

Innovations Academy Board Minutes: September 9, 2025 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	636 Hillsborough St, Oakland, CA 94606	Public call in number 425- 436-6381* Access code 1637013
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*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Tom Marchand	Stephen Rosen	Tom Keli'inoi	Danielle Strachman	Kiran Simma		
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Others in Attendance

Christine Kuglen	Emily Luscomb					
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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 9/9/25 @ 6:00 p.m. Board in Attendance Roll call taken Quorum established
➤ Approval of current agenda	Vote to approve current agenda - TK motion to approve the current agenda. Kiran seconds Unanimous approval
➤ Approval of prior month meeting minutes July 22, 2025 Minutes	Vote to approve past minutes - Kiran motions to approve the meeting minutes from the July meeting Tom M seconds Ayes: Stephen, Tom, TK, Kiran Danielle abstains due to absence
➤ Public comments (3 mins per person)	Stephen asks for any public comments. There were no public comments.
Closed Session Real Estate Transaction Discussion	
Report on Closed Session The board will report as required on the closed session.	A discussion was held about a potential opportunity to grow the school via an adjacent facility. More info will be coming shortly.

	4-Ttest taking strategies
Next board meeting	Will be held on September 16th
Confirm date of next meeting	9/16/25 @ 6 pm and 10/28/25 @ 6 pm
Identify agenda items for next meeting	Looking at all restricted fund balances and past expenses two years Can we see the balance sheet at the next board meeting? (Dec) Look at test scores and why they dropped 22-23 to 23-24 and will or did that happen again 23-24 to 24-25.
Meeting adjourned	7:22 p.m.

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

Secretary

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

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
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Innovations Academy Board Agenda: September 16, 2025 @ 6:00 pm

Meeting location(s)

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Board Attendance

Tom Marchand	Tom Killinoi	Stephen Rosen	Kiran Simma	Danielle Strachman		
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Others in Attendance

Christine Kuglen	Ryan Eldgridge	Rich Collinsq	Kirt Nilsson			
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Agenda

Topic	Minutes
Call to order / roll call	Time / Date 6:04 Board in Attendance: Tom Motion TK second 1. All present (Danielle via Zoom) Other Present: 1. Christine Kuglen 2. Ryan Eldridge 3. Rich Collins 4. Kirt Nilsson
Approval of current agenda	Vote to approve current agenda - Motion to approve the current agenda: Stephen Rosen 2nd motion- Tom Marchand Vote: Unanimous approval
Action Item Proposal of Property Acquisition The board will discuss and vote on the proposal from GrowSchools for the acquisition of the VEBA property adjacent to our current site.	Stephen introduced the GrowSchools team and explained that Stephen and Christine gave them the information to generate the proposal. Ryan shared the proposal. Money to run the school, money to buy schools and money to get students in the door. Ryan introduced the team. Kirt Nilsson, Rich Collins and Ryan Eldridge are the team that works. Each team member introduced themselves. Ryan went through the proposal summarized

with GrowSchools acquiring the property and leasing back to the school. GrowSchools supports getting a CUP, SB740 and any other requisite documents for the purchase and lease of property.

Danielle asked about GrowSchools impact on IA enrollment. Kirt expressed that their data shows that though we haven't gained students, GS helped IA get new students while others such as military transfers and 8th grade graduates moved on.

Danielle asked about the term that the current tenant does not want to pay rent for months after acquisition (thru July). Is that typical? Kirt explained that the lease payments start being paid once the building is acquired. The current tenant would not pay rent from acquisition to move out. Kirt said that the idea came from VEBA. The broker said that was a part of a previous proposal by a competitor offer.

TK asked about the full price offer. Response: \$6.7 million. What is the amount of lease payment being asked for? \$50K per month.

Back to Danielle- How many expansions have you done? Kirt named three expansions in three different states.

Ryan explained SB740 which would subsidize rent, the ability to get a CUP and how much growth would we need to pay the lease and the possibility of that.

Kirt explained the project sources and uses. Rich shared went over the "Affordability" page.

The team discussed the ramp up of additional students. Ryan said that from his experience the ramp up is usually 2-3 years.

The GrowSchools team asked if there were other questions or more to cover. Stephen asked for a review of the timeline of purchase.

	<p>Ryan reviewed the timeline on page 17 of the proposal. A discussion ensued about the potential amount of time between current tenant move out and IA move in. As well, the timeline of the CUP can be 9 months.</p> <p>The GrowSchools Team finished their presentation (7:10)</p> <p>Board Discussion: Tom is concerned with the expense on such a short timeline. Danielle expressed that this is a great idea but the timing is not right. With an upcoming leadership change in the next few years, which is a big change in and of itself. Danielle was also not impressed with GrowSchools ability to share the impact they have had our enrollment. TK expressed that the key for him is that the LOI is not binding and he would like to hear the numbers. Should we be taking on a new venture right now? Stephen shared that we would still have a way out. This would be a vote to get to the next step that is not binding. The engagement is for us to tell them to go deeper and explore the opportunity. There is a lot of due diligence that would need to be done in order to make a commitment.</p> <p>Stephen made a motion to approve taking the next step to confirm with GrowSchools shall put an LOI in based on the contingencies and due diligence expressed in the proposal. Second TK Opposed: 0 Vote: Unanimous approval Stephen confirmed that he will be the point person with GrowSchools to do the analysis.</p>
➤ Next board meeting	
○ Confirm date of next meeting	The retreat scheduled in October
○ Identify agenda items for next	

meeting	
Meeting adjourned	7:37 p.m.

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Secretary

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**Gr̃w
Schools**

Innovations Academy

**5520 Ruffin Road - Board Update
November 13, 2025**



Topics

- Purchase of 5520 Ruffin Road (5 min)
- Addressing Growth / Risk (20 min)
- Current Tenant Rent Following Ownership (5 min)
- Next Steps (5 min)
- Questions & Answers (5 min)

Purchase of 5520 Ruffin Road

- LOI executed with owner on 11/10
- 30 days exclusivity to get Purchase & Sale Agreement (PSA) signed (12/10)
- 60 days due diligence / 30 days close targets **3/10** (depending on conditions)
 - Congratulations on your renewal!

Addressing Growth / Risk

Growth – Looking Back

Wins

- Logo rebrand / messaging
- Established digital presence / reach
- Ground game support

Opportunity

- Outreach to new target markets (e.g., homeschool)
- Full funnel automation & tracking
- Resource working interest / converting leads
- Retention communication strategy

Metric	SY25/26
Enroll Start	446
- Grads	32
- Attrition	84
Returning	330
+ New	113
Enroll Finish	443

Addressing Growth / Risk

Growth – Looking *Forward*

- Double down on digital – build on foundation
- Improve community visibility – New Signage / highlight building
- Increase earned media
- Add TK, expand K – create dedicated launch campaign
- Focus on Homeschool – create dedicated campaign
- Focus on Military – created dedicated campaign
- Improve Retention Rates
 - Activate current families as advocates
 - Formal retention / communication strategy
- Improve conversion rates
 - Designated recruitment position
 - Put CRM in place

Metric	SY26/27
Enroll Start	440
- Grads	40
- Attrition	80
Returning	320
+ New	270
k-8	120
TK	35
HLC	115
Enroll Finish	590

Addressing Growth / Risk

- **Risk** – \$2mm rental reserve deposit
 - Drawn only in default
 - Returned after 2 years with growth (net default withdrawals)

Current Tenant Rent Following Ownership

- Board – paying rent of current tenant prior to taking possession
- Issue still open – to be addressed as we move towards and conclude on lease

Next Steps

- Go / No Go to negotiate lease (Innovation)
- Move towards and conclude on PSA (Grow Schools / owner)
- Move towards and conclude on lease (Grow Schools / Innovation)
- Secure Conditional Use Permit (CUP) (Grow Schools / Innovation)
- Pursue SB740 - risk mitigant (Innovation / Grow Schools)
- Close on Sale / Lease

KTF Performance - Support



Executive Summary

Goal

- For Grow Schools and Innovations Academy to work in partnership to build the IA brand, increase awareness and drive enrollment leads
- Increase enrollment to 515 students from a baseline of 446

Deliverables

- Develop and execute an Awareness Campaign to tell the school story and build the brand in the community:
 - **Content** (story arcs, blogs, social media, videos, scripts, ad copy, photo shoot)
 - **Digital Campaigns** (Google, Meta, YouTube)
 - **Offline Campaigns** (local media ads)
 - **Brand Identity** (new logo design, brand kit)
 - **Marketing Collateral** (postcard flyer, signage, branded table linen)
 - **Website** (content, new design support, landing page, SEO)

Results

- Enrollment grew to **458** by late July and **stabilized at 441 students** (with 4 offers out) as of 10/24. This included **~113 new students** – more than **3x the students** needed to replace graduating 8th graders
- Student waitlist **peaked at 62** by mid-April, **signaling very strong demand and interest**
- Paid media campaign delivered **1.4M impressions with an above-average CTR and conversion rate**
- Delivered **220+ interest form submissions** and 100 phone calls, **exceeding benchmarks** for similarly sized schools
- Social media efforts **reached 204K people**, strengthening brand awareness and engagement
- Local media outreach **reached 14K community members**, driving visibility and trust

Interest Driven Through Enrollment Funnel

How It Works

Grow Schools

Innovations Academy



Story Arcs

Inquiry-Based Learning

At Innovations Academy, we believe in a hands-on, compassionate, and innovative education. At our K-8 school, we encourage independent and creative thinking using project-based learning. Our learning makes sense: it's play-based, flexible, and purposeful while maintaining high academic standards. Our students are active participants who develop critical-thinking skills through enriching experiences. They enjoy freedom and autonomy, coupled with expectations that are easy to understand. We give students real life problems to solve that engage both their hands and their minds. Teachers have the freedom to direct their curriculum to students' interests. Our Explorations teachers provide programs in performing art, 2D and 3D fine art, engineering, nature studies, and Spanish. Field studies trips are regularly scheduled, like serving as the Star of India ship crew. We may not have homework, but we curate the value of building upon learning curiosity at all times!

Space to Explore

Walking into Innovations Academy, you are transported into a bustling, interactive school. Our spaces are full of art supplies and project materials. We have books and student art lining our walls. Our middle schoolers hang out in our cafe as they practice independence and accountability. Our performing arts auditorium gathers us together to share our talents and engage in performances. We eat together and then head to our nature-based "backyard" that is filled with play spaces, shady trees, sport courts and soft surfaces to jump around. We want school to feel like an exploration of learning because it is!

