

**Innovations Academy Board Agenda: 2/11/25 @ 6:00 pm**

**Meeting location(s)**

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

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

**Board Attendance**

--	--	--	--	--	--	--

**Others in Attendance**

--	--	--	--	--	--	--

**Agenda**

Topic	Minutes
Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - 2nd motion- <b>Vote:</b>
Approval of prior month meeting minutes o December 10, 2024	<b>Vote to approve past minutes -</b> 1st motion- 2nd motion- <b>Vote:</b>
Public comments (3 mins per person)	
o Teacher report	
Director Report (Christine) ● Please submit the Form 700- it is a new system. It is due.  ● District Site Visit Follow Up Inventory Clean Up Expulsion Notice Template	<u>Item – Director Report</u> <b>Discussion:</b>

<p>Prop 28 Waiver Reimbursement YMC contract ?? and other finance items Independent Study Policy</p> <ul style="list-style-type: none"> <li>● Review of LCAP Midyear Report (see packet)</li> </ul>	
<p>Action item:</p> <ul style="list-style-type: none"> <li>● Title IX Reversion to 2020 policy (see packet)</li> <li>● School Accountability Report Card (SARC) is a yearly report that provides information about a school's performance. SARCs are required for all public schools in California, as well as some nonpublic schools.</li> </ul>	
<ul style="list-style-type: none"> <li>● Next board meeting</li> </ul>	
<ul style="list-style-type: none"> <li>○ Confirm date of next meeting</li> </ul>	
<ul style="list-style-type: none"> <li>○ Identify agenda items for next meeting</li> </ul>	➤
<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:
  - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
  - All votes taken during a teleconference meeting shall be by roll call;
  - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
  - All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
  - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
  - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
  - The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

**Innovations Academy Board Agenda:12/10/24 @ 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
--	---	--

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

**Board Attendance**

Stephen Rosen	Faraz Sharafi	Jennifer Williams	Julia Stoer	Danielle Strachman		
------------------	------------------	----------------------	-------------	-----------------------	--	--

**Others in Attendance**

Zoe Glover, teacher	Richard Farace, SDUSD	Christine Kuglen, Director				
---------------------------	-----------------------------	----------------------------------	--	--	--	--

**Agenda**

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:02 pm Board in Attendance Roll Call 1. Stephen, Faraz, Jennifer, Julia, Danielle Other Present: 1. RFarace, Zoe, Christine
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> Motion made by: Jennifer Williams 2nd motion- Faraz Sharafi <b>Roll Call Vote:</b> Yes: Stephen, Julia, Faraz, Julia, Danielle No: 0 Abstain: 0
➤ Approval of prior month meeting minutes <ul style="list-style-type: none"> <li>○ October 17th meeting</li> <li>○ November 1st meeting</li> </ul>	<b>Vote to approve past minutes -</b> Motion to approve minutes from both meetings made by Julia 2nd the motion- Jennifer <b>Vote October Minutes:</b> Yes: Stephen, Danielle, Jennifer, Julia No: 0 Abstain: Faraz due to his absence from the meeting <b>Vote November Minutes</b> Motion made by Stephen, 2nd by Jennifer Yes: Stephen, Jennifer, Julia No: 0

	Abstain: Danielle and Faraz due to absence from meeting
➤ Public comments (3 mins per person)	Steve asked for public comments. No public comments.
<p>Action Items</p> <ul style="list-style-type: none"> <li>➤ Financial Report (CSMC- Josh Eng) <ul style="list-style-type: none"> <li>○ Approval of Revised Budget</li> <li>○ Approval of 1<sup>st</sup> Interim</li> </ul> </li> </ul>	<p>Josh walked the board through the budget starting with the preliminary budget. This budget is a revision. The differences are that the ADA dropped. We lost revenue due to loss of students. Due to that loss we altered the budget. Due to an increase in special education student numbers there was an increase in personnel. Ballpark loss of \$98,000. ERC funds were factored in. We have received the first of 2 or 3 disbursements.</p> <p>Faraz asked about the percentage of the reserves that are being consumed by this budget loss. Josh responded that our reserves are at 3,900,00 which is 2.6%</p> <p><b>Vote on Revised Budget</b></p> <p>Motion to approve the revised budget: Faraz 2nd the motion- Stephen</p> <p><b>Vote:</b> Yes: Stephen, Julia, Jennifer, Faraz, Danielle No: 0 Abstain 0</p> <p><b>Vote First Interim</b></p> <p>This interim budget is one that the authorizer (SDUSD) requests we submit on their template and then it gets sent to the County. Josh refers to page 20 and addresses the main points of page 22 (revenue sources and expenditures), refers the board to the summary of the budget.</p> <p>Stephen notes that the page 24 changes for increased access to certain revenues. Josh explains the reasoning for accessing the funds now to balance the budget.</p> <p>Jen asked about why there were payroll numbers that were moved. Josh explained about the reclassification of personnel costs.</p> <p>Operations costs also changed which include utilities- Faraz question</p> <p>Motion to approve the first interim made by Faraz, Second made by Danielle</p> <p><b>Vote:</b> <b>Yes:</b> Stephen, Julia, Jennifer, Faraz, Danielle No: 0 Abstain: 0</p>
<ul style="list-style-type: none"> <li>➤ Teacher Presentation (Zoe) <ul style="list-style-type: none"> <li>○ New report card format</li> </ul> </li> </ul>	<p><u>Item – Teacher Presentation</u></p> <p><b>Discussion:</b> Zoe introduces herself. 6th grade teacher this year and 3rd year at IA. She summarizes that she is talking about grading and report cards.</p> <p>IA went to a 1 point rubric point system for report cards. One way to remove subjectivity is with points on a rubric. This is also a way to get everyone on the same page throughout the grade levels and remove subjectivity. .</p> <p>All work is included in the portfolio which allows parents to see the work that their child is doing and how it is tied to the report card.</p>

