA.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

IA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### Bullying/Cyberbullying Prevention Procedures

IA advises students:

To never share passwords, personal data, or private photos online.

To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

To consider how it would feel receiving such comments before making comments about others online.

IA informs Charter School employees, students, and parents/guardians of IA's policies regarding the use of technology in and out of the classroom. IA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### Education

IA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. IA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at IA and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

IA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

IA informs IA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

#### Professional Development

IA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other IA employees who have regular interaction with students.

IA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by IA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and  
Students with physical or learning disabilities.

IA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for IA’s students.

#### **Opioid Prevention and Life-Saving Response Procedures**

Innovations Academy is a K-8 small school and this has not been an issue at our school. We keep parents informed about the warning signs of access and use as well as the dangers and appropriate responses. We encourage them to inform us of any issues related to drug use in the family.

This information is on our website and sent to parents annually.

Deaths from fake pills with fentanyl are surging across California and the country. Children purchase what they think are OxyContin, Percocet or Xanax pills via social media, but drug dealers are making these fake pills with the cheaper, stronger and more deadly synthetic drug called fentanyl to increase their profits. Fentanyl is up to 50 times more potent than heroin and 100 times more potent than morphine. Fentanyl is odorless, tasteless and colorless. One pill can kill.

The tablets are so well made that even experienced users say that they cannot tell the difference between a counterfeit pill and a pill manufactured by a pharmaceutical company.

The amount of fentanyl needed to overdose and die is equivalent to two grains of sand. These are not pharmaceutical-grade painkillers. Instead, they are pills made by drug dealers, mostly outside the country. There is no quality control. Pills in the same batch can have wildly varying levels of fentanyl.

The Centers for Disease Control and Prevention issued a health alert in December 2020, because of an increase in synthetic opioids in the western United States.

According to the California Department of Public Health (CDPH) California Overdose Surveillance Dashboard:

Emergency department visits related to non-fatal opioid overdoses in California’s youth ages 10 to 19 have increased 226 percent from 2018 (379 total) to 2021 (1,237 total).

Opioid-related overdose deaths in California’s youth ages 10 to 19 increased from 2018 (54 total) to 2021 (245 total), marking a 353 percent increase during two years, largely driven by fentanyl.

Fentanyl-related overdose deaths in California's youth ages 10 to 19 increased from 2018 (36 total) to 2021 (239 total), a 563 percent increase.

Officials say that young people find pills especially appealing, because they are cheap, more socially acceptable than meth or heroin, and do not have a tell-tale smell like alcohol or marijuana.

How can you help?

One of the best ways to protect kids from substance abuse is by having regular and open conversations to educate them about the risks. Listen to them without judgment. Also monitor their social media use. Drugs are often offered by someone who they know or a stranger who they met on social media.

Watch for changes in their behavior including:

Irregular eating or sleeping patterns

Low energy

General signs of depression or anxiety

Unusual irritability

Slipping grades

Lack of interest in activities the individual once loved

Drastic clothing style changes

If you notice a change, ask about it. Trust your instincts.

Pills from friends and pills purchased online or from social media are not safe. If a pill comes from anyone other than a doctor or pharmacist, do not take it. It could be a fake pill.

Fake pills are not controlled. Each pill can have a different amount of drug. Every fake pill is a risk.

Pills prescribed by a doctor (for an individual) should ONLY be used by that person and be used EXACTLY as instructed. Do not take pills that are prescribed for someone else or that you receive from friends or other sources.

Everybody is different. A pill that is safe for one person can be harmful for someone else.

Any pill can be dangerous if it is taken wrongly (including too much or too often).

Fake pills can look just like real pills. A fake fentanyl-laced pill can be any color. These fake pills are often blue, greenish, or pale-colored. More recently, law enforcement officers have seized fentanyl pressed into multi-colored pills that look like candy.

Some fake pills have marks that look like real pills. Some are marked "M30," "K9," "215," or "V48." Fake pills may have other markings or no markings.

Schools and families want to help. It's ok to ask for help.

Students who tell us they are using drugs, or ask for help, will not be punished.

Students can speak with a school counselor, wellness staff, or another trusted adult.

Fentanyl Awareness Webinar

San Diego County Prescription Drug Abuse Task Force website

San Diego County Office of Education website

Community & Parent Toolkits: Education & Awareness

National Harm Reduction Center: Recognizing Opioid Overdose

Up2SD.org

California Department of Public Health: Naloxone FAQ

Expect Fentanyl (sccgov.org)

Fentanyl Takes Friends (sccgov.org)

Song for Charlie (Non-Profit Charity)

One Pill Can Kill (dea.gov)

The Real Deal on Fentanyl – Get the Facts (Ad Council)

Parents (dropthebomb.com) (Ad Council)

They Didn't Ask for Fentanyl by Carlmont High School journalism students  
California Overdose Surveillance Dashboard  
Fentanyl (cdph.ca.gov)  
Naloxone Distribution's Project FAQs page  
24-hour National Suicide Prevention Line: Call or Text to 988  
24/7 Crisis Text Line: Text "HOME" to 741741

**Response Procedures for Dangerous, Violent, or Unlawful Activities**

See Workplace Violence Prevention Plan for more information

## **Safety Plan Review, Evaluation and Amendment Procedures**

School stakeholders will review and evaluate the Safety Plan relevant to the needs and resources of Innovations Academy. Local law enforcement will be consulted in the development of the plan, as well as the school advisory committee when practical (Education Code 35294.1, 35294.2). The School advisory committee may delegate the responsibility for writing and developing a school safety plan to a school safety planning committee.