Close-Knit Community

Everyone is seen and heard in our supportive, nurturing community. We make daily connections and assessments of our students' needs using positive discipline, where kids are treated with respect and encouraged to solve problems on their own. We cultivate a community filled with participation, communication, and contribution. Social emotional learning? It's in all we do: we teach the importance of belonging, respect for all people, encouragement, conflict resolution and interpersonal skills. We use morning meetings, self-evaluations, class council, peer-to-peer discussion, and presentations to develop relationships conducive to social and intellectual well-being. We value families and the important role they play in a students' education. United in the flexibility of a structured community, we love sharing how to think about learning, together.

Online Presence



Website Content, Design Support



124 Social Media Posts



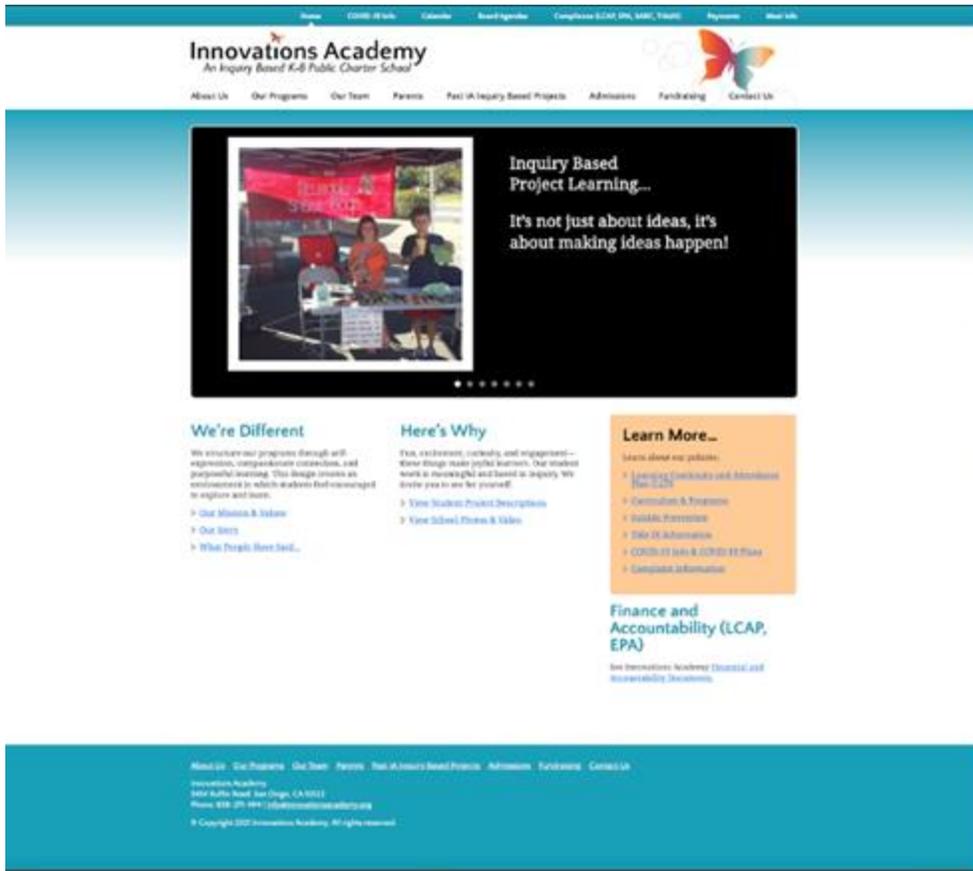
23 Blog Posts



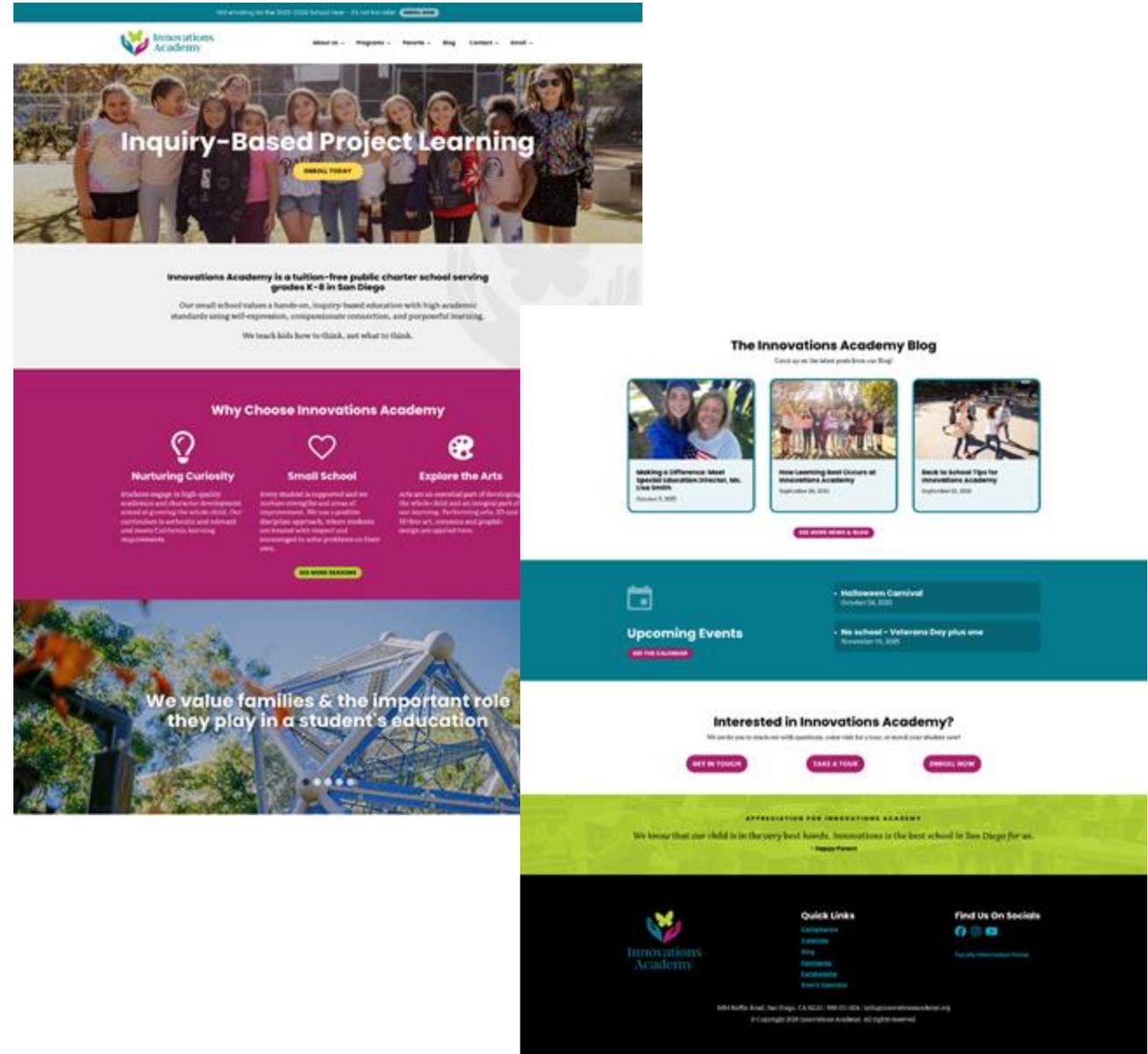
11 Videos and Reels

Website Updates

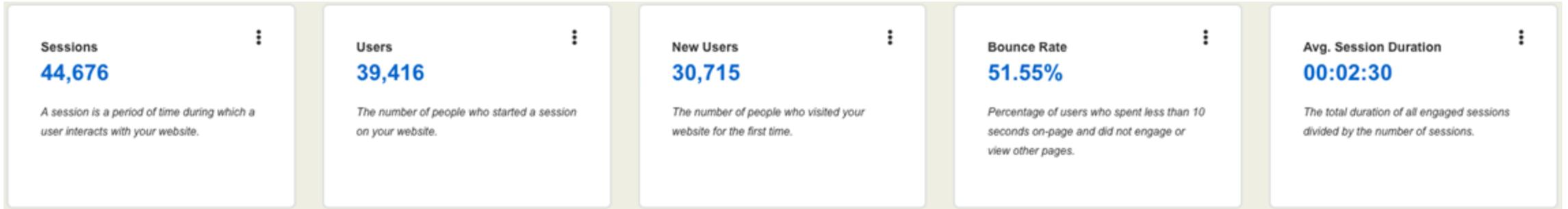
Before: Homepage



After: Homepage



Website Traffic



Over the 11-month campaign, we've driven **44.6K website sessions** and **39K users**, of whom **30K** were first-time visitors. Traffic **peaked in March and May**, rising again in **July** – this aligns with campaign activity, as well as the typical seasonal shifts we see as parents plan for the next school year.

From May - September (**following the launch of the new website**) **bounce rate fell 6%**, from over 53% to 49%. Along with the **session duration of 2.5 minutes**, this data suggests messaging and page content **resonates well** with target audiences. Moving forward, we will have prior year data for improved campaign reporting.

Full Funnel Channel Strategy



- **Multi-channel:** Reach users across Google properties including Display, YouTube, Search, Gmail, Discover, and Maps.
- **Display Ads:** Static images or video creatives shown across websites, mobile apps, video content, and email platforms.
- **Remarketing:** A strategy that uses various ad formats to re-engage users who have previously interacted with your school's website, ads, social media channels, or uploaded customer lists (such as current or former parents).