	<p>There was a discussion about the difference between grading on a curve and using portfolios and one point rubrics.</p> <p>Faraz asked about the rubrics. Zoe explained that the rubrics are across the entire school and all subjects but each grade level is making their own rubric. Faraz points out that rubrics made in isolation can often be choppy. Can rubrics be designed holistically? Zoe mentioned that our math curriculum and the RACE structure in writing are consistent across grade levels. But not all learning will be consistent across grade levels because standards are different.</p> <p>Faraz recommends looking at all subjects holistically. He also realizes that we should find a way to give a short summary of the child to make sure that parents are not given too much information. Faraz gave a soccer analogy in that different kids can be good soccer players even if they only have the skills of one position or area of the field. How can we make sure that this is reflected in report cards.</p> <p>Zoe recognized that this is new for us. She also recognized that report cards are not going to reflect everything. Seeing grades, seeing portfolios, attending Student Teacher conferences, attending Exhibition will give the parent different information.</p> <p>Zoe was thanked for her time in presenting.</p>
<p>➤ Parent Advisory/Parent Connection Presentation (Jackie Silacci)</p>	<p><u>Item – Parent Presentation</u></p> <p><b>Discussion:</b></p> <p>Jackie Silacci is the lead of Parent Connection and her child is in Zoe’s 6th grade.</p> <p>PC sees itself as a bridge and support for communication, raises funds and involves families in social interaction. One of the main tasks is room parent support and helping teachers find one. Then training the room parents as needed. They also get volunteers in different areas. PC involvement is waning. Tried in person and on phone but both groups are small.</p> <p>Stephen recommends involving ZOOM so that more people can participate. Jackie mentions that PC meetings involve both phone and in person. A discussion ensued about challenges with participation and communication</p> <p>Christine will reach out to ParentSquare to find out if we can see when parents read or view on app of PS.</p>
<p>➤ Director Presentation</p> <ul style="list-style-type: none"> <li>○ Current Enrollment Update <ul style="list-style-type: none"> <li>■ Enrollment is slowly climbing(see report)</li> </ul> </li> <li>○ Special Education <p>Christine is pursuing support from the SELPA for growing numbers of special ed students</p> </li> <li>○ ERC Report <p>The first portion was approved for \$145,562.88</p> </li> </ul>	<p>Christine spoke about each item.</p> <p>Enrollment is creeping up. We are enrolling new students that will start in January. At least four students will enroll.</p> <p>Special education numbers are rising. This is consistent for schools but charters are unique in that they don’t have access to special programs, especially for moderate to severe students. This leaves us at a disadvantage for providing classrooms that are not dominated by special</p>

<ul style="list-style-type: none"> <li>○ <b>Marketing Update</b> GrowSchools has begun their work</li> <li>○ <b>Brown Act Training</b> Christine will share the link for board members who need to complete.</li> </ul>	<p>education needs and financially impacts us. Stephen gave the ERC report. He had completed the forms and has overseen the process. IA received the first check. Stephen was thanked for his contribution to making this happen.</p> <p>GrowSchools was the company chosen by the board. They have begun. They are creating blogs and social media posts. They have sent a photographer to capture effective outreach images. They are tracking responses and working closely with our staff in weekly meetings. Board members need to take Brown Act training.</p>
---	--

<b>Board Discussion/Action items</b>	
--------------------------------------	--

<p>➤ <b>Board Members</b> POSSIBLE ACTION ITEM</p> <ul style="list-style-type: none"> <li>○ <b>Audit Review and Approval</b> Board will review the most recent audit and discuss next steps</li> </ul> <p>DISCUSSION ITEMS.</p> <ul style="list-style-type: none"> <li>○ <b>Potential new board member</b>(Stephen) Stephen will share about a possible new member.</li> <li>○ <b>District Site Visit Report</b> (Stephen and Julia) Board will discuss the site visit that took place on 11/19 and feedback will be reported to the board.</li> <li>○ <b>Review Board Terms</b> Board will review member terms and discuss terms for current members.</li> <li>○ <b>Director Succession</b> Last meeting the board began discussing procedures and administrative structure with regards to eventual director succession. Board will continue the discussion as needed.</li> <li>○ <b>Board Calendar Creation</b> The board will set meeting dates for the rest of the current school year and the start of the 2025-26 school year.</li> </ul>	<p><b>The board accepts the audit</b> A finding regarding signatures of students on independent study forms was made. Christine is waiting for next steps to remedy that finding.</p> <p>Stephen worked on the Crystal Trull District A election campaign. She lost by only 1000 votes. At the thank you party, Stephen approached her about being on our board. This would give her a chance to be involved on a school board. She has a PhD in education and works with governance. Danielle has a list of potential candidates that she will reach out to this month. Julia is working on the teacher candidate.</p> <p>District Site Visit: What are our focus areas: Director succession, marketing for enrollment, board expansion, charter renewal We are in the high tier so we are in the range of a 5, 6, 7 year renewal. District brought up cleaning up our inventory so that Prop Funded items are separate from school funded items. Expulsion notice template needs to be put in Epicenter. Background checks for independent contractors- we must have access (we do) Prop 28 Music funding- we can pursue a waiver for this and can be put toward STEM as well. Reimbursement- YMC contract All of the finance items will be in an email from the district. Independent Study policy needs to be changed so that it doesn't say go to the district. Our team asked about the process for charter renewal. Submit, 30 day public hearing, 15 days staff report recommendation.</p> <p>Board Terms Stephen is the President Julia is the secretary Jen is the Treasurer At the next meeting, the board will have to vote on</p>
--	--

	<p>Stephen's term.</p> <p>Director Succession Christine will stay on until we are comfortable Director position vs Operational position. The Director would be the captain of the ship and support teachers and students and instruction. The operational person would not Julia mentions that Clara's job as Title 1 and EL could be partially moved to the Operational Person and free up that person to deal with student behavior. Maybe Clara's position</p> <p><b>Board Calendar Creation</b> February 11th 6 pm March 11th at 6 pm May 13th 6m June 17th 6 pm</p>
➤ Next board meeting	
○ Confirm date of next meeting	Feb 11th
○ Identify agenda items for next meeting	<p>Tracking the corrections from the District Site Visit Stephen will need his term and review the conflicts of the</p> <p>Also, take a look at our personal home addresses on the State form 700 Midyear LCAP</p>
Meeting adjourned	adjourned at 8:37 pm