The School advisory committee shall evaluate, and amend as necessary, the safety plan at least once a year to ensure the plan is properly implemented. (Education Code 35294.2). Emergency Response Protocol Drills are planned and held at regular intervals throughout the year. Following each drill, all staff receives notification regarding adherence to the protocol and what procedures are being amended based on problems discovered during the drill, when necessary. This information is shared with the advisory committee or safety committee to use when reviewing, evaluating, and amending the school safety plan.

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

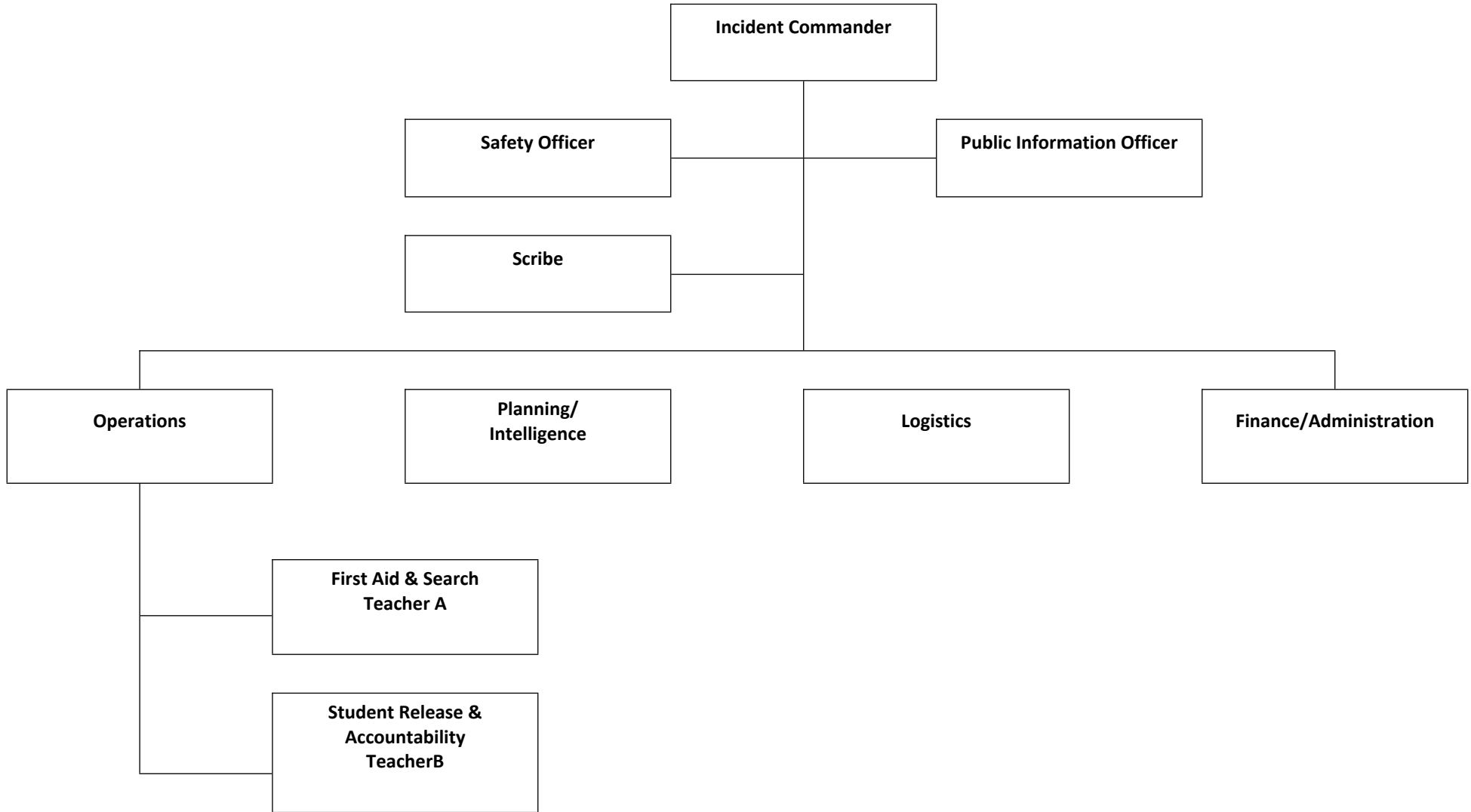
Type	Vendor	Number	Comments
Emergency Services	all emergencies	911	
Law Enforcement/Fire/Paramedic	Police Department	619-221-8985	
Law Enforcement/Fire/Paramedic	Fire Department	619-533-4430	
Emergency Services	Poison Control	800-222-1222	
Other	Child Protective Services	858-694-5141	
	School Director, Christine	619-379-9275	
	School Assistant Director, Devon	707-227-7114	



### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Communication of Plan	Fall of 2024	
Law Enforcement Review	October 2024	
Fire Review	October 2024	
School Board Review and Approval	October 2024	

**Innovations Academy Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Innovations Academy

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a multistep process: 1. Identify the type of emergency. 2. Identify the level of emergency. 3. determine the immediate response action. 4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Aircraft Crash Animal Disturbance  
Armed Assault on Campus Biological or Chemical Release Bomb Threat/Threat of Violence Bus Disaster  
Disorderly Conduct Earthquake  
Explosion or Risk of Explosion Fire in Surrounding Area  
Fire on School Grounds Flooding  
Loss or failure of Utilities Motor Vehicle Crash Psychological Trauma Contamination of Food/Water  
Unlawful Demonstration or Walkout

### **Step Two: Identify the Level of Emergency**

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been defined for emergency situations at Innovations Academy.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that required assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

### **Step Three: Determine the Immediate Response Action**

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a greater level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

### **Step Four: Communicate the Appropriate Response Action**

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as ParentSquare. The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

## Types of Emergencies & Specific Procedures

### Aircraft Crash

#### Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, “Shelter-in-Place” is a common method of protecting students from exposure. While similar to a “Lockdown,” the critical difference between the responses is the shutdown of the air handling systems in a “Shelter-in-Place” response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place :

- Explosion
- Hazardous Materials Incident
- Animal Disturbance
- Aircraft Crash

#### Shelter-In-Place Procedures

- Notify staff and students via:

o An announcement over the PA:

“Your attention please, your attention please. Due to the \_\_\_\_\_ students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.

OR

o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so:

“This school is sheltering-in-place. Do not attempt to enter any office or building”

#### Shelter-In-Place Preparations:

- In classrooms and offices:

o Post “Shelter-In-Place” sign on exterior door or window, if safe to do so

o Shut doors and all windows, pull draperies or close blinds

o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so

o Take out class roster and take roll

o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

- In the gymnasium or theater:

o Move students and staff into a hallway or small room

o Shut doors and all windows, pull draperies or close blinds

o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so

o Write down names of everyone in the room or collect sign-in sheets

o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

- Outdoors:

- o Move inside the nearest building
- o Shut doors and all windows, pull draperies or close blinds
- o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- o Write down names of everyone in the room or collect sign-in sheets
- o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Note: A request to “Shelter-In-Place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate.

### **Animal Disturbance**

#### Shelter-In-Place

“Shelter- in-Place” is a common method of protecting students from exposure to an unsafe incident involving an unknown or dangerous animal.

- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

#### Shelter-In-Place Procedures

- Notify District Office
- Notify staff and students via: An announcement over the PA: “Your attention please, your attention please. Due to the current situation, students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.”

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so: “This school is sheltering-in-place. Do not attempt to enter any office or building”

#### Shelter-In-Place Preparations:

##### In classrooms and offices:

- Post “Shelter-In-Place” sign on exterior door or window, if safe to do so
- Shut doors and all windows, pull draperies or close blinds
- Take out class roster and take roll
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

##### In the gymnasium or theater:

- Move students and staff inside the nearest building, move to a smaller room or hallway
- Shut doors and all windows, pull draperies or close blinds
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

##### Outdoors:

- Move students and staff inside the nearest building, move to a smaller room or hallway
- Shut doors and all windows, pull draperies or close blinds
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

## **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. Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency. 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. 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

### Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, "Shelter-in-Place" is a common method of protecting students from exposure. While similar to a "Lockdown," the critical difference between the responses is the shutdown of the air handling systems in a "Shelter-in-Place" response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

### When to Shelter-In-Place :

- Radiological Incident

- Hazardous Materials Incident

#### Shelter-In-Place Procedures

- Notify District Office
- Notify staff and students via:

o An announcement over the PA:

"Your attention please, your attention please. Due to the students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions."

OR

o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so: "This school is sheltering-in-place. Do not attempt to enter any office or building"

#### **Bomb Threat/ Threat Of violence**

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.

##### Telephone

In the event that the school receives a bomb threat by telephone:

- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as "I'm sorry, I didn't understand you. What did you say?"
- Alert someone else by prearranged signal to call 9-1-1 and notify the telephone company to trace the call while the caller is on the line. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description
- Notify the site administrator immediately after completing the call.

##### Mail

In the event that the school receives a bomb threat by mail:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify principal or site administrator.

##### Suspicious package

In the event that a suspicious package is found on campus:

- Caution students against picking up or touching any strange objects or packages
- Notify principal or site administrator

##### Principal/Site Administrator Actions

- Call 9-1-1
- Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Use of these devices may trigger explosive devices.
- Determine whether to evacuate the threatened building and adjoining buildings. Modify evacuation routes as necessary to bypass the location of the bomb, if known. Keep in mind that evacuation may not be the best response
- Use the intercom, runners, or the PA system to evacuate threatened rooms.
- Direct a staff to look for suspicious packages, boxes or foreign objects. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the superintendent of the situation.