Key Metrics

Channel Strategy

Awareness

Engagement

Conversion

Loyalty

Impressions

The total number of times an ad is displayed, whether visible or non-visible

Reach

The number of unique users who have seen an ad, measuring audience breadth (Social Only)

Frequency

The average number of times a single user is shown the ad within a specified period, helping gauge message exposure (Social Only)

Clicks

The total number of times users have clicked on the ad, indicating engagement

Click-Through-Rate (CTR)

The percentage of impressions that result in clicks, reflecting ad relevance and appeal

Conversions

The number of times someone who saw an ad performed our goal action (completing a form or calling the school)

Conversion Rate

The percentage of users who saw an ad and converted

Paid Media Overview

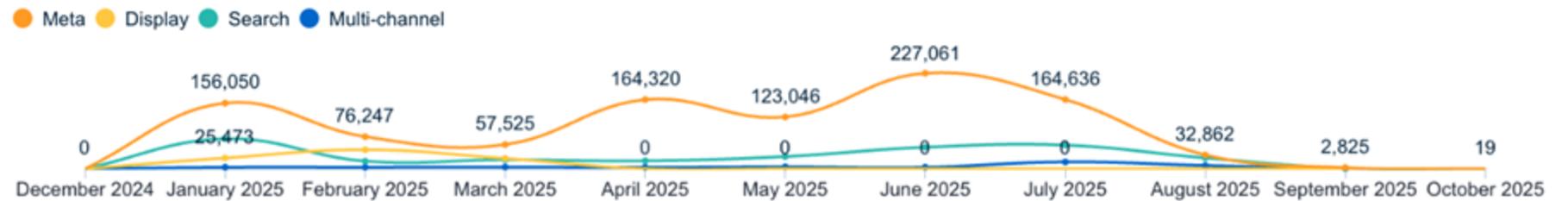
Channel Strategy



Our **full-funnel** campaign approach generated **strong brand visibility and engagement**, as indicated by more than **1.4M impressions** and **24K clicks**.

Display and Meta drove targeted **upper-funnel** awareness of Innovations Academy.

Multi-channel and **search** campaigns delivered **lower-funnel** engagement, with 217 of **224 total conversions** and **100 calls** from ads.

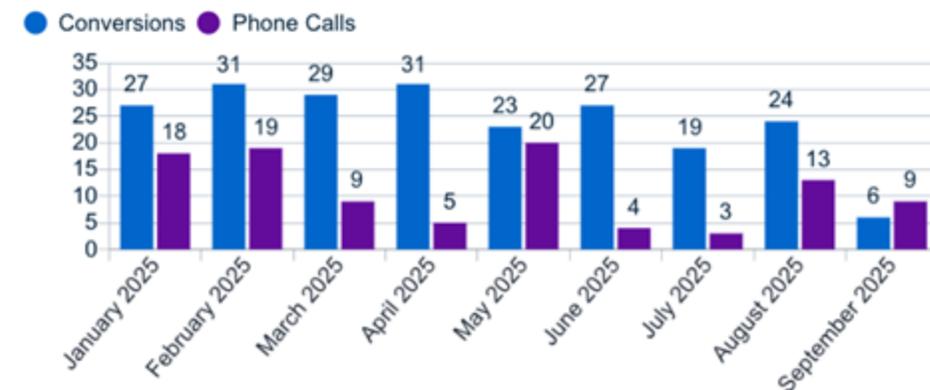


Channel	Impressions	Clicks	CTR	Conversions	Conversion Rate
Meta	1,004,591	12,559	1.25%	7	0.05%
Display	95,167	2,568	2.70%	0	0.00%
Search	292,967	7,105	2.43%	140	1.39%
Multi-channel	48,317	2,319	4.80%	77	3.32%
Total	1,441,042	24,551	1.70%	224	1.34%

Click-through-rates (CTR) and conversion rates (CVR) vary widely by industry and channel, and there is limited data available specific to K-12 education advertising.

Grow Schools typically sees CTRs in the range of 1 - 3% on Google (Search and Multichannel) and 0.5 - 1.5% on Meta, with Google CVRs of 0.5 - 2%. Performance above these ranges indicates strong campaign results.

Google Campaigns



Campaign	Impressions	Clicks	CTR	Conversions	Conversion Rate	Phone Calls
Search	292,967	7,105	2.43%	140	1.97%	82
Multi-channel	48,317	2,319	4.80%	77	3.32%	18
Total	341,284	9,424	2.76%	217	2.65%	100

Multi-channel and **Search** campaigns drove a total of **217 conversions** and **100 Phone Calls**. **Search** outperformed, with **multi-channel** campaigns delivering volume and clicks, but fewer conversions and calls. We see significant opportunity to build on this year’s foundation moving forward. We’d focus on **refreshing creative**, **A/B testing ad copy**, **expanding keywords and audiences**, and further optimizing forms, landing pages, and tracking capabilities. Due to the high call volume we could also consider implementing more **advanced tracking on voice calls** to better track campaign impact.

Top Search Terms

Top Non-Brand Terms:

- charter schools san diego
- charter schools near me
- school programs
- charter schools san diego
- san diego charter schools

Top Brand Terms:

- innovations academy
- innovations academy san diego
- innovation academy
- innovation middle school
- innovations charter school

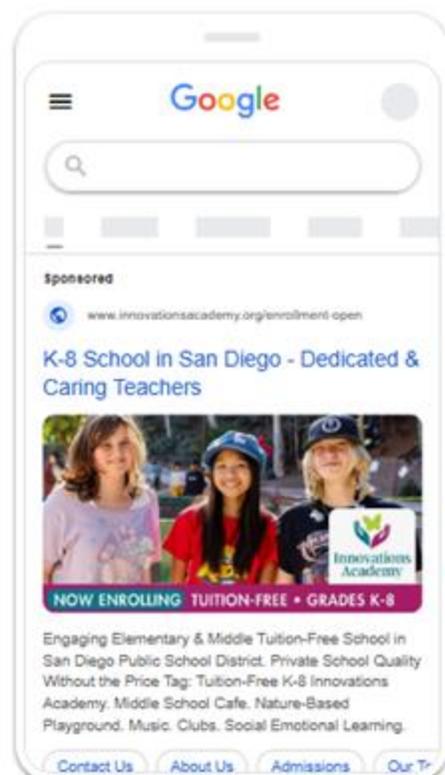
Top Search Competitors:

- learn4life.org
- kippsocal.org
- fusionsacademy.com
- connectionsacademy.com
- californiaops.org

Search competitors are schools / domains bidding on the **same keywords** we are. Typically the most competition is from **K-12 online schools**, as seen here. They are typically bidding heavily on broad nonbrand terms like “charter school,” “san diego schools” etc.

Top Ads

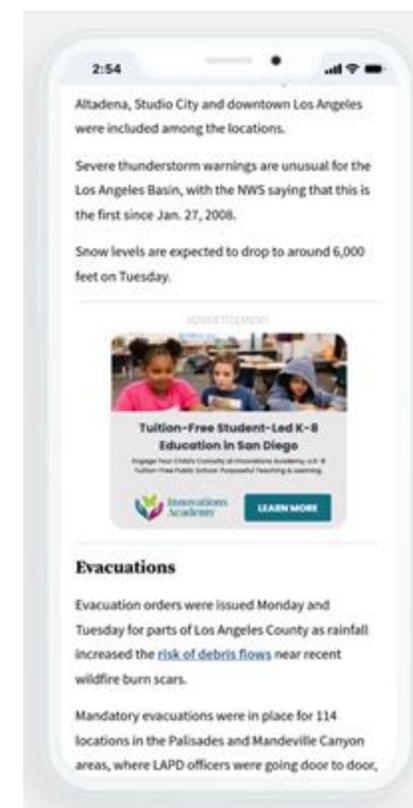
Google



Meta



Display



Local Media Ads

Scripps Ranch News

Print and digital ads in May and July editions

- 14,000 reach
- 4 unique QR code scans

Website banner ads

- 13,000 impressions
- 96 clicks

Website banner ad



Signage

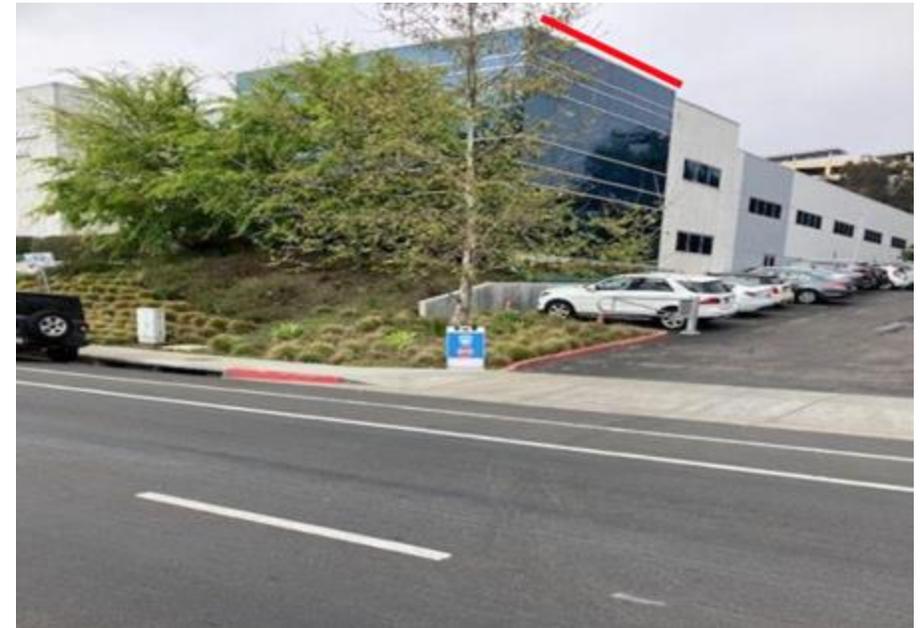
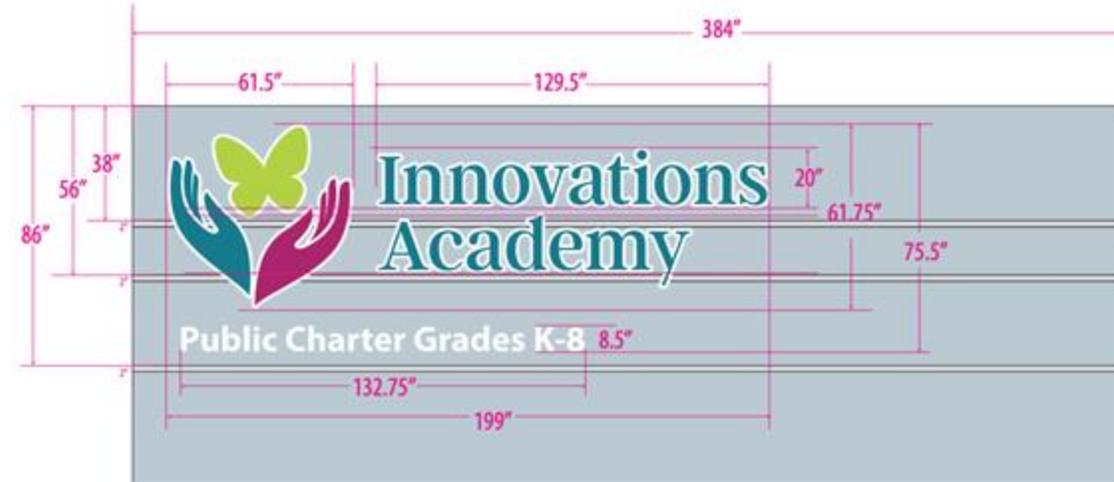
Yard signs