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



## Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

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

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

# Goal 1

## Goal Description

Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%			2023-24 SBAC Math  Schoolwide 57.82% meeting or exceeding standards Hispanic: 40.57% SED: 32.97% SWD: 39.48% White: 48.51%	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%			2023-2024 NWEA Math  Schoolwide: 68% Hispanic: 68% White: 68%	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%			2023-24 SBAC ELA  Schoolwide 61.09% Hispanic: 65.22% SED: 51.64% SWD: 50.00% White: 64.18%	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%			2022-2023 NWEA Reading Schoolwide: 74% Hispanic: 73% White: 74%	Schoolwide: 77.0% Hispanic: 75.0% Other: 78.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Streamlined Assessment Plan 2024-25</b> 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.</p>	No	Partially Implemented	<p>The following information is the percentage of completed assessments overall:</p> <ol style="list-style-type: none"> <li>1) NWEA MAP - 99%</li> <li>2) DIBELS assessment - 95%</li> <li>3) SEL assessments - 98%</li> <li>4) Spelling assessment - 99%</li> <li>5) Basic Math assessment - 92%</li> <li>6) Writing Benchmark assessment - 98%</li> <li>7) CAASPP - 99%</li> </ol>	<p>The IA assessment plan</p> <p>Initial Assessments:</p> <ol style="list-style-type: none"> <li>1) NWEA Measure of Academic Progress</li> <li>2) DIBELS</li> <li>3) SEL assessment</li> <li>4) Spelling assessment</li> <li>5) Basic Math Assessment</li> <li>6) Writing Benchmark Assessment</li> </ol> <p>Mid-Year All students who are eligible to test for the state tests use the Interim Assessments produced by the CDE to learn test taking strategies and practice the test format.</p> <p>All students have taken all of the assessments that are a part of our</p>	\$9,000.00	\$11523.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					assessment plan.		
1.2	<p><b>Support for Academic Instruction 2024-25</b> 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.</p>	No	Partially Implemented	<p>August 28th: Teachers went over how to administer the MAP test, how to administer the DIBELS test and how to score the DIBELS</p> <p>September 18th: Teachers were entering assessment data and going over what the results meant in the context of their classroom.</p> <p>October 9th: Teachers looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms based on the deficits they're seeing.</p> <p>December 2nd: Teachers learned how to administer the IABs and what the information will mean. We also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script.</p>	<p>Our weekly collaborative meetings during which grade level spans K-2..3-5 and 6-8 meet to share best practices, review beginning of the year assessments and discuss their use of the Interim Assessment Blocks test preparation materials.</p> <p>Teachers new to IA participated in training for assessments prior to giving them. Teachers are observed and given feedback. Additionally, teachers new to IA who were struggling at the start of the year</p>	\$17,000.00	\$42217.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				January 22nd: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together.	were provided contracted mentors to help them align and improve their practice.		
1.3	<p><b>Data Analysis, Reflection and Tracking</b>            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.</p>	Yes	Partially Implemented	<p>According to the SEL data the beginning of the year the following trends were noticed:            70% of our K-2 students felt they have good social awareness while only 58% of our 3-8th graders felt that they had strong social awareness. 74% of our K-2 students felt they make responsible decisions while at school, while only 25% of our 3-8th graders felt they make responsible decisions at school. 68% of our K-2 students felt they could manage their emotions and behavior reasonably well, while only 34% of our 3rd-8th grade students felt they could. manage their emotions and regulate their bodies well.            Because of these results, we've utilized a support teacher who has been observing students who were marked low in particular areas of concern and who's teachers expressed needed extra support. This support teacher has</p>	<p>Social emotional data included a social emotional assessment, teacher observations, counselor observations, and teacher assistant input. Identified students received support based on their identified need. A specific non-classroom based teacher provided a variety of structured support for those students which included in class support, lunch time groups, playground support and some pull out support.</p>	\$81,000.00	\$26479.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				developed lunch bunch groups where kids work on target skills, coping strategies and other methods to help them build more resilience in these particular areas.			
1.4	<b>Intervention Plans</b> 2024-25 We will create opportunities during August professional development and once a month for teachers to review and learn intervention strategies and techniques that should be used with students who are not achieving at grade level. These strategies and techniques will be tracked in the weekly data tracker to show actions and steps taken towards supporting students. Students who do not meet academic goals or show some improvement will be recommended to start the SST process. The associated costs that this action item might occur will be paying the SST coordinator, developing and collecting resources for intervention, and paying outside support providers to offer professional development for teachers.	Yes	Fully Implemented	August 14th: Teachers learned about Math workshop routines, best practices for math instruction and went over the IM math curriculum.  August 15th: Teachers were trained in using Thinklaw. Teachers were also given a training on how to differentiate work for students, and how to get more interventions for struggling student.  August 28th: Teachers went over how to administer the MAP test, how to administer the DIBELS test and how to score the DIBELS  September 18th: Teachers were entering assessment data and going over what the results meant in the context of their classroom.  October 9th: Teachers looked at last years CAASPP assessment data and brainstormed	Teacher were given additional planning time this year. Part of that time is designated to collaboratively address student needs. All of our teacher partners worked closely together in their designated shared planning time to provide each other support to address specific student needs. Professional development was provided to all teachers for assessment, analyzing student scores, curriculum and use of technology. A support teachers was designated to identify students who were in need of support	\$111,000.00	\$1882.38