- Direct a search team to look for suspicious packages, boxes or foreign objects in work areas, public areas, unlocked closets, exterior areas, and power sources. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- Do not return to the school building until it has been inspected and determined safe by emergency response officials.
- Avoid publicizing the threat any more than necessary.

### **Bus Disaster**

These procedures are for use by bus drivers and school administrators in the event of an emergency that occurs while students are on a field trip or being transported to or from school. In all circumstances drivers should report to the Director of Transportation via 2-way radio or cell phone if necessary.

#### **Procedure**

The driver is to take the following steps:

1. Pull to a safe point on the side of road, away from buildings, poles, wires, and bridges.
2. Set brakes and turn off the ignition.
3. Contact IA via 2-way radio or cell phone with pertinent information as soon as it is safe to do so, or when directed by public safety personnel.
4. Teachers and the driver should remain calm and reassure the passengers.
5. Assess injuries to passengers /self. Provide first aid as appropriate.
6. Using route manifests account for all students and staff.
7. When necessary, evacuate the bus per evacuation procedures if there is smoke or fire.
8. If applicable, activate emergency hazard flashers and place reflectors in the designated locations.

### **Disorderly Conduct**

Use the HEAR method of actions for de-escalating emotional situations:

H Hear the person out. Let the frustrated customer tell their side of the story and vent their feelings.

E Empathize, acknowledge and respond to customer's feelings.

A Ask/answer questions. Ask the customer questions to get the information you need to help with their situation.

R Take responsibility for assisting in helping the customer to resolve the problem.

Violence in the work place is increasing and must be considered carefully as to what type of threat merits what type of response.

There are two basic categories of threats. One is "implied"; the other is "real."

#### **ACTIONS FOR THREATS:**

If the person is threatening you, give them space and keep them in front of you. If possible, keep your back to the nearest exit; in clear, simple language identify the consequences of threatening behavior to the person; e.g., the person may be asked to leave. Stay calm, professional, and focused on identifying the problem and solution.

**IMPLIED THREATS:** This can include a threat of a return visit to "get even" or do harm.

This type of threat should be evaluated very carefully as to the emotions at the time of the threat or the cause of the threat. This type of threat could easily escalate into violence. Precautions should be taken to avoid a one-on-one confrontation after a threat is received from a potentially dangerous individual. Always notify the Director, Assistant Director or Office Manager.

When threat comes from a co-worker, it may be appropriate for the Director to request an evaluation of the "aggressor's" personal employment history. The principal or designee should interview the people who work directly with the potential aggressor to acquire information such as: Does the person have ready access to weapons? Has the individual been openly vocal about personal problems or work problems, or has he/she been making open threats? If the threat is considered to be "real," Human Resources should notify law enforcement immediately.

**REAL THREATS:** You are physically confronted by a co-worker or client with intent and ability to do bodily harm.

You must stay very calm and try to calm the person down verbally. Agree with the person, even if you disagree. It is safer to agree than to force a confrontation.

Do not do anything to escalate the situation. Try to notify other staff of the situation and the potential danger, without being obvious.

If possible, dial 911; leave the line open if you cannot talk directly. In most cases, Emergency operators will be able to listen and trace the call's origin. Emphasize key words such as weapon, bomb, hostage and location to tip the police to your circumstances. Ask questions that will direct the anger away from you. Do everything you can to direct the person's anger to someone or something that is in another location. You need to take as much time as you can to try to remove yourself from the threat or buy time to allow help to arrive.

The person you are dealing with may or may not be rational. Be very careful not to make any sudden moves or show excitement in your voice. Be patient and calm. Discussing the cause of the hostility may allow you to defuse the situation or provide you the opportunity to escape

## **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 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 position. 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 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 ceilings 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

Drop, Cover and Hold On is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather, explosions or shooter on campus.

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 in Surrounding Area**

### Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

When to evacuate your school:

- Wildland/Urban Interface Fire

### Evacuation Procedures

Remember to take your personal belongings with you (such as purses and car keys) when you evacuate

- On-site evacuation:

o Notify District Office

o Sound alarm

o Notify staff and students via:

An announcement over the PA: "Your attention please, your attention please. Due to the \_\_\_\_\_ students and staff should proceed immediately to the evacuation site"

OR

If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site

o When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors

o Prepare for student release.

o Activate Parent Alert System (phone tree, if one is in place or other method)

- Off-Site Evacuation

o Notify District Office

o Activate Transportation Team

o Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information

o Sound alarm

o Notify staff and students via:

An announcement over the PA:

"Your attention please, your attention please. Students and staff should proceed immediately to the off-site evacuation staging area"

OR

If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site

o While waiting at the staging area or as students board buses, classroom teachers are to take roll and determine if anyone is missing. Missing students should be immediately reported to the Incident Command Post. Add names of guests/visitors that were in your classroom.

o Prepare for student release.

o Activate Parent Alert System (phone tree, if one is in place or other method)

OR Shelter in place

### SMOKEY CONDITIONS

- Close doors and windows
- shut off HVAC

## **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)

## Flooding

### Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

When to evacuate your school:

- Flood

### Evacuation Procedures

Remember to take your personal belongings with you (such as purses and car keys) when you evacuate

- On-site evacuation:

o Sound alarm

o Notify staff and students via:

An announcement over the PA:

“Your attention please, your attention please. Due to the \_\_\_\_\_ students and staff should proceed immediately to the evacuation site”

OR If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site

o When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors

o Prepare for student release.

o Activate Parent Alert System (phone tree, if one is in place or other method)

### **Loss or Failure Of Utilities**

Should the school or surrounding area lose power, teachers should have alternative plans ready that do not utilize technology in an emergency. If

the power outage is not associated with a planned Public Safety Power Shutoff event, then the school will contact SDG&E to verify the reason and expected length of time for the power outage. If the outage issue is internal, then school personnel will work with the Facilities Manager to assess the issue and restore power.