Feather flag



Window decal - pending



Step #	Task	Responsible Person
1	Confirm eligibility (FRPM % or attendance area method)	Finance Director / Charter Ops
2	Confirm facility lease qualifies (private lease, not district owned, correct term)	Facilities Lead / Legal
3	Collect student data: FRPM count, enrollment, classroom based ADA	Data Officer / Registrar
4	Collect facility cost data: lease payments, appraisal (if new), square footage, term	Facilities / Real Estate Counsel
5	Confirm charter status, authorizer board minutes, nonprofit status, admissions preference compliance	Charter Compliance Officer
6	Upload all required attachments (PDFs) and prepare for online submission	Admin Lead
7	Submit application via portal	Admin Lead
8	Monitor CSFA for award notifications and initial apportionment	Finance Lead
9	Budget for second apportionment and track corresponding documentation	Finance Lead
10	Retain all cost documentation for true up, submit any 'other facilities related costs' reports	Finance / Facilities

Target Date	Complete (Y/N)
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March 2026

March 2026

Late March 2026

Early April 2026

Early April 2026

Mid April 2026

Late April 2026

October 2026

March 2027

August 2027

Notes

Phase

Preparation & internal data review

Assemble documentation

Application opens (continuing charters)

Internal submission deadline

Application closes

New site/first year window opens

Second window closes

Award notifications

Second apportionment

Final apportionment

Action	Estimated Date
Confirm eligibility, charter status, lease documentation	March 2026
Collect student and facility data, appraisal if needed	Late March – Early April 2026
Online portal opens	- April 2026
Submit application via portal	Mid to Late April 2026
CSFA portal closes	- May 2026
Second window for new/facility changes	Mid September 2026 9:00 AM PST
Deadline for new/facility changes	Mid October 2026 5:00 PM PST
Initial apportionment (~50%)	October – November 2026
25% disbursement	March 2027
True up final payment	July–August 2027

Notes

Build into workplan now

Ensure PDFs ready for upload

Confirm when CSFA posts

Leave buffer time before closing

Exact date to be confirmed

Follow same process

No extensions allowed

Prepare cash flow

Track internally

Submit final reports

LCAP ACTION REVIEW: Goals and Actions 2025-26

Director Report

We are currently on track successfully with all of the following goals and actions.

Updates:

Action 2.1 We have altered implementation of incident tracking (2.1) to focus on parent contact that includes all team members in lieu of an additional incident report. We are analyzing how best to have our lunch and recess duty effectively communicate ongoing issues on the playground.

Actions 2.4 and 3.1 Our Beast Academy implementation is receiving support from the Beast Academy teacher support staff. It has been nice to have them observe our teachers.

Our 2nd and 3rd grade teachers are working with Nature for Sharing, an organization that has connected their projects to schools in Mexico studying nature as well.

Action 3.5 Our administrative team is working on a salary schedule to commence next year that will be brought to the board early next year.

Goal 4 Absences continue to be a problem this school year. We will be completing a breakdown of the data to be shared with the board later in the school year.

Summary of Goals and Planned Actions

Goal 1 Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.

Actions

1.1 Streamlined Assessment Plan

2025-26 We will streamline the specific assessments, including their design, to facilitate implementation of the plan and to support the use of a quantity of data that is not overwhelming. We will continue to utilize assessments in a variety of subject areas and the same number of IABs.

1.2 Support for Academic Instruction

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.

1.3 Data Analysis and Reflection

We will hold one collaborative meeting each month (August to March) that will be specifically designated for analysis of student work, assessments, formative assessments and classroom observation data. Data gathered will be used to create a plan for improvement. Teachers will track this progress and create action items for students in a shared document that will be updated weekly. Teachers will have access to support staff, resources, trainings and other support providers in order to address the concerns highlighted on their tracking document. The EL and Title 1 coordinator will be involved and specifically tracking services and progress for students in these communities. Each quarter, students who have not made progress will be given an individual plan through the SST process.

1.4 Intervention Plans

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.

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

Actions

2.1 Incident Tracking

The tracker we used last year was not comprehensive enough. We will purchase a new software that is customizable, gathers data and also sends reminders and has analytics. We will monitor and share information about incidents within our organization.

2.2 Monitoring Student Work

Our new portfolio aligned report card drew a lot of attention, which we feel is beneficial. We modified the portfolio requirements and this year we will define and refine the alignment of work with our report cards. We noticed that our SIS does not effectively support our report card management and distribution and we will explore new student information systems for improvement over time.

2.3 Middle School Redesign

This year we will restructure the advisory, rework the schedule to give more time to ELA and more clearly define the roles and responsibilities of the Explorations teachers involved in middle school.

2.4 Professional Development

Training will take place prior to the start of the school year, on Mondays throughout the school year and will include proactive and intentional intervention strategies and supports. Teachers will be observed and given feedback throughout the year, new teachers will receive planning, curriculum expectations and school philosophy prior to the start of the year.

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

Actions

3.1 High Quality Curriculum Resources

Teachers will continue to have access to 2 high quality, standards-based resources for each subject they teach and create their instructional delivery with those resources in mind. We will continue to build our project library. Beast Academy implementation will extend to 5th grade (so 1st-5th will be utilizing that math program). We will sort through the resources and designate the most effective and help teachers understand best practices with those resources.

3.2 Field Trips, Guest Experts, Quality Enrichment

Teachers will intentionally plan field trips to contribute academically to student learning. Classroom teachers will connect each of their projects to a guest expert or organization. We will continue to implement field trips as part of our curriculum. Enrichment will continue to be provided to all students that includes, at a minimum, both art and science.

3.3 Facility Costs

We will continue to use our funds to repair and maintain our quality facility. We will look into solar options and window change options to gather information about the possibility of lowering facility costs.

3.4 Social and Emotional Curriculum

We will continue to assess our current curriculum and streamline access for teachers which we expect will improve implementation. We will add new resources as needed. We will take the social emotional skills to our playground, facility and lunch court as we improve personal responsibility among our students. We will seek improved ways to measure and track social emotional curriculum success and challenge.

3.5 Teacher Salaries and Benefits

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.

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

Actions

4.1 Whole School Absence Communication

We will set up a software to help us manage school absence awareness. We will place access to independent study contracts and the impact of absences online, easily accessible to parents. We will communicate via Sunday whole school messages about the absence levels as well as inform parents weekly about number of absences during the week.

4.2 Absence Follow Up

We will continue to modify and improve our communication with individual families about absences. We will continue to institute a required make up time on Monday for students who are absent to complete missed work.

4.3 Absence Student Report

Teachers will provide a mandatory make up time on Mondays for students who were absent and missed work. Teachers will post work in a way that is accessible to parents for completion of make up work at home.

4.4 Teacher/Staff Attendance

We will continue with our calendar changes from last year. We will continue to find ways to celebrate our teachers. We will track attendance and share the costs to our school of teacher absences. We will continue to educate our teachers about the paid time off included in the vacations during the school year.

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

Actions

5.1 Parent Communication

Continue with the actions from the previous year. Include a regular item about LCAP and attendance. Help families integrate to our new software that helps streamline communication and workflow. Teachers will continue to follow a specific template for sharing information about weekly about the learning in their classroom including actions parents can take to support their child academically.

5.2 Parent Engagement

We will provide parent education on support to improve numeracy, literacy, read report cards, the school protocols for completing make up work and Positive Discipline.

5.3 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.



Education Audit Appeals Panel

770 L Street, Suite 1100

Sacramento, California 95814

(916) 445-7745 Fax (916) 445-7626

www.eaap.ca.gov

Joel Montero
Chairperson
designee of the Fiscal Crisis &
Management Assistance Team

Cheryl McCormick
designee of the Director of Finance

Abel Guillen
designee of the Superintendent
of Public Instruction

Rebecca Lee
Executive Officer

October 9, 2025

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

Re: Innovations Academy
EAAP Case No: 25-24

Dear Christine Kuglen:

Following summary review of Finding 2024-001 in Innovations Academy's audit for fiscal year 2023-24, I find the school in substantial compliance, as that term is defined in Education Code section 41344.1, with the legal requirement to which the finding pertains. I further find the required plan-of-correction mechanism set forth in several subdivisions of Education Code section 41020 has, with regard to Finding 2024-001, evidently served as a sufficient remedial measure.

Based on the foregoing, I waive the reimbursement that would otherwise be required for Finding 2024-001 (approximately \$668,090).

If you have further questions, please contact me at rebecca.lee@eaap.ca.gov.

Sincerely,

Rebecca M. Lee

Rebecca M. Lee
Executive Officer



Charter School Name: Innovations Academy
 Date of Site Visit: November 19, 2024
 Contact Person(s) for this Report: Joanne Lin-Hening, Richard Farace

San Diego Unified School District (“District”) is the charter granting authority of Innovations Academy (“Innovations”), a charter school operated by the nonprofit public benefit corporation of the same name. Christine Kuglen is the Director. Innovations serves grades K-8 and is located at 5454 Ruffin Road 92123, a District-owned facility within the attendance boundaries of Kearny High. The charter term for Innovations began on July 1, 2018 and ends June 30, 2026, based on the extension in Education Code section 47607.4.

The following staff members held designated roles for Innovations in 2024-25:

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

The table below summarizes enrollment by grade level at Innovations. At the time of the site visit, 65 students, or 14.6 % of total school enrollment, are enrolled in the “Home Learner Community,” an Independent Study program in which students attend campus only two or three days a week.

Academic Year	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2024-25	436	0	33	53	54	57	55	57	58	36	33
2023-24	434	0	37	47	56	50	55	59	41	42	47
2022-23	467	N/A	43	57	55	56	58	45	51	56	46
2021-22	472	N/A	45	49	58	60	47	60	58	48	47
2020-21	412	N/A	40	57	46	46	49	50	55	43	26
2019-20	385	N/A	45	45	46	42	55	54	45	27	26



The table below summarizes Innovations enrollment by subgroup.