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



## Goal 2

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential. 75% of enrichment teachers hold a specific area credential			100% of classroom teachers hold a multiple subject teaching credential 85% of enrichment teachers hold a specific area credential	100% of classroom and enrichment teachers hold a credential in their area of assignment.
2.2	Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% if the instructional day			100% of students with disabilities are in the general education program over 80% of the instructional day	100% of students with disabilities are in the general education program over 85% if the instructional day
2.3	Suspension rate	0.2% schoolwide suspension rate			0.4% schoolwide suspension rate	0% schoolwide suspension rate
2.4	Expulsion rate	0% schoolwide 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			According to the September 2023 in house Social Emotional Survey, 54% of students scored 80% or higher in the social awareness category, 32% of students scored 80% or higher in the responsible decision making category, 60% of students scored 80%	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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.			or higher in the self awareness category, 56% of students scored 80% or higher in the relationship skills category, and 39% of students scored 80% or higher in the self management category.	60% of students score 80% or higher in the relationship skills category 65% of students scored 80% or higher in the self management
2.6					TBD: We are starting the conversations with teachers about their life plans.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Incident Tracking Program</b> 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,	No		100% of teachers are trained in Responsive classroom and Positive discipline before the beginning of the school year.  All of our 1st, 2nd, and 3rd grade teachers were trained in a Beast Academy professional development before the year started for 2 days, and then were given more training on implementation 2 other times throughout the year.	All teachers and teacher assistants were provided some level of Positive Discipline training. All new teachers were provided the Responsive Classroom training in a format that allowed them to connect and collaborate with each other prior to the start of the school year.	\$19,000.00	\$11248.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the potential cost of software and trainings to support staff in utilizing techniques and strategies for interventions.			<p>100% of teachers are trained in positive discipline</p> <p>All TAs were given an orientation before the school year started training them on their responsibilities and roles for the year. They also take part in weekly meetings where we do professional development to improve their skills.</p>	<p>All teachers were provided a flow chart of behavioral interventions and guidance to follow it. Our ELL and Title 1 support teacher provided packets and instructions for best practices to all teachers with ELL needs. Our teacher assistants attended a special education training offered by our SELPA.</p>		
2.2	<p><b>Monitoring Student Work</b> 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</p>	No	Partially Implemented	<p>Teachers have been observed every semester at least once.</p> <p>Teachers who were identified as "struggling" at the beginning of the year were given intensive coaching, support and other professional development opportunities throughout the year to help improve their teaching skills.</p> <p>The assistant director participated in a Targeted Feedback training that then led to</p>	<p>Teachers are given permission to request a substitute or use their planning time to observe each other. Our assistant director is in classes daily observing, providing feedback and providing support to teachers with</p>	\$25,000.00	\$122.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			<p>new observation method that will allow for all teachers to be officially observed once per quarter at the very least.</p> <p>We hired Thrive to help with observations of the school at the beginning of the year. They gave feedback and suggestions for specific teachers as well as whole school feedback and coaching.</p>	struggling students. Teachers have made videos of their teaching and reviewed it with the assistant director who took their suggestions for areas they would like to improve.		
2.3	<p><b>Middle School Redesign</b> 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.</p>	No		<p>Teachers have collab time every week that is dedicated to addressing grade level band topics. Teachers are encouraged to observe each other and are given coverage to observe teachers if they voice that as a request or are told they would benefit from observing.</p> <p>Our special education staff has attended numerous SELPA professional development opportunities as well as SELPA sponsored conferences.</p>	All teachers were observed by outside mentors and 5 teachers were chosen to receive 1:1 coaching from outside mentors at the start of the school year. All teachers made videos of their teaching to review with a coach. All teachers have received feedback when they have been observed.	\$15,000.00	\$17329.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p><b>Professional Development</b> 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.</p>	Yes		<p>100% of our salaried staff have access to dental, vision and medical benefits 100% paid for by the school</p> <p>100% of our salaried staff dependents are offered full benefits at 90%</p> <p>100% of our married salaried staff spouses are offered full benefits at 50%</p> <p>Staff planning time provided during the work day has increased for all grade levels.</p> <p>100% of staff participate in weekly meetings with the director, have access to observation time of other teachers, have access to resources for their classroom activities and lessons, have support of a teacher assistant, have access to support from our school counselor.</p>	<p>A salary scale was set that was aligned with the district salary scale prior to their 15% bonus. 100% of teachers receive medical, dental and vision benefits at no charge for themselves, at 90% paid for dependents and 50% paid for spouse. Teachers received 4-5 hours of planning time per week.</p>	\$42,000.00	\$19650.11
2.5				<p>August 28th: Teachers went over how to administer the MAP test, how to administer the DIBELS test and how to score the DIBELS</p> <p>September 18th: Teachers were entering assessment data and</p>	<p>All of the professional development provided during the school year has included an academic component. The special education staff</p>		\$2782

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>going over what the results meant in the context of their classroom.</p> <p>October 9th: Teachers looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms based on the deficits they're seeing.</p> <p>December 2nd: Teachers learned how to administer the IABs and what the information will mean. We also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script.</p> <p>January 22nd: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together.</p>	<p>analyzed testing data for students with IEPs to identify strengths in our program.</p>		

### Goal 3

#### Goal Description

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

#### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Students and teachers with access to standards-based instructional materials. Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards			100% of students and teachers have access to instructional materials that support high academic instruction	100% of students and teachers have access to quality standards aligned resources in all subject areas.
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			Average number of field trips mid year = 5 per class	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			5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	100% if facilities are in good repair.
3.4	Social Emotional Support and Curriculum	Accumulated activities for SEL lessons			100% of facilities are in good repair	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.			2 climbing structures are fully installed and in use. Additionally, we have added a slide and gaga pit.	85% of credentialed staff stay for the following year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>High Quality Curriculum Resources</b>                      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.</p>	No	Fully Implemented	<p>Beast Academy online replaced STMath for our 1st-3rd grades in order to stay balanced with screen time.</p> <p>Teachers select software for their students based on need not on requirements placed on them.</p> <p>At least one message per month is informative for parents about the impact of screen time.</p> <p>Our classrooms all have access to a software application that allows them to lock down student chromebooks for specific website access.</p> <p>We have alert filters to inform staff of questionable student searches.</p>	<p>IA teachers have continued to decrease the amount of screen time for our students in light of the increasing use of technology of our students outside of school hours. Teachers discussed and selected software to be used in their classrooms based on the grade level and academic needs of their students. Programs we have found valuable are STMath, Quill, Mystery Science, Google Classroom and Reading Eggs.</p>	\$30,500.00	\$16646.38
3.2	<p><b>Students will access field trips, guest experts and quality enrichment classes</b>                      2024-25 Interactive inquiry and projects involve extending learning</p>	Yes	Fully Implemented	No teachers have been denied access to any materials requests this year. On average,	Innovations Academy does not expect teachers to supply their own	\$62,000.00	\$19,680.18



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			requests are filled within a week. 100% of teachers and students have required materials for instruction in core subjects. 100% of curriculum choices made by administration receive staff input prior to selection.	classrooms. This includes materials for projects and science materials. There is an exclusive email to which teachers can send materials requests.		
3.3	<b>Facility Costs</b> 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.	No	Fully Implemented	The Innovations Academy facility is well maintained with regular maintenance and upkeep.		\$3,097,000.00	\$155,411.80
3.4	<b>Social and Emotional Curriculum</b> 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.	No	Fully Implemented	All materials have been purchased. The playground has two compliant play structures in place. New fencing has been added to protect plants on our nature based playground.		\$15,000.00	\$5,195.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p><b>Teacher Salaries and Benefits</b> 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.</p>	No		<p>7/9 grade levels are on target to meet the 1 field trip per month goal. 50 different field trip locations have been visited.</p> <p>A bus and bus driver are available for field trip transportation.</p> <p>The expenditures in this category are for paying for students to attend field trips.</p> <p>Parent chaperones that drive on field trips have the ability to request reimbursement for gasoline.</p>	<p>Field trip locations are too numerous for this space. All students are welcomed on the field trip, and in fact, are expected to go as field trip learning is incorporated into the academic plan.</p>	\$2,500,000.00	\$1,256,000.00