### **Motor Vehicle Crash**

#### Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, “Shelter-in-Place” is a common method of protecting students from exposure. While similar to a “Lockdown,” the critical difference between the responses is the shutdown of the air handling systems in a “Shelter-in-Place” response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place:

- Explosion
- Hazardous Materials Incident
- Animal Disturbance
- Vehicle Crash

#### Shelter-In-Place Procedures

- Notify staff and students via: An announcement over the PA: “Your attention please, your attention please. Students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so: “This school is sheltering-in-place. Do not attempt to enter any office or building”



## Shelter-In-Place Preparations:

### In classrooms and offices:

- Post “Shelter-In-Place” sign on exterior door or window, if safe to do so
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Take out class roster and take roll
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

### In the gymnasium or theater:

- Move students and staff into a hallway or small room
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

### Outdoors:

- Move inside the nearest building
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Note : A request to “Shelter-In-Place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate.

## **Pandemic**

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus, they have little or no immunity. Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children. Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

## **Psychological Trauma**

Innovations Academy has a psychologist and a Marriage and Family Therapist on staff who provide mental health support for the students. The psychologist and MFT meet with students affected and take steps to inform appropriate personnel. The school will always provide follow-up care to impacted students.

## **Suspected Contamination of Food or Water**

Should Innovations Academy experience or be notified of suspected contamination of food or water then we will follow our Emergency Response Protocols and use evacuation procedures to release students to their parents/guardians. Innovations Academy will follow directives from the County Health Office and other local officials before allowing students back on campus.

## **Tactical Responses to Criminal Incidents**

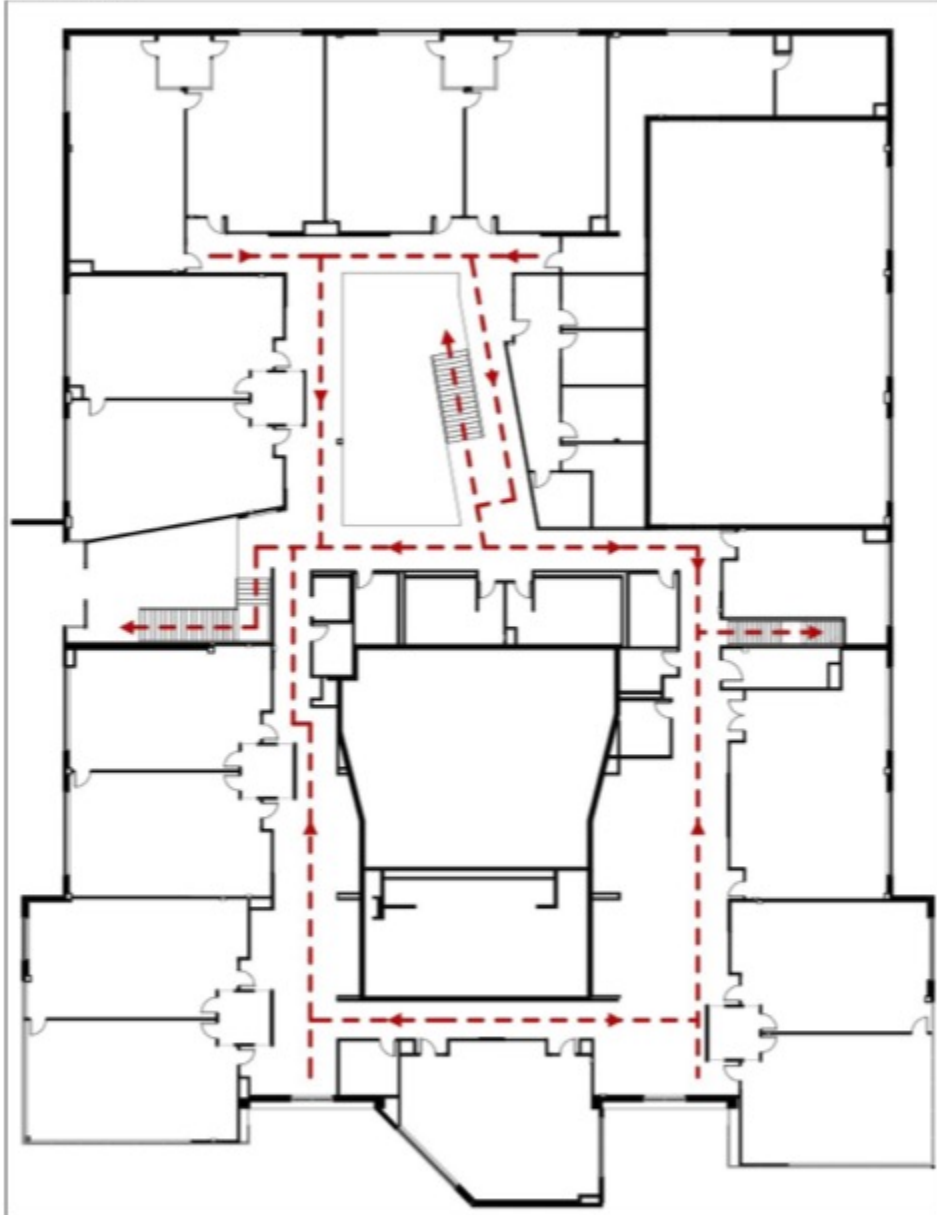
The Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