Subgroup	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English Learners	3.4%	3.2%	2.8%	3.9%	4.6%	2.8%
Foster Youth	0.0%	0.0%	0.4%	0.0%	0.0%	0.2%
Homeless Youth	5.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	16.9%	15.0%	18.2%	18.4%	24.0%	23.2%
Socioeconomically Disadvantaged	30.1%	30.1%	26.5%	19.9%	29.7%	42%
All Students	385	412	472	467	434	436

Operations

Innovations’ enrollment information is accessible via the “Admissions” tab on the charter school website <https://innovationsacademy.org/admissions/how-to-apply/> (last visited June 23, 2025). The “How to Apply” page includes information about the 2-day, 3-day, and 5-day programs provided at Innovations. The page also includes dates and times for parent information sessions. The Charter School Complaint Notice required by Education Code section 47605 is available on this webpage.

The District received a 2024-25 Comprehensive School Safety Plan (“CSSP”) for review, which the Innovations Board approved on June 25, 2024. The Innovations Academy Safety Committee meets annually to create, review, and practice school-wide safety procedures. The submitted CSSP includes all of the components required for the 2024-25 school year. For more information on the development, contents, timeline, and updates for CSSPs, please refer to the California Department of Education’s website on Comprehensive School Safety Plans (<https://www.cde.ca.gov/ls/ss/vp/cssp.asp>).

On September 13, 2022, the Innovations Board approved a revised Independent Study Policy that incorporates Assembly Bill 181 requirements but lacks updates mandated by Senate Bill 153. The Independent Study Policy included the following information on page three.

- c. **Return to their district of residence for in-person instruction if the Charter School does not have enrollment capacity in its full-time classroom-based program. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the student’s current address of residence. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.**

During the site visit, District staff raised concerns with administration about specific language in the Independent Study Policy. Since Innovations operates as a seat-based program, it must provide enrollment



capacity for all students who wish to attend. The District should not serve as a backup option when Innovations lacks space. Innovations must maintain sufficient seats for any fully enrolled student. *The District requires that Innovations review its Independent Study Policy to ensure it is compliant with current law and does not mention the District as a seat-based option.*

The District reviewed the professional development (“PD”) calendar and sessions submitted by Innovations for the 2024-2025 academic year. PD is held throughout the year. The calendar shows some PD dedicated to special education, project collaboration, and positive discipline.

Innovations reports monthly disenrollment data to the District, including demographic subgroups of students who left during the year. As of the site visit, 8 students had disenrolled since the October 2, 2024 census date. Most transferred to local public schools, while 2 students relocated out of state.

During classroom visits on November 19, 2024, District staff observed classrooms and facilities. All observed classrooms had clearly posted emergency exit routes.

District staff interviewed students, parents, and staff at the site visit. Students reported participating in electives and seminars. Teachers reported having several opportunities to provide input on LCAP goals and receiving updates on charter board meetings from a teacher liaison. Parents reported participating in Parent Advisory Group meetings, Parent Connections (a Parent Teacher Association-like group), and completing surveys related to the LCAP.

Academics

Below are the performance levels (color) by subgroup on the 2024 California School Dashboard.

Innovations Academy (San Diego, CA)

San Diego Unified

Reporting Year: 2024

This report displays the performance level (color) for each student group on all the state indicators.

Note: Because the English Learner Progress Indicator reflects data for the English learner and Long-Term English learner student groups only, information on other student groups will result in N/A.

Student Group Report for 2024

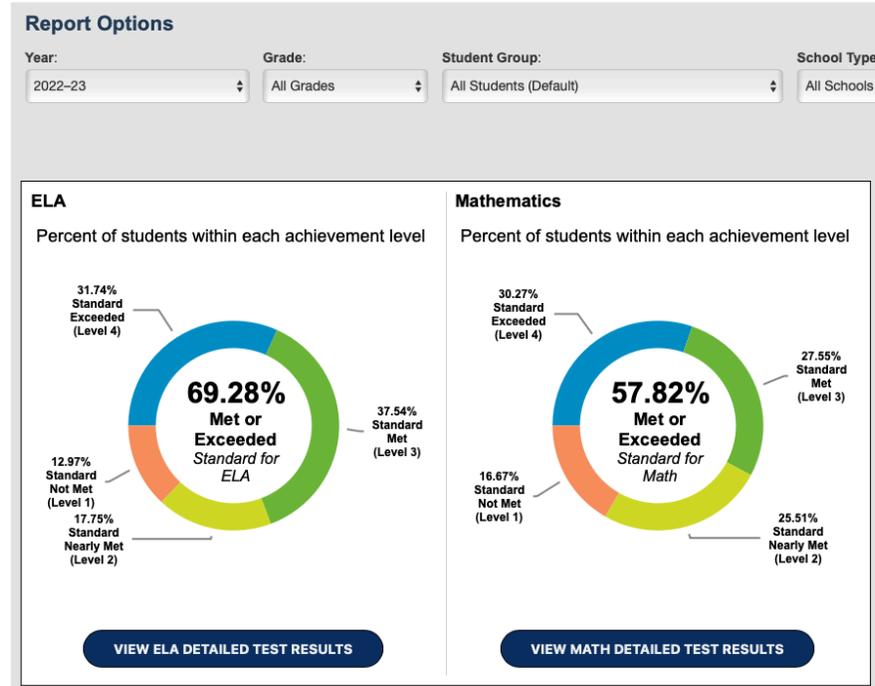
Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Orange	Blue	N/A	Green	Yellow	N/A
English Learners	--	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Orange	Blue	N/A	Yellow	Orange	N/A
Students with Disabilities	N/A	Orange	Yellow	N/A	Green	Yellow	N/A
African American	N/A	--	--	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Yellow	N/A	Green	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Orange	Blue	N/A	Green	Green	N/A
Two or More Races	N/A	Yellow	Blue	N/A	Yellow	Yellow	N/A



Below are the 2022-23 and 2023-24 California Assessment of Student Performance and Progress (CAASPP) results for Innovations.

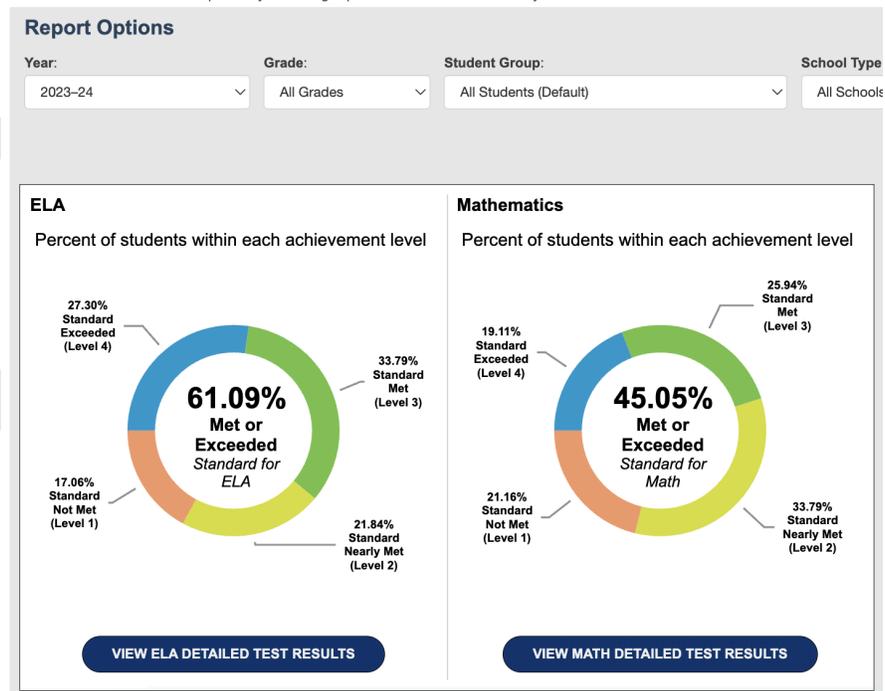
School: Innovations Academy

CDS Code: 37-68338-0118083 | County: San Diego | District: Innovations Academy



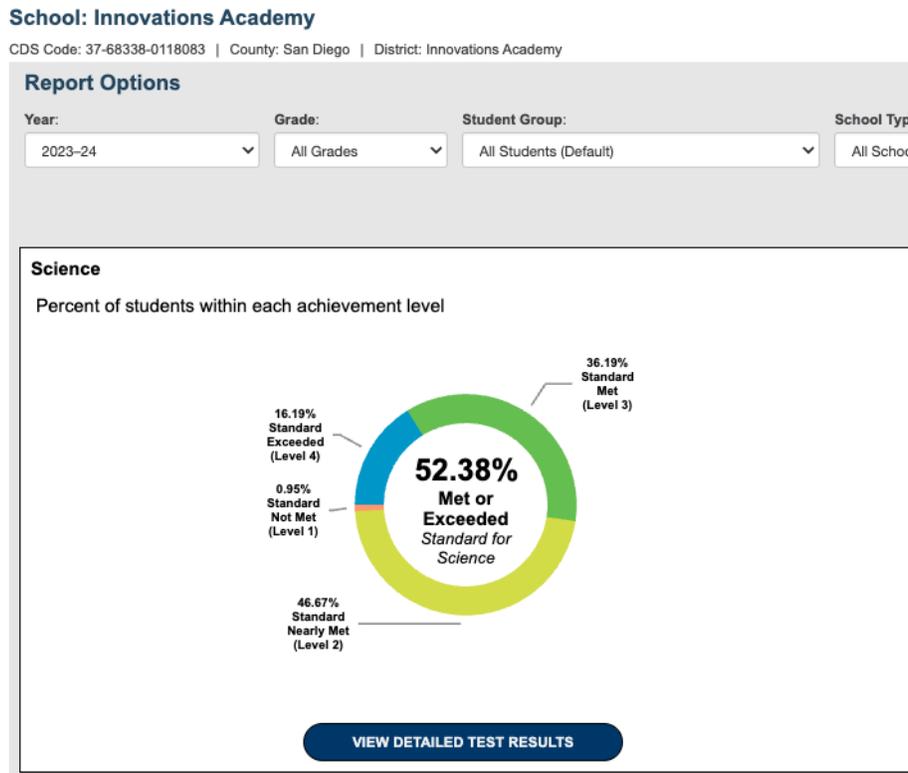
School: Innovations Academy

CDS Code: 37-68338-0118083 | County: San Diego | District: Innovations Academy





Below are the California Science Test (CAST) results for the 2023-24 school year.



For the District’s site visit, Innovations provided NWEA-Measuring Academic Progress (“MAP”) score reports for the 2023-24 school year for math, reading, language usage, and science for grades K-8. The score reports show a Fall 2023 to Spring 2024 Conditional Growth Index.