## Goal 4

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Percentage of parents who open ParentSquare communications regarding absences.	100% of parents are contactable via ParentSquare ___% view messages received from Innovations			P-1 ADA 23-24 is 96.5%	
4.2	Percentage of students attending 96% of school days	84.8% of students attended 96% or more of school days in 2023-24			72% of staff attended 96% or more school days.	95% of students attend 96% of school days.
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.			7% of students were chronically absent in the first part of the 23-24 school year.	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

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p><b>Whole School Absence Communication</b>            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.</p>	No	Partially Implemented	<p>We have contacted 100% of families with chronically absent students. Meetings (telephonic and in person) have been held the parents of 11 of the students.            Our ADA is higher than the two previous years, though not as high as pre-pandemic.</p>	<p>We followed a parent suggestion to post the attendance out front for the previous day. We have supported parents with carpools when they are struggling with transportation</p>	\$5,125.00	\$3000.00
4.2	<p><b>Absence Follow Up</b>            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</p>	No	Partially Implemented	<p>We have contacted 100% of families with chronically absent students.             Meetings ( telephonic and in person) have been held the parents of 11 of the students.             100% of families of excessively absent students have received letters with information and support for improvement.</p>	<p>We followed a parent suggestion from our advisory meeting to post the attendance out front for the previous day.</p>	\$8,000.00	\$3500.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	cost with this action item might include staff salaries who are helping with communication and meetings as well as possible software for monitoring attendance.						
4.3	<p><b>Absent Student Support</b> 2024-25 We will closely monitor student absences weekly and provide mandatory make up work and a time during the school day when the work will be completed. We will select specific times for make up work such as Monday electives, end of the day and other flexible schedule times for students with recent absences. The associated costs with this action item might include educational software such as ST Math, Reading Eggs, Reflex Math, etc.</p>	No	Partially Implemented	<p>No software has been purchased to aid in attendance monitoring beyond our Student Information System (Powerschool).</p> <p>In depth attendance messages on the weekly communication have been included in messages sent on August 13, September 3, October 8 and December 31.</p> <p>Reminders about the importance of attendance have been sent within 100% of weekly communications to parents.</p> <p>Attendance was addressed at the Parent Advisory meeting on Jan 24</p> <p>Letters were sent directly to all parents with excessive absences during the week of Jan 7-Jan 14.</p>		\$5,000.00	\$7084.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	<p><b>Teacher/ Staff Attendance</b>            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.</p>	No				\$1,000.00	\$300.00

## Goal 5

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 academic and social emotional initiatives	A parent education seminar was included as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum and open to 100% of IA families. Babysitting was free. 2 sets of 10 sessions each were offered free of charge for parents to participate in the S.P.A.C.E. program during the 23-24 school year. One Positive Discipline seminar was offered.			A parent education seminar was included as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum and open to 100% of IA families. Babysitting was free.	An annual combined parent 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			5 Parent Connections meetings are scheduled for this	A minimum of five Parent Connection meetings will be held

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		school year remotely. 5 meetings are scheduled this year in person. They take place every other month.			school year remotely. 5 meetings are scheduled this year in person. They take place every other month.	yearly. Parents will be given at least three opportunities to volunteer.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p><b>Parent Communication</b>            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.</p>	No	Partially Implemented	<p>Spending information has not been sent to parents with the exception of this midyear LCAP report.</p> <p>A parent education seminar was included as part of our Parent Advisory meeting (1/11) in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum.</p> <p>All parents/guardians were invited to an Open House prior to the commencement of the school year. All parents were invited to attend a Student Led Conference (10/2-10/4) with their child pertaining to academic progress. All parents/guardians were invited to an Exhibition of</p>			\$8,504.08



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>student work on January 11th.</p> <p>A Family Math night was held on 9/21.</p> <p>A student theater performance took place 12/7-12/9.</p> <p>We held an October Carnival on 10/27.</p>			
5.2	<p><b>Parent Engagement through Education</b></p> <p>2024-25 Two Exhibition Nights will be held which will coincide with student portfolio work reviews, one at the end of first semester and the other just before spring break. Parent education in the form of how to review portfolio work will be provided. Parents will have access to student portfolios throughout the year. We will also utilize Open House as a time for parents to both view classrooms and participate in educational opportunities. For additional parent education, we will offer S.P.A.C.E. training for parents of anxious children and 2 Positive Discipline classes. The associated costs for this might include salaries for staff to help with babysitting, leading topics, as well as purchasing food and drinks for the events.</p>	No	Partially Implemented	<p>Spending information has not been sent to parents with the exception of this midyear LCAP. An early LCAP survey was sent to all families on 1/28 and 2/4.</p> <p>A parent education seminar was included as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum, including a Positive Discipline introduction.</p> <p>All parents/guardians were invited to an Open House prior to the commencement of the school year. All parents were invited to attend a Student Led Conference (10/2-10/4) with their child pertaining to academic progress. All parents/guardians were</p>		\$20,000.00	\$4000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>invited to an Exhibition of student work on January 11th.</p> <p>A Family Math night was held on 9/21.</p> <p>A student theater performance took place 12/7-12/9.</p> <p>We held an October Carnival on 10/27.</p> <p>Extensive social emotional curriculum</p> <p>Informational messages were included in 5 weekly parent communications between 8/27 and 10/1.</p>			
5.3	<p><b>Parent Connection</b></p> <p>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.</p>	No		This goal is covered by expenses, such as ParentSquare and director time, that are accounted for in other actions.		0	\$0

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	4,826,586	4,595,308
LCFF Supplemental/Concentration Grants	275,095	239,566



EVERYTHING ARTICLES VIDEOS PODCASTS PRESS RELEASES FIRM NEWS CLIENT NEWS CASE STUDIES

← BACK TO ARTICLES

## Federal Court Vacates 2024 Title IX Regulations: What Does This Mean for California Charter Schools?



EDUCATION — JANUARY 14, 2025

by Greta A. Proctor and Merrick A. Wadsworth

On January 9, 2025, a federal court in Kentucky vacated the 2024 Title IX regulations that had been adopted by the U.S. Department of Education and which have been in effect since August 1, 2024. ([Tennessee v. Cardona \(E.D. Ky. Jan. 9, 2025, No. 2:24-cv-00072-DCR-CJS\) 2025 WL 63795](#)) What does this mean for charter schools in California?

**The court's decision applies nationwide.** Even though the federal court that made last week's decision is not in California, the court's order vacated the federal regulations nationwide. As the Department has confirmed, the 2024 Title IX regulations and the 2024 resources are not effective in any jurisdiction. This means California charter schools should no longer be following their 2024 Title IX policies for addressing sex-based discrimination. It is unlikely that the federal government will appeal or seek a stay under the new administration, so the court's order will likely stand.