## **Unlawful Demonstration or Walkout**

Innovations Academy would allow students to peacefully assemble. If students choose to walk off campus a member or members of school staff will accompany them to ensure their safety. Innovations Academy will notify the San Diego Police Department to help monitor and accompany the students to ensure their safety if they navigate through heavily trafficked areas.

# Emergency Evacuation Map

Second Story



Enrollment Update June 2024

Grade Level	Seat Based	Independent Study
Kindergarten	36	6
1 <sup>st</sup>	46	4
2 <sup>nd</sup>	52	7
3 <sup>rd</sup>	52	8
4 <sup>th</sup>	51	6
5 <sup>th</sup>	52	7
6 <sup>th</sup>	52	7
7 <sup>th</sup>	42	5
8 <sup>th</sup>	31	6
<b>TOTALS</b>	<b>414</b>	<b>56</b>
School Total= 470		

## Cameras in Charters

There are 49 charter schools in San Diego Unified School District. Six of them have cameras:

O'Farrell located in Encanto/Skyline

Einstein located in Sherman Heights/Grant Hill

America's Finest is located in City Heights

Kavod is located in Clairemont

Tubman is located in College East/Rolando

SD Global Visions Academy is located in Normal Heights

I spoke with Alexa Greenland, director of Kavod. They are currently located in Clairemont on Balboa Avenue. They have cameras on their site. Originally, they got cameras at their previous site because they were sharing a school facility with a district school and it helped them know which children were involved to work more amicably with the district school.

They have since moved to their current location. They are currently seeking to replace their cameras due to ongoing camera failure. They have cameras in the hallways, all entrances, the parking lot and the playground. Their families feel that the cameras are important because they are a Hebrew immersion program located across the street from a mosque. There is tension between the communities. They have found the cameras most useful for resolving student conflict on the playground. Students confess more readily, knowing the cameras have captured their actions. The estimates they have for replacing their system range from \$30,000-\$60,000.

## **IA Board Responsibilities Regarding Security Best Practices Discussion**

At previous board meetings it was noted that the board and director should clarify and outline their specific responsibilities as they relate to security. The following is an aggregation of “best practices” compiled by Stephen D Rosen from various research sources and broken down for board discussion by category/topic.

The school board holds significant responsibility in ensuring the safety of students and staff in K-8 schools. **While the day-to-day operations are managed by the school administration, the board acts as the governing body and sets the strategic direction.**

Here's a breakdown of the Charter School Board Member key security-related duties:

1. **Policy Development: The board is responsible for** developing and implementing policies related to school security, including procedures for handling emergencies, protocols for visitor management, and guidelines for staff training.

### **Setting the Vision and Policy Framework:**

- **Developing a comprehensive school safety plan:** The board should actively participate in crafting a plan that addresses various security concerns like violence, natural disasters, and emergencies. This plan should be reviewed and updated regularly.
- **Establishing clear guidelines:** The board should set clear policies regarding access control to the school premises, visitor protocols, and response procedures for emergencies.

2. **Budget Allocation:** Allocating funds for security measures such as surveillance cameras, access control systems, emergency communication systems, and security personnel.

### **Resource Allocation and Oversight:**

- **Appropriating sufficient funds:** The board plays a vital role in allocating necessary funds for security measures. This includes budgeting for security personnel, technology like surveillance systems, and resources for training staff and students.
- **Overseeing implementation:** The board needs to ensure the administration implements the safety plan effectively. This involves monitoring resource allocation, reviewing safety protocols, and holding the school accountable for maintaining a secure environment.
- **Approving budgets that allocate sufficient funds for security measures:** This encompasses funding for security personnel, technology upgrades (cameras, access control systems), and mental health initiatives.
- Prioritizing the safety needs of the schools within the budgetary constraints

3. **Risk Assessment:** Conducting regular risk assessments to identify potential security threats and vulnerabilities within school facilities and developing strategies to mitigate these risks.

4. **Collaboration with Law Enforcement:** Establishing partnerships with local law enforcement agencies to coordinate responses to security threats and emergencies, as well as to seek guidance on best practices for school security. Fostering strong relationships with these entities is essential for a coordinated response during emergencies.