As the California Statewide Assignment Accountability System (“CalSAAS”) monitoring authoring for Innovations, the District reviews certificated educational assignments to ensure compliance with the Commission on Teacher Credentialing (“CTC”) requirements. During the 2023-2024 reporting cycle Innovations was found to have two misassignments. The CTC notes that each misassignment identified on this report cycle may represent the aggregation of multiple assignments to the same CALPADS Course Code, English Learner Service, or Special Education Disability Area for any one educator. Information regarding CalSAAS can be found at <https://www.ctc.ca.gov/credentials/calsaas-information/overview-of-calsaas>.

According to the Teaching Assignment Monitoring Outcome (“AMO”) report for the 2022-23 school year, the most recent report, Innovations had 9.2 full time equivalent teachers (“FTE”) and 85.4% of teachers had a clear and appropriate teaching credential. On the following page is a table summarizing Innovations’ 2022-23 Teaching AMO report. See CDE’s webpage for updated teacher equity definitions at <https://www.cde.ca.gov/ds/ad/tamoinfo.asp>.



School Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown
2022-23	9.2	85.4%	0.0%	0.0%	7.3%	7.3%	0.0%

For the 2024 Dashboard year, the California Department of Education (“CDE”) categorized Innovations as “High Performing”. See CDE’s website at <https://www.cde.ca.gov/sp/ch/performcategory.asp> for more information about charter performance categories.

During the 2024-25 school year, approximately 101 students with disabilities were enrolled at Innovations, comprising 23.2% of its student population. Innovations is a local educational agency member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) and uses the SELPA forms. At the time of the site visit, Innovations reported two students placed in non-public school settings for the 2024-25 school year.

Innovations reported having 21 students with 504 plans in 2024-25. Innovations submitted a recent 504 document for review. The 504 was dated September 12, 2024 and included updated information for the student, including the Accommodation Plan signed by the Administrative Designee, parents/guardians, a team member, and a general education teacher.

The table below summarizes Innovations’ English Learner (“EL”) enrollment, including Long-Term English Learners (“LTEL”) and Reclassified Fluent English Proficient (“RFEP”) for the 2023-24 and 2024-25 school years.

School Year	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 years	At-Risk 4-5 years	LTEL 6+ years	EL 4+ Years Not at risk or LTEL			
2023-24	17	2	0	1	20	15	35
2024-25	8	3	0	1	12	27	39

The District reviewed Innovations’ English Language Development (“ELD”) program during its site visit. Innovations has an ELD Coordinator/Teacher who provides ELD services to all EL students. At the time of the site visit, Innovations reported less than 21 English Learners and did not meet the threshold requiring an English Language Advisory Committee. The District will continue to monitor Innovations designated ELD program to ensure that all EL students are participating in protected instructional time during the regular school day that is focused on ELD standards.



Governance

During the 2024-25 school year, the Innovations board met at 5454 Ruffin Road, 92123, generally at 6:00 pm. The meeting calendar included the following dates for 2024-25.

September 10, 2024	February 11, 2025 (cancelled)
October 17, 2024 (board retreat)	March 11, 2025
November 1, 2024	May 13, 2025
December 10, 2024	June 17, 2025

Board meeting information may be accessed via the Innovation website at: <https://innovationsacademy.org/our-team/board/>. Board agendas are available and include the date, time, and location of the meetings. Innovations Board meetings are being conducted in person and members of the public may attend via conference call.

The 2024-25 Innovations Board is summarized in the table below.

Name, Contact Information	Designation	Term
Stephen Rosen, Stephen.d.rosen@gmail.com	President	Term expires January 2028
Danielle Strachman, board@innovationsacademy.org	Board Member	Term expires December 2026
Julia Stoer, julia@innovationsacademy.org	Secretary/Teacher	Term expires June 2026
Faraz Sharafi, IAParentRep@innovationsacademy.org	Parent Representative	Term expires January 2026
Jennifer Williams, jennifer@innovationsacademy.org	Parent Representative	Term expires December 2026

Access to board member bios and individual contact information can be found on the website at <https://innovationsacademy.org/about-us/our-team/> (last visited June, 2025).

Statement of Economic Interest (Form 700) documents were reviewed and it was demonstrated that Innovations has a practice of submitting this information on an annual basis. Where applicable, schedules identifying real property, income, loans, etc. were attached.

The District attended and observed an Innovations Board of Directors meeting on December 10, 2024. All meeting notices were posted in accordance with the Brown Act. The Board had a designated time for public comment, reviewed school finances, and received updates from the director.



The Innovations Board of Directors reviewed and approved the Uniform Complaint Policy (“UCP”) on August 16, 2023, as part of the Innovations Student and Family Handbook. The UCP can be located on the Innovations website at <https://innovationsacademy.org/complaint-information/>. The Title IX policy can be found under the “Compliance” tab at <https://innovationsacademy.org/finance/>. The Title IX coordinator’s contact information and a copy of the Title IX training is posted on the website for public viewing.

The Innovations Board of Directors reviewed and approved the Homeless Education Policy on August 16, 2023. The homeless liaison’s contact information along with rights and protections for homeless students is posted on Innovations’ website at <https://innovationsacademy.org/blog/2024/09/information-for-those-experiencing-homelessness/>.

The 2024-25 Local Control Accountability Plan (“LCAP”) can be accessed at <https://innovationsacademy.org/finance/>. The Innovations Board of Directors held an LCAP public hearing on May 28, 2024 and approved the LCAP on June 25, 2024 alongside the local indicators. The goals in the 2024-25 LCAP are:

- Goal #1: Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.
- Goal #2: All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.
- Goal #3: Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.
- Goal #4: Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.
- Goal #5: Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.

The Innovations Board of Directors reviewed the mid-year LCAP report on March 11, 2025 due to a cancellation of the charter board’s February meeting. The mid-year LCAP report contained all available mid-year outcome data related to metrics in the 2024-25 LCAP, and all mid-year expenditure and implementation data on all actions identified in the 2024-25 LCAP. *For the 2025-26 school year, the District requests that Innovations Academy present its mid-year LCAP report to the charter board before February 28th to ensure compliance with Ed Code section 47606.5(e)(1).*



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

The preliminary annual budget for fiscal year 2024-25 was submitted on time.	Met
The first interim financial report for fiscal year 2023-24, for the period of July 1 through October 31, was submitted on time.	Met
The annual audit for fiscal year 2022-23 was submitted on time.	Met
The second interim financial report for fiscal year 2023-24, for the period of July 1 through January 31, was submitted on time.	Met
The unaudited actuals financial report for fiscal year 2023-24, for the period of July 1 through June 30, was submitted on time.	Met

All financial reports required by the Education Code were approved by the board prior to the statutory due dates.

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

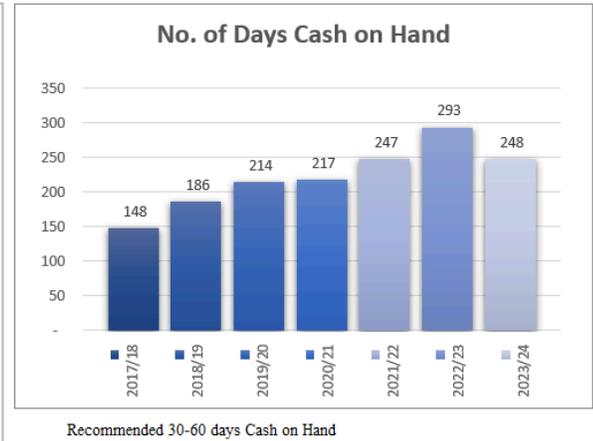
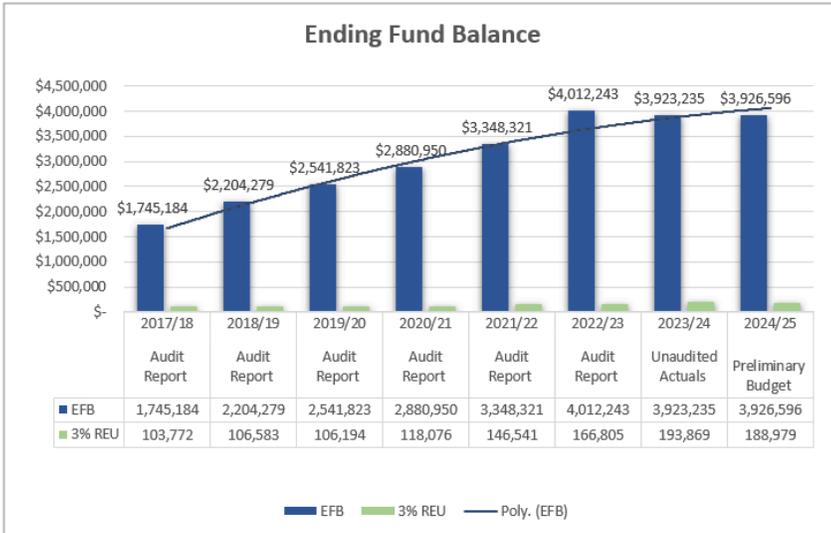
Innovations Academy 09237

Spending Trend | 3% REU

Source	Fiscal Year	A Beg. Balance	B Revenues	C Expense	D Transfers In/Out	E EFB	E=D-A Surplus/deficit	E/C Percent Deficit	C + 3% 3% REU	REU Met?	Enrollment	ADA	ADA Rate
Audit Report	2017/18	1,761,511	3,442,726	3,459,053		1,745,184	(16,327)	-0.3%	103,772	Met	363	356.04	98.08%
Audit Report	2018/19	1,745,184	4,011,869	3,552,774		2,204,279	459,095	0.0%	106,583	Met	408	393.37	96.41%
Audit Report	2019/20	2,204,279	3,877,339	3,539,795		2,541,823	337,544	0.0%	106,194	Met	385	376.56	97.81%
Audit Report	2020/21	2,541,823	4,275,007	3,935,880		2,880,950	339,127	0.0%	118,076	Met	412	393.50	95.51%
Audit Report	2021/22	2,880,950	5,352,076	4,884,705		3,348,321	467,371	0.0%	146,541	Met	472	455.48	96.50%
Audit Report	2022/23	3,348,321	6,224,077	5,560,155		4,012,243	663,922	0.0%	166,805	Met	467	440.39	94.30%
Unaudited Actuals	2023/24	4,012,243	6,373,278	6,462,287		3,923,234	(89,009)	-1.4%	193,869	Met	434	416.85	96.05%
Preliminary Budget	2024/25	3,923,234	6,302,672	6,299,311		3,926,595	3,361	0.0%	188,979	Met	455	427.70	94.00%