**This decision is different from the last round of Title IX court rulings, because those were temporary and did not affect most schools in California.** As we informed schools in previous alerts, various states and groups sued the Department in 2024 to block the new Title IX regulations from going into effect. Federal courts in multiple states had already temporarily blocked the new regulations from going into effect in many states and with respect to certain schools. Some charter schools in California were already affected by the temporary block and had reverted back to the 2020 regulations, but most have been operating under the 2024 regulations which largely sync to the protections in California law. Now, the federal court's order affects all schools in California and nationwide because it vacates the 2024 regulations entirely.

**Title IX is a federal law that is still on the books and still applies to charter schools.** Title IX is a federal law that has prohibited discrimination on the basis of sex in education programs since 1972, and this law still applies to all schools that receive federal funds. The fact that the federal court vacated the

2024 Title IX *regulations* nationwide does not change the underlying law, meaning that schools are still prohibited from discriminating on the basis of sex in their education programs.

**Schools should follow their 2020-based Title IX policies.** As a reminder, back in mid-2020, the Department overhauled the Title IX regulations and added many new requirements for schools. This included the requirement to adopt and follow detailed grievance procedures for handling formal complaints of sexual harassment, training for members of each school's Title IX team, and certain notice and posting requirements. California charter schools adopted detailed Title IX policies and grievance procedures, did trainings, posted required notices, and many schools conducted Title IX investigations under those 2020-based policies.

Schools should pull out their 2020-based policies. The Department's 2024 regulations that went into effect on August 1, 2024 replaced the old 2020 regulations, but now that the 2024 regulations are vacated, so too is their replacement of the underlying regulations. Until and unless a court or the Department advises otherwise, we presume the underlying 2020 regulations are back in effect. Going back to the 2020 regulations also aligns to the Department's advice during the temporary blocks of the 2024 regulations for some schools and states.

As explained during Title IX trainings, schools should have retained their 2020-based policies to deal with allegations of conduct occurring before August 1, 2024, so we are hopeful that most schools will be able to easily put those 2020-based policies back into place. There may be some updates needed, e.g. based on changes in California law for policies that cover both federal and state law, but schools should largely have their 2020-based Title IX policies at hand.

**Why did the court vacate the 2024 regulations?** As a procedural matter, a federal agency like the Department may adopt regulations that effectuate existing laws, but only Congress may actually pass or amend the federal laws themselves. When agencies adopt regulations, they can be sued for having exceeded their authority if their regulations illegally go further than the underlying law. And in 2024, the U.S. Supreme Court decision in *Loper Bright* gave much more discretion to the federal courts when it comes to determining whether an agency acted within legal bounds by adopting regulations. (*Loper Bright Enterprises v. Raimondo* (2024) 603 U.S. 369.)

Here, the Department's 2024 regulations had interpreted Title IX in a broader way than under the previous administration, and the court ruled that the Department exceeded its authority by illegally attempting to expand Title IX protections. The court held the 2024 regulations could not transform Title IX's protection against "sex" discrimination into a protection against "gender identity" discrimination—only Congress itself can do so. The court also found the Department unlawfully expanded the meaning of "harassment" under the law in a way that was vague and overbroad when it adopted "hostile environment harassment," namely by including "subjectively" offensive conduct that merely "limited" access to the educational program.

In short, the court held that only Congress itself can redefine discrimination on the basis of sex under Title IX. Instead of ordering the Department to correct the deficiencies and revise its regulations, the court found the seriousness of the error warranted a serious remedy. By vacating the 2024 regulations, the court ordered what it called "a return to the status quo" of Title IX.

**The protections in California law against discrimination based on gender still apply to charter schools.** The vacatur of the 2024 Title IX regulations does not impact California laws. California charter schools must protect students from discrimination based on gender identity, gender expression, and sexual orientation (Ed. Code, §§ 47605(e)(1), 220), they must ensure students are permitted to participate in programs and activities and use facilities consistent with their gender identity (Ed. Code, § 221.5(f)), and they cannot require school staff to disclose a student's gender identity or sexual orientation without their consent (Ed. Code, § 220.3(a)), among other laws.

In practice, the court's decision means that certain alleged conduct previously handled under the federal Title IX process will now be addressed by California schools under different processes.

**School Title IX teams should consider attending updated training to refresh on the 2020 requirements.** School Title IX teams are required to receive training under the 2020 regulations. Most schools have previously completed that training, but may want to refresh on the 2020 requirements since the most recent rounds of trainings were on the 2024 requirements. Note that while schools need to make sure their Title IX teams understand Title IX and can implement it, the *annual* training requirements for all school employees are now off the books. Meanwhile, the requirement to post the Title IX team's training materials online is back on the books.

**Schools should seek individualized legal advice about ongoing investigations and conduct occurring during the 2024-25 school year.** Some schools are currently conducting Title IX investigations under the 2024 regulations, and some schools will continue to learn of alleged Title IX-covered conduct that occurred between August 1, 2024 and January 9, 2025. Schools will need to consider how to handle those matters in light of the federal court's ruling.



ABOUT THE AUTHORS



Greta A. Proctor

PARTNER

Greta Proctor is the leader of Procopio’s Education, Nonprofits and Public Agency practices. Based in Los Angeles, Greta represents charter schools and those in the education space, as well as numerous other types of nonprofits with nearly all aspects of their operations.

Greta advises nonprofit clients including schools on a variety of operational, funding, and regulatory issues. These include governance, organizational policies, contracts, agency relations, ethical issues, funding restrictions, facility issues, a wide range of student issues for schools, and more. Schools regularly rely on Greta’s advice in charter renewals and new petitions, including appeals at the county and state. She has also counseled schools through special proceedings ranging from extraordinary audits by FCMAT to compliance reviews by federal agencies.

Greta provides frequent trainings on topics such as board governance, the Brown Act, Public Records Act, avoiding conflicts of interest, and new legislation impacting her clients. She is a regular presenter at conferences and workshops hosted by the California Charter Schools Association, Charter Schools Development Center, and National Alliance for Public Charter Schools. She serves as a member of the NAPCS’ National Litigation Council, and has presented at the County Counsel’s Association of California on ethical issues for the public lawyer. Greta is actively engaged in education issues and policy.

Prior to joining Procopio, Greta worked at Best Best & Krieger LLP where she assisted clients across broad areas of California public agency law, both in litigation and counseling matters.