**Additional points to consider:**

- **Regular review and update of safety plans:** The board should ensure the plan stays relevant and reflects evolving threats and best practices.
  - **Investment in staff training:** Providing teachers and administrators with proper training in emergency procedures and crisis intervention is crucial.
  - **Promoting a culture of safety:** The board's commitment to safety should be evident in their actions and communication with the community.
5. **Community Engagement:** Engaging with parents, students, and community members to raise awareness about school security issues, gather input on security policies, and foster a sense of shared responsibility for maintaining a safe school environment.
    - **Engaging with the school community:** Open communication with parents, teachers, and students is vital for gathering feedback and addressing concerns.
  6. **Evaluation and Improvement:** Regularly evaluating the effectiveness of security measures and procedures through drills, exercises, and feedback mechanisms, and making adjustments as needed to improve security posture.
  7. **Legal Compliance:** Ensuring that the school's security policies and procedures comply with relevant laws, regulations, and accreditation standards.
  8. **Technology Integration:** Overseeing the implementation and maintenance of security technologies, such as video surveillance systems, access control systems, and emergency notification systems, to enhance school security.

**Technical Considerations:**

- **High-Quality Equipment:** Invest in cameras with sufficient resolution for clear identification in various lighting conditions.
  - **Night Vision Capability:** Ensure cameras can capture footage effectively at night.
  - **Weatherproofing:** Choose cameras suitable for outdoor use if necessary.
  - **Data Security:** Implement robust cybersecurity measures to protect stored footage from unauthorized access.
9. **Crisis Management:** Developing comprehensive crisis management plans that outline procedures for responding to various security threats, such as active

shooters, natural disasters, or medical emergencies, and ensuring that all stakeholders are familiar with these plans.

**By addressing these responsibilities effectively, the board can play a crucial role in creating a safe and secure learning environment for students, staff, and visitors.**

### **Safety Research:**

- **National School Boards Association (NSBA):** <https://www.nsba.org/-/media/NSBA/File/css-returning-to-school-safely-guide-august-2021.pdf>
- **The School Superintendent Association (AASA):** <https://www.aasa.org/about-aasa>
- **U.S. Department of Education - School Safety:** [https://www.dhs.gov/sites/default/files/publications/REMS%20K-12%20Guide%20508\\_0.pdf](https://www.dhs.gov/sites/default/files/publications/REMS%20K-12%20Guide%20508_0.pdf)

### **Additional Measures:**

- **Signage:** Clearly display signage indicating areas under video surveillance.
- **Training:** Train authorized personnel on proper camera operation, data handling procedures, and adherence to privacy protocols.
- **Regular Review:** Conduct periodic assessments of camera effectiveness and update the CSSP accordingly.
- **Cameras are not a standalone solution:** They should be combined with other security measures like access control systems, mental health programs, and trained security personnel.
- **Focus on prevention:** Utilize footage primarily for deterring criminal activity and aiding investigations.
- **Prioritize student privacy:** Strict adherence to student privacy laws is paramount.
- California Department of Education (CDE): <https://www.cde.ca.gov/>
- National Center for Education Statistics (NCES): <https://nces.ed.gov/>
- International Association of School Psychologists (NASP): <https://www.nasponline.org/>

[Standard error appears in parentheses]

Safety and security measure	2009–10	2017–18	2019–20 <sup>3</sup>
Controlled access to buildings during school hours <sup>1</sup>	91.7 (0.80)	95.4 (0.52)	97.1 (0.43)
<b>Security cameras used to monitor the school</b>	<b>61.1 (1.16)</b>	<b>83.5 (1.09)</b>	<b>91.1 (0.79)</b>
Required faculty and staff to wear badges or picture IDs	62.9 (1.14)	69.9 (1.18)	76.8 (1.18)
Random sweeps for contraband <sup>2</sup>	27.7 (0.86)	27.4 (0.88)	28.7 (0.89)
Required students to wear uniforms	18.9 (1.02)	19.8 (0.87)	18.8 (1.14)
Required students to wear badges or picture IDs	6.9 (0.57)	9.2 (0.60)	10.1 (0.54)
Random metal detector checks	5.2 (0.42)	4.9 (0.49)	6.0 (0.47)

2009–10

2017–18

2019–20<sup>3</sup>

<sup>1</sup> Prior to 2017–18, the examples of controlled access to buildings included only "locked or monitored doors" and did not include loading docks.

<sup>2</sup> The 2017–18 and 2019–20 questionnaires included only a single item about random sweeps for contraband, and they provided locker checks and dog sniffs as examples of types of sweeps. Prior to 2017–18, the questionnaire included one item about dog sniffs for drugs, followed by a separate item about sweeps not including dog sniffs. For years prior to 2017–18, schools are treated as using random sweeps for contraband if they answered "yes" to either or both of these items; each school is counted only once, even if it answered "yes" to both items.

<sup>3</sup> The coronavirus pandemic affected the 2019–20 data collection activities, while the change to virtual schooling and the adjusted school year may have impacted the data collected by SSOCS. Readers should use caution when comparing 2019–20 estimates with those from earlier years. For more information, see *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019–20: Findings From the School Survey on Crime and Safety* (NCES 2022-029; forthcoming).