Current Ratio | Solvency | Cash on Hand

Source	Fiscal Year	A Assets	B Liability	C = A - B EFB	D Current Assets	E Current Liabilities	F = D/E Ratio ≥ 1	G Total Cash	H = G - E Solvency	I Expenses	J = G/(I/365) No. of Days	K = G/I Cash Reserves
Audit Report	2017/18	1,841,963	96,779	1,745,184	1,800,296	96,779	18.60	1,398,481	1,301,702	3,459,053	148	40%
Audit Report	2018/19	2,280,548	76,269	2,204,279	2,248,881	76,269	29.49	1,811,964	1,735,695	3,552,774	186	51%
Audit Report	2019/20	2,665,455	123,632	2,541,823	2,468,003	123,632	19.96	2,076,903	1,953,271	3,539,795	214	59%
Audit Report	2020/21	3,273,360	392,410	2,880,950	3,110,310	392,410	7.93	2,340,882	1,948,472	3,935,880	217	59%
Audit Report	2021/22	3,952,636	604,314	3,348,321	3,793,568	604,314	6.28	3,308,610	2,704,296	4,884,705	247	68%
Audit Report	2022/23	5,474,649	1,462,406	4,012,243	5,346,668	1,462,406	3.66	4,469,107	3,006,701	5,560,155	293	80%
Unaudited Actuals	2023/24	5,254,951	1,331,717	3,923,234	5,018,337	1,238,195	4.05	4,389,070	3,150,875	6,462,287	248	68%



Based on the 2023-24 Unaudited Actuals Report, Innovations met most of the District’s criteria of financial stability and sustainability with the exception of ending the year with positive operating income. Despite closing the year with an operating deficit of (\$89,009), Innovations had an ending fund balance of \$3,923,234, which met the District’s reserve requirement.

During the 2023-24 site visit, the school projected a year-end deficit of (\$486,714) due to lower enrollment, facilities maintenance, and increased utility costs, but the actual deficit was (\$89,009). When asked how the deficit was reduced by nearly \$400,000, Innovations explained that not all revenue rates had been updated and some budgeted expenses were not incurred, yet the budget was not adjusted to reflect these changes. The District recommends regularly updating the budget or forecast with current rates and realistic spending expectations to better align with the school’s actual spending. This ensures a more accurate and complete representation of the school’s financial position prior to the end of the year.

The current cash flow projects a deficit of (\$180,756) for fiscal year 2024-25. When asked what actions are being taken to mitigate the loss, Innovations leadership noted that a high Special Education population requiring increased staffing is a key driver of costs. They have also taken into account lower enrollment in their budget and have reduced spending earlier in the year to control expenses.



Finance Part Three: This section addresses financial management topics.

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

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

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties, and charter schools to annually publish on its website an accounting of how much money was received from the Education Protection Account (“EPA”) and how that money was spent. As required, Innovations reported fiscal year 2023-24 actual receipt and allocation of EPA funds on their website.

Innovations began an overhaul of their inventory list last year, including removing obsolete items and consolidating lists onto one platform. The inventory list is updated annually during the summer, with additional updates made when major purchases occur. The District recommended adding dedicated columns for acquisition date, purchase costs, disposal status, and funding source if federally funded.



Charter School's Response (Optional):

DRAFT

Innovations Academy Two-Year Director Succession Plan

Charter School Authorized by San Diego Unified – Board Governance Best Practices

Purpose

To ensure a smooth, mission-aligned transition of school leadership, this plan outlines steps and responsibilities for the board in the event of the retirement of the current School Director. This supports continuity of operations, maintains compliance with charter and district expectations, and preserves organizational culture and momentum.

Phase 1: Preparation (Months 0–6)

Goal: Open dialogue, early planning, and role definition

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 0	Private board-chair-to-director conversation on retirement intent and preferences	Board Chair
Month 1	Director provides retirement window (e.g., June–Dec 2027)	Director
Month 1–2	Form a Succession Planning Committee (can be subset of board)	Board
Month 2	Review and update current Director Job Description, charter goals, and performance evaluation criteria	Committee & Director
Month 4–6	Hold stakeholder meetings: parents, teachers, staff Q&A	Board Chair
Month 4–6	Begin documenting Director’s core responsibilities, relationships, systems	Director & Admin

access, and institutional knowledge

Phase 2: Public Planning & Internal Development (Months 6–12)

Goal: Explore leadership pipeline and prepare recruitment approach

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 6	Confirm a firm retirement date (e.g., June 30, 2027)	Director & Board
Month 7	Inform key stakeholders (SDUSD, authorizer, faculty leadership) of upcoming change	Board Chair
Month 8–9	Assess internal candidates for leadership development potential	Committee
Month 9–10	Offer mentoring, shadowing, or leadership development support for internal candidates	Director
Month 11–12	Draft and approve Recruitment Plan: job posting, outreach, interview committee	Committee

Phase 3: Recruitment and Selection (Months 13–18)

Goal: Identify, vet, and appoint a qualified successor

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 13	Post Director position (60–90 day application window)	Committee
Month 14–15	Screen candidates, conduct interviews, and check references	Interview Panel
Month 16	Select final candidate and vote for appointment	Full Board

Month 17	Public announcement to community; welcome event or introduction	Board Chair
Month 18	Finalize contract and onboarding plan	Board & Legal Counsel

Phase 4: Transition and Handoff (Months 19–24)

Goal: Knowledge transfer, stability, and continuity

<u>Timeline</u>	<u>Action Item</u>	<u>Responsible Party</u>
Month 19–20	Director conducts orientation, shadowing, and joint planning with successor	Director & Incoming Director
Month 21	Hold stakeholder meetings: parents, teachers, staff Q&A with successor	Incoming Director
Month 22	Evaluate transition effectiveness and make real-time adjustments	Board
Month 24	Formal hand-off and Director retirement (e.g., June 30, 2027)	Director

Key Governance Practices to Follow

- Update charter renewal documentation and inform SDUSD of leadership change.
- Maintain documentation: agendas, evaluations, job description, contracts.
- Ensure employee and community morale through consistent messaging.
- Create a crisis plan for emergency/early departure.

Comprehensive School Safety Plan

**2025-26
School Year**

School: Innovations Academy
CDS Code: 37683380118083
District: Innovations Academy
Address: 5454 Ruffin Rd.
San Diego, CA 92123

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date

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Comprehensive School Safety Plan Purpose

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

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

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

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

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

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

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

Safety Plan Vision

Innovations Academy is committed to ensuring that all students enrolled in our school, and all employees, attend a school campus that is safe and secure. In addition, it is our goal for safety to extend to school sponsored trips and activities and on the school bus. Innovations Academy believes that a beginning step towards a safer school is the development of a comprehensive plan for school safety. Innovations Academy intends that parents, students, teachers, administrators, counselors, classified personnel and communities agencies develop a safe school plan. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

Innovations Academy Safety Committee

The Innovations Academy Safety Committee will meet annually to create, review and practice school wide safety procedures. will also review and update the Comprehensive Safety Plan. All staff are trained annually on procedures.

Assessment of School Safety

Innovations Academy has worked tirelessly to support and monitor all students and to ensure that all students, staff, and community stakeholders are safe when on campus. Through the use of Positive Discipline interventions and supports, we instruct students on what expected behaviors should look and feel like. We emphasize logical consequences, no rewards and no punishments. We utilize Positive Discipline practices to support students in recognizing and managing their own emotions and the build healthy empathy for others.

Our safety plan is designed to address a variety of needs, both behavioral and social-emotional in a healthy, positive way.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Innovations Academy follows all California Education Code regarding legal protocol and requirements to maintain a safe and orderly school environment. We use California Ed Code to guide our decisions regarding class and school suspensions. We use Positive Discipline philosophy to guide our teaching and approaches when teaching students to recognize and control their own emotions. We use restorative practices to help students build empathy for others as well as encouraging students to take accountability for their actions in a meaningful way. We focus on practices that encourage intrinsic motivation so that student actions and behaviors are tailored towards a more collaborative community.

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

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

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

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

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

Rights to Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report

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

After the Report is Made

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

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

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

Disaster Service Workers

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

A local emergency has been proclaimed.

A State of Emergency has been proclaimed.

A Federal disaster declaration has been made.

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

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

- Handheld Air Horns – recommend a minimum of five
- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie talkies
- Flashlights – recommend one per Site Incident Command Team member (15)
- Emergency radio (for Site Commander)
- Walkie Talkies – recommend a minimum of six (Site Incident Commander & Leaders)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Pencils & Pens - recommend one each per Site Incident Command Team member (34)
- Chalk - recommend twenty-five sticks, red in color
- Medical Team Supplies –
- Roster
- First aid kit
- Water bottles
- Blankets
- Clipboards
- Vests for Key Personnel – recommend a total of 15 for Site Incident Command Team members
- Student Release Supplies
- Student Roster
- Clipboard

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

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

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

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

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

these new structures.

- Current map of site or school layout. Map must show all buildings, classroom numbers, and evacuation routes. · Most current blueprints (architectural drawings).
- Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent yearbook.
- Telephone numbers listed in numerical order for each classroom/building.

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

Return to Facility The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Director. School Police Services should be advised of this information. Site Shelter-In-Place Procedure Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in Innovations Academy Emergency Procedures (confidential).

Notification

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

Activation & Deactivation Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students or adults to the office by radio, telephone or email. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" notification is given.

Return to Facility The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Director. School Police Services should be advised of this information. Site Lockdown Procedure A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lockdown your room or facility when a dangerous person or situation is present on or near the site. Additional information pertaining to Lockdown is available in Innovations Academy Emergency Procedures (confidential).

Notification

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

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

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

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

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

Adaptations for Students with Disabilities

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

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension/Expulsion Procedures

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. 'Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.

Innovations Academy will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Within ten school days, the school will assemble an IEP team to make a manifestation determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school will work with the district to provide an interim alternative educational setting. Innovations Academy shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. Grounds for Suspension and Expulsion of Students

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

2. Enumerated Offenses

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

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

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

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

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

e. Committed or attempted to commit robbery or extortion.

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

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

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

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k. Knowingly received stolen school property or private property.

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

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

n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

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

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

s. Committed sexual harassment.

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

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

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

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

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

a. Who May Suspend

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

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists.

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

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

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

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

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel

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

5. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three days prior to the hearing.