Merrick A. Wadsworth

PARTNER

Merrick focuses on advising nonprofits, charter schools, and public agencies on a variety of issues regarding governance, entity formation, contracts, conflicts of interest, real property acquisition, and a variety of other operational issues. Merrick regularly advises charter school clients on the Brown Act, California Public Records Act, and relations with charter authorizers, and also assists with new charter submissions, appeals, revocation proceedings, and renewals. He also has experience assisting with various phases of civil litigation and appeals. Merrick regularly provides trainings on topics such as the Brown Act, Public Records Act, avoiding conflicts of interest under the Political Reform Act and Government Code section 1090, and new legislation impacting clients in the education sector. He previously was a law clerk at the U.S. Attorney’s Office in the Southern District of California, Civil Division where he assisted on cases involving bankruptcy, employment, and medical malpractice issues. Prior to law school, Merrick worked as a substitute teacher in all grade levels at the Kings County Office of Education.

Stay up-to-date with *the Procopio newsletter.*

SIGN UP NOW

MEDIA CONTACT

Patrick Ross, Senior Manager of Marketing & Communications

[Email](#) | P: 619.906.5740

EVENTS CONTACT

Suzie Jayyusi, Events Planner

[Email](#) | P: 619.525.3818

---

## Related Content



LITIGATION, CORPORATE AND COMMERCIAL

Procopio Elevates Five Attorneys to Partner for 2025

EDUCATION

Federal Court Vacates 2024 Title IX Regulations: What Does This Mean for California Charter Schools?

EDUCATION

Charter School Bonds Under Scrutir



PRESS RELEASES



ARTICLES



ARTICLES

### PARTNER WITH PROCOPIO

[CONTACT](#) | [OFFICES](#) | [CAREERS](#) | [NEWSLETTER](#)



© 2025 Procopio, Cory, Hargreaves & Savitch LLP. Procopio is a service mark of Procopio, Cory, Hargreaves & Savitch LLP.

[Procopio Website Privacy Notice and Cookie Policy](#) | [Terms of Use](#) | [Privacy Notice for California Residents](#) | [Accessibility Statement](#) | [Privacy Notice for California Employees and Job Applicants](#) | [Site by Mindgruve](#)



## **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.

**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.

---

<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.

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:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the IA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, IA will utilize the following grievance procedures in addition to its UCP when applicable.

#### **1. 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: \_\_\_\_\_

# Innovations Academy

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Innovations Academy
<b>Street</b>	5454 Ruffin Rd.
<b>City, State, Zip</b>	San Diego, CA 92123
<b>Phone Number</b>	858-271-1414
<b>Principal</b>	Christine Kuglen
<b>Email Address</b>	info@innovationsacademy.org
<b>School Website</b>	innovationsacademy.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	37683380118083

## 2024-25 District Contact Information

<b>District Name</b>	Innovations Academy
<b>Phone Number</b>	858-271-1414
<b>Superintendent</b>	Christine Kuglen
<b>Email Address</b>	info@innovationsacademy.org
<b>District Website</b>	www.innovationsacademy.org

## 2024-25 School Description and Mission Statement

At Innovations Academy (IA) charter school, we powerfully create our lives through self-expression, compassionate connection, and purposeful learning. Our constructivist-based K-8 school teaches through student-centered activities and inquiry focused learning which includes projects, performance and other interactive learning. We utilize a relationship based discipline program for classroom and campus behavior management and skill building.

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

## 2024-25 School Description and Mission Statement

At least 80% of our population attends school in an engaging five day structure. The other 20% of our school population participates in our independent study program. For these home schooling families, Innovations Academy offers a 3-day program for grades K-2, and a 2-day program, known as the Home Learner Community, for grades K-8. Please visit our website for additional information about these programs.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	47
Grade 2	56
Grade 3	50
Grade 4	55
Grade 5	59
Grade 6	41
Grade 7	42
Grade 8	47
<b>Total Enrollment</b>	<b>434</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.5
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	5.8
Black or African American	4.4
Filipino	1.4
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	1.2
Two or More Races	14.3
White	43.8
English Learners	4.6
Socioeconomically Disadvantaged	29.7
Students with Disabilities	24



## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.80	85.48	5233.70	86.54	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	74.50	1.23	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	7.21	354.70	5.87	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	221.00	3.65	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.60	7.21	163.60	2.71	14303.80	5.15
<b>Total Teaching Positions</b>	9.10	100.00	6047.70	100.00	277698	100

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	3.00	0.6
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	3.00	0.6

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00	0
<b>Local Assignment Options</b>	0.70	0.00	0
<b>Total Out-of-Field Teachers</b>	1.70	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	12.5	72.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50	2.9	41.1

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry-centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources (US Constitution, scientific papers and articles...), software, nonfiction and fiction literature and chromebooks. Programs we utilize include RazKids, Reading A-Z, Ufli, Jennifer Serravallo, Spellography, Touchstones/Touchpebbles, Reading Reconsidered and Reading Eggs.	Yes	0
<b>Mathematics</b>	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students in the area of Mathematics. Included among the standards aligned and research-based resources are adaptive textbooks, manipulatives, calculators and chromebooks. Programs we utilize include Beast Academy, Illustrative Math, Desmos, STMATH, Marcy Cook, Mountain Math, Youcubed, Math Solutions.	Yes	0
<b>Science</b>	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources (scientific articles), software, microscopes, field study, guest experts, calculators and chromebooks. Programs we utilize include Mystery Science, KnowAtom, FOSS kits. Teachers also generate interdisciplinary real world based projects for science learning that they facilitate with students. Included in these projects is interaction with professionals and professional and nonprofit organizations.	Yes	0

<b>History-Social Science</b>	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, maps, globes and chromebooks. Programs we utilize include History Alive!, PBS Media, Brainpop and ThinkLaw. Teachers also generate interdisciplinary real world based projects for history, geography, civics and other social studies learning.	Yes	0
<b>Foreign Language</b>	Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students under the instruction of a full-time credentialed Spanish teacher for our middle school students. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, chromebooks. We also utilize DuoLingo to supplement as needed.	Yes	0
<b>Health</b>	Our human sexuality curriculum draws from a variety of resources for middle school with a mandatory class taught to all 7th graders. In the 2023-24 school year our 5th grade students received instruction on changes during puberty. Other health is taught by teachers via projects and lessons from a variety of resources that enable classes to experience a hands-on, interactive, inquiry centered approach.  Physical education is taught by our coach who utilizes a skills based approach teaching a variety of sports (the skills, rules and sportsmanship) in our gym.	Yes	0
<b>Visual and Performing Arts</b>	Visual and Performing Arts are incorporated into instruction. Our students have fine arts, ceramics and performing arts instructors who work with all grade levels utilizing primary materials.	Yes	0

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

## School Facility Conditions and Planned Improvements

We moved into a brand new building in August 2020 that was built according to DSA specifications. Everything is inspected regularly and repaired as needed. Our facility is kept in good repair by a team of maintenance and repair workers. Our playground is a nature based playground. Students and teachers have been planting native plants to enhance those already living there.