NOTE: To estimate the margin of error, the standard error is scaled based on the desired level of confidence in the estimate. Throughout the *Condition of Education*, margins of error are produced based on a 95 percent level of confidence. Margin of error is calculated as 1.96\*standard error. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10, 2017–18, and 2019–20 School Survey on Crime and Safety (SSOCS), 2010, 2018, and 2020. See *Digest of Education Statistics 2021*, table [233.50](#).





# 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.

June 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.



## Updated Project Summary-Revised Post February Board Meeting

Based on discussions held during the previous board meeting in December, and February we have performed a thorough review of the Security/Video Management Platform design as originally proposed. The revised project proposal provides Innovations Academy with a state-of-the-art high quality Security Management Platform, but at a reduced cost. Three cameras were eliminated after the December Board Meeting and an additional six cameras have been taken out of the plan after Board feedback in February (detailed below). Additionally, some enhanced features that are nice to have, but not necessary to the core of 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 pieces 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. The additional cameras removed based on the February meeting covered the freezer in the Kitchen, the admin front desk area, the camera covering the first floor exit/entrance doors to the playground/recess area and the first floor exterior door on the southeast corner of the building.
- **Phase 2** Consists of Five (5) complementing exterior cameras on the four building corners and over other primary perimeter doors. After feedback from the February Board Meeting, three cameras have been removed. Two that were covering the street side (east facing side of the building), and one camera covering the north parking lot entrance. This single camera is somewhat redundant because the camera covering the exterior door on the north side of the building also covers the parking lot egress and ingress. Additionally, camera mounting methods have been streamlined at a reduced cost.
- **Note:** Phase 3, the coverage for the back cul-de-sac and jungle gym and the North playground area has been eliminated.
- There are no subscription fees for cloud storage in this proposal.

Updated proposal cost savings through value engineering from original proposal December 2023 to current proposal May 2024: **\$50,354**







## **Equipment list used for bids based on revised cameras and placements**

### IA Security Project Equipment List based on camera layouts.

1	Qumulex	QxStation 500 - 2U rackmount gateway with 88TB HDD - 90 Day Rention
16	Qumulex	Single Qumulex Pro License - Includes 5 Years of SMA & 20GB Cloud Storage, Cam Programming
1	Client PC	1 Client PC Viewing Station - 4 Monitor Outputs, (Client Provided)
3	Monitor	27" LED IPS Monitor, (Client Provided), 1 Server, 2 Client Station
1	MISC	Cable Management , Equipment Installation, Rack Mounts
1	Qumulex	Client training on Operations
1	Dlink	24 Port Network Switch, High Power / Long Range PoE, Surge Protection, Fiber Uplinks
1	Dlink	8 Port Network Switch, High Power / Long Range PoE, Surge Protection, Fiber Uplinks
1	Dlink/ Fiber	Fiber up link Between Switches, Front Offices and MDF Room, (Client Provided)
4	Vivotek	VIVOTEKs FD9380-H is a H.265 Indoor/outdoor dome network camera
4	Vivotek	Wall Mount Camera Bracket
1	Vivotek	Fisheye Network Camera 12MP - Smart Analytics - Outdoor IP66 Rated, Main Entry
3	Vivotek	Fisheye Network Camera 12MP - Smart Analytics
1	Vivotek/ Conduit	Conduit to Main Entry Fisheye Camera, Install
8	Qumulex	Single Qumulex Pro License - Includes 5 Years of SMA & 20GB Cloud Storage, Cam Programming
2	Vivotek	VIVOTEKs FD9380-H is a H.265 Indoor/outdoor dome network camera
2	Vivotek	Wall Mount Camera Bracket
2	Vivotek	Corner Mount Adapter for Exterior Cameras
2	Vivotek	20MP Multi Sensor x4 5MP, Outdoor IP66 Rated
2	Vivotek	Wall Mount Bracket for Outdoor Multi Imager
2	Vivotek	Pendant Mount for Multi-Imager Cameras
2	Vivotek	Corner Mount Adapter for Exterior Cameras
5	Vivotek/ Conduit	Liquid Tite Conduit for Exterior Camera Installation

## **PRICING SUMMARY/Sales Agreement/Lowest Bid**

PDI requested quotes from 2 security companies using the aforementioned camera plans and equipment lists (BOM). The PDI cost of SI services remained the same for each bid and below is the resulting comparison.

### **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 & Feb 2024=\$45,530.00)*

PDI/Pace May 2024 Proposal Cost: \$38,389.00

PDI/ESS May 2024 Proposal Cost: \$42,744.00

### **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 & Feb 2024=\$23,350)*

PDI/Pace May 2024 Propossal Cost: \$22,649.00

PDI/ESS May 2024 Proposal Cost: \$25,376.00

**PDI/Pace - Total Phases 1 and 2 only: \$61,038**

**PDI/ESS - Total Phases 1 and 2 only: \$68,120**

**Phase 3 - Playground has been removed for this proposal.**



**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

*Proposal Acceptance*

\_\_\_\_\_  
**Signature of authorized Innovations Academy Representative**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Print Name/Title

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

\_\_\_\_\_  
Date

*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 and their additional feedback in February. 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.