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

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non- attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Record of Hearing

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

8. Presentation of Evidence

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

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

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

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

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

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

9. Written Notice to Expel

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

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

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

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

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

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

10. Disciplinary Records

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

11. No Right to Appeal

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

12. Expelled Pupils/Alternative Education

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

13. Rehabilitation Plans

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

14. Readmission

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

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

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

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

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

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

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

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

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

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

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

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

Appropriate disciplinary action, up to and including termination will be taken against any individual for sexual harassment charges determined to be valid.

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

Innovations Academy believes that socially responsible behavior is crucial to improving and maintaining a climate of respect. Dress and grooming should not interfere with the educational process. School clothing should be neat, clean, maintain adequate coverage, be appropriate for school activities, and follow standards of common decency (no profanity, nondiscriminatory, sexually explicit clothing, etc.).

Footwear: Please wear or bring to school closed-toe athletic shoes for outdoor activities during P.E. The scheduling of P.E. can be unpredictable and classes often play active outdoor games. Please plan accordingly.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Drop off in the morning begins a maximum of 30 minutes before start time (8:30 a.m.). Children must enter the school campus through the turnaround area gate. Once on campus all students are to remain on site. The gates are closed and locked at 8:30. All students arriving after 8:30 must sign in at the front office.

Pick up for Kindergarten starts at 2:00 on Tuesday-Friday. Parents/Guardians/Caregivers will meet their child at the classroom. In order to pick up a student, written permission needs to be given to our front office. The front office will communicate with teachers regarding permissions for pick up.

Pick up begins for 1st-8th at 3:00 dismissal for a 30 minute duration (until 3:30 p.m. T-Fri). Parents have the responsibility and authority to decide how their child is picked up. If a parent chooses for their child to walk home or walk across the street or walk off campus, they must communicate this with their child and teacher. We encourage parents to come into the classroom at least one time per week to pick up their child(ren) if conditions allow. This fosters communication between parents/care-givers and teachers and allows parents to see student work.

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

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

Entrances and Exits

The Director and Assistant Director will develop procedures so that students, staff, parents, and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours as follows:

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

Posting signs that visitors sign in at the main office.

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

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

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

Parent Responsibilities

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

Ensuring that Innovations Academy has the necessary paperwork for anyone picking up the child from school.

Having the parent call in or bring a signed note if the child is to go home with a friend.

Following seatbelt laws at all times.

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

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

Visitors Policy

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

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

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

Name;
His/her purpose for entering school grounds;
Destination within the school
Time in and out

At his/her discretion, the Director, office manager or designee may also request
proof of identity
address
occupation and company affiliation
age (if less than 21); and any other information consistent with the law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as

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

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

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

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

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

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

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

The Social Environment (People and Programs)

Element:

Student Safety

Opportunity for Improvement:

Campus Safety

Objectives	Action Steps	Resources	Lead Person	Evaluation
By Spring of 2025, all school visitors will consistently wear visitor badge identification when entering the building between the hours of 8:30am and 3:00pm.	Create clear signage for signing in. Create multiple visitor badges.	Create signage and visitor badges.	Site Admin.	Observation of visitors wearing badges around campus.

Component:

The Physical Environment (Facilities)

Element:

Campus Safety

Opportunity for Improvement:

Safety Measures

Objectives	Action Steps	Resources	Lead Person	Evaluation
By Spring of 2025, all staff will consistently lock all gates that lead outside of the facilities.	Purchase and copy enough gate keys for all staff. Chain all locks to the fence so they do not get lost.	Chains and gate keys.	Facilities Manager	Gate locks are secured at all times they're not being actively used.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Innovations Academy Student Conduct Code

Conduct Code Procedures

see 2025-26 Family Handbook for information about Positive Discipline implementation at Innovations Academy.

(K) Hate Crime Reporting Procedures and Policies

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with Innovations Academy complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation. Refer to the Family Handbook for more details on how to submit a complaint.

(J) Procedures to Prepare for Active Shooters

Innovations Academy has decided not to disclose specific response to an active school shooter. See general procedures for shelter-in place, lockdown and evacuation plans.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable student to experience a substantial interference with his or her academic performance.

Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by IA.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

IA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Bullying/Cyberbullying Prevention Procedures

IA advises students:

To never share passwords, personal data, or private photos online.

To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

To consider how it would feel receiving such comments before making comments about others online.

IA informs Charter School employees, students, and parents/guardians of IA's policies regarding the use of technology in and out of the classroom. IA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

IA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. IA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at IA and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

IA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

IA informs IA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

IA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other IA employees who have regular interaction with students.

IA informs certificated employees about the common signs that a student is a target of bullying including:

Physical cuts or injuries

Lost or broken personal items

Fear of going to school/practice/games

Loss of interest in school, activities, or friends

Trouble sleeping or eating

Anxious/sick/nervous behavior or distracted appearance

Self-destructiveness or displays of odd behavior

Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by IA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and

Students with physical or learning disabilities.

IA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for IA's students.

Opioid Prevention and Life-Saving Response Procedures

Innovations Academy is a K-8 small school and this has not been an issue at our school. We keep parents informed about the warning signs of access and use as well as the dangers and appropriate responses. We encourage them to inform us of any issues related to drug use in the family. Per Ed Code we notify parents of specific drug use dangers and warning signs. This information is on our website and sent to parents annually.

Deaths from fake pills with fentanyl are surging across California and the country. Children purchase what they think are OxyContin, Percocet or Xanax pills via social media, but drug dealers are making these fake pills with the cheaper, stronger and more deadly synthetic drug called fentanyl to increase their profits. Fentanyl is up to 50 times more potent than heroin and 100 times more potent than morphine. Fentanyl is odorless, tasteless and colorless. One pill can kill.

The tablets are so well made that even experienced users say that they cannot tell the difference between a counterfeit pill and a pill manufactured by a pharmaceutical company.

The amount of fentanyl needed to overdose and die is equivalent to two grains of sand. These are not pharmaceutical-grade painkillers. Instead, they are pills made by drug dealers, mostly outside the country. There is no quality control. Pills in the same batch can have wildly varying levels of fentanyl.

The Centers for Disease Control and Prevention issued a health alert in December 2020, because of an increase in synthetic opioids in the western United States.

According to the California Department of Public Health (CDPH) California Overdose Surveillance Dashboard:

Emergency department visits related to non-fatal opioid overdoses in California's youth ages 10 to 19 have increased 226 percent from 2018 (379 total) to 2021 (1,237 total).

Opioid-related overdose deaths in California's youth ages 10 to 19 increased from 2018 (54 total) to 2021 (245 total), marking a 353 percent increase during two years, largely driven by fentanyl.

Fentanyl-related overdose deaths in California's youth ages 10 to 19 increased from 2018 (36 total) to 2021 (239 total), a 563 percent increase.

Officials say that young people find pills especially appealing, because they are cheap, more socially acceptable than meth or heroin, and do not have a tell-tale smell like alcohol or marijuana.

How can you help?

One of the best ways to protect kids from substance abuse is by having regular and open conversations to educate them about the risks. Listen to them without judgment. Also monitor their social media use. Drugs are often offered by someone who they know or a stranger who they met on social media.

Watch for changes in their behavior including:

Irregular eating or sleeping patterns

Low energy

General signs of depression or anxiety

Unusual irritability

Slipping grades

Lack of interest in activities the individual once loved

Drastic clothing style changes

If you notice a change, ask about it. Trust your instincts.

Pills from friends and pills purchased online or from social media are not safe. If a pill comes from anyone other than a doctor or pharmacist, do not take it. It could be a fake pill.

Fake pills are not controlled. Each pill can have a different amount of drug. Every fake pill is a risk.

Pills prescribed by a doctor (for an individual) should ONLY be used by that person and be used EXACTLY as instructed. Do not take pills that are prescribed for someone else or that you receive from friends or other sources.

Everybody is different. A pill that is safe for one person can be harmful for someone else.

Any pill can be dangerous if it is taken wrongly (including too much or too often).

Fake pills can look just like real pills. A fake fentanyl-laced pill can be any color. These fake pills are often blue, greenish, or pale-colored. More recently, law enforcement officers have seized fentanyl pressed into multi-colored pills that look like candy.

Some fake pills have marks that look like real pills. Some are marked "M30," "K9," "215," or "V48." Fake pills may have other markings or no markings.

Schools and families want to help. It's ok to ask for help.

Students who tell us they are using drugs, or ask for help, will not be punished.

Students can speak with a school counselor, wellness staff, or another trusted adult.

Fentanyl Awareness Webinar

San Diego County Prescription Drug Abuse Task Force website

San Diego County Office of Education website

Community & Parent Toolkits: Education & Awareness

National Harm Reduction Center: Recognizing Opioid Overdose

Up2SD.org

California Department of Public Health: Naloxone FAQ

Expect Fentanyl (sccgov.org)

Fentanyl Takes Friends (sccgov.org)

Song for Charlie (Non-Profit Charity)

One Pill Can Kill (dea.gov)

The Real Deal on Fentanyl – Get the Facts (Ad Council)

Parents (dropthebomb.com) (Ad Council)

They Didn't Ask for Fentanyl by Carlmont High School journalism students

California Overdose Surveillance Dashboard

Fentanyl (cdph.ca.gov)

Naloxone Distribution's Project FAQs page

24-hour National Suicide Prevention Line: Call or Text to 988

24/7 Crisis Text Line: Text "HOME" to 741741

Response Procedures for Dangerous, Violent, or Unlawful Activities

See Workplace Violence Prevention Plan for more information

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by Innovations Academy on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA’s Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils’ social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Innovations Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Support for Unique Needs

Plans designed to identify and provide support for pupils’ social-emotional, mental health, and academic needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Innovations Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Innovations Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Innovations Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Innovations Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Innovations Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Safety Plan Review, Evaluation and Amendment Procedures

School stakeholders will review and evaluate the Safety Plan relevant to the needs and resources of Innovations Academy. Local law enforcement will be consulted in the development of the plan, as well as the school advisory committee when practical (Education Code 35294.1, 35294.2). The School advisory committee may delegate the responsibility for writing and developing a school safety plan to a school safety planning committee.

The School advisory committee shall evaluate, and amend as necessary, the safety plan at least once a year to ensure the plan is properly implemented. (Education Code 35294.2). Emergency Response Protocol Drills are planned and held at regular intervals throughout the year. Following each drill, all staff receives notification regarding adherence to the protocol and what procedures are being amended based on problems discovered during the drill, when necessary. This information is shared with the advisory committee or safety committee to use when reviewing, evaluating, and amending the school safety plan.

Safety Plan Appendices

Emergency Contact Numbers