**Year and month of the most recent FIT report**

1/14/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	69	61	52	52	46	47
<b>Mathematics</b> (grades 3-8 and 11)	58	45	40	41	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	296	293	98.99	1.01	61.09
<b>Female</b>	140	140	100.00	0.00	66.43
<b>Male</b>	155	152	98.06	1.94	55.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00	0.00	50.00
<b>Black or African American</b>	14	14	100.00	0.00	21.43
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	70	69	98.57	1.43	65.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	53	51	96.23	3.77	58.82

<b>White</b>	134	134	100.00	0.00	64.18
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	83	81	97.59	2.41	55.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	79	78	98.73	1.27	48.72

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	296	293	98.99	1.01	45.05
<b>Female</b>	140	140	100.00	0.00	42.14
<b>Male</b>	155	152	98.06	1.94	47.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00	0.00	62.50
<b>Black or African American</b>	14	14	100.00	0.00	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	70	69	98.57	1.43	40.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	53	51	96.23	3.77	43.14
<b>White</b>	134	134	100.00	0.00	48.51
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0



<b>Socioeconomically Disadvantaged</b>	83	81	97.59	2.41	37.04
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	79	78	98.73	1.27	38.46

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	56.47	52.38	38.07	38.48	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	106	105	99.06	0.94	52.38
<b>Female</b>	55	55	100.00	0.00	47.27
<b>Male</b>	50	49	98.00	2.00	57.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	23	23	100.00	0.00	47.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	44.44
<b>White</b>	51	51	100.00	0.00	60.78
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	35.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	25	100.00	0.00	56.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

At Innovations Academy, parents have many opportunities to be involved effectively. We invite parents to attend student-led conferences, presentations of learning, portfolio reviews, and exhibitions of student work. We welcome classroom volunteers, parent drivers and field trip chaperones. We have a very active parent group, called the Parent Connection, that sponsors several social activities each year and supports internal school activities as well. They meet on Zoom and in person. There are also opportunities to participate in school site meetings and LCAP development. Parents involve themselves in a variety of other ways such as volunteering in the classroom, speaking to a class about their profession, sending in materials for our enrichment program, donating their time at a fundraiser or school event. For information about volunteering at school, parents can come to the front office or contact [info@innovationsacademy.org](mailto:info@innovationsacademy.org).

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	469	61	13.0
Female	235	230	30	13.0
Male	247	238	31	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	1	4.0
Black or African American	25	25	13	52.0
Filipino	--	--	--	--
Hispanic or Latino	126	123	14	11.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	64	7	10.9
White	214	206	22	10.7
English Learners	20	20	2	10.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	151	148	28	18.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	119	117	20	17.1

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.21	2.51	2.7	2.64	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.05	0.03	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.40	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.84	0.00

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

## 2024-25 School Safety Plan

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

## 2024-25 School Safety Plan

review. The safety plan was last reviewed and approved on October 17, 2024.

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

## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	5		
1	8	2	1	
2	19	1	2	
3	20	1	2	
4	16	1	2	
5	17	1	2	
6	19	1	2	
Other	12	2	1	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	5		
1	11	3	2	
2	11	3	2	
3	19	1	2	
4	19	1	2	
5	15	1	2	
6	17	1	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	15		
1	17	8	1	
2	17	3	8	
3	18	8	1	
4	22	1	8	
5	19	2	6	
6	14	3		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	5
Other	0

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	9,194.27	1,749.22	7,445.05	53,509.79
<b>District</b>	N/A	N/A	\$5671.0	\$99,546
<b>Percent Difference - School Site and District</b>	N/A	N/A	27.1	-60.2
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	-36.5	-55.5

## Fiscal Year 2023-24 Types of Services Funded

Innovations Academy provides a variety of resources to our students. Much of the learning software used at school is also made available to students at home, though the school does not assign homework. Innovations Academy has a strong social emotional program with tools integrated from Positive Discipline, Responsive Classroom, Nonviolent Communication, and Restorative practices. All students learn conflict resolution and communication tools through this solution focused curriculum and discipline plan. Our staff includes a full time Marriage & Family Therapist Associate to assist students and families. Our grade levels have teacher assistants (in addition to the regular credentialed teacher).

We intentionally do not assign homework. The purpose of this is to assist students in experiencing more meaningful time with their families, provide needed free play time for children to grow, learn and ultimately thrive as humans with time hopefully spent outdoors as well as allow children to participate in activities and classes outside of school without the stress of returning to more work when they should be sleeping, laughing and learning with their families. We expect parents to read with and to their children at home and explore the outdoors as well as engage in family conversations.

IA supports students by providing access to learning that takes into account a variety of student interests. Our students participate in projects and inquiries that integrate subjects in meaningful explorations. They speak regularly with guest experts who utilize the subjects they are studying. They engage in service learning, often working with non-profit organizations as part of their studies. We also currently offer the following enrichment classes: 2-D art, 3-D art, nature studies, engineering, performing arts and foreign language.

Special Education students are served by a strong team of experts that includes: a Speech Language Pathologist (+ a SLPA), an Occupational Therapist (+ an OT aide), a School Psychologist, an Adaptive PE teacher, a Marriage & Family Therapist and Education Specialists.



## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,818	\$56,573
<b>Mid-Range Teacher Salary</b>	\$84,816	\$87,186
<b>Highest Teacher Salary</b>	\$118,143	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$159,994	\$148,486
<b>Average Principal Salary (Middle)</b>	\$165,280	\$154,835
<b>Average Principal Salary (High)</b>	\$180,299	\$170,008
<b>Superintendent Salary</b>	\$412,500	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	33.49	31.41
<b>Percent of Budget for Administrative Salaries</b>	4.97	4.86

## Professional Development

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

An administrator observes teachers throughout the week, providing the necessary feedback teachers need to both feel supported and to experience growth and reflection in their craft. Teachers are provided time to observe each other and collaborate regularly during the school day. Our professional development focus areas include math, ELA, test-taking success strategies, and interactive learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	38	39	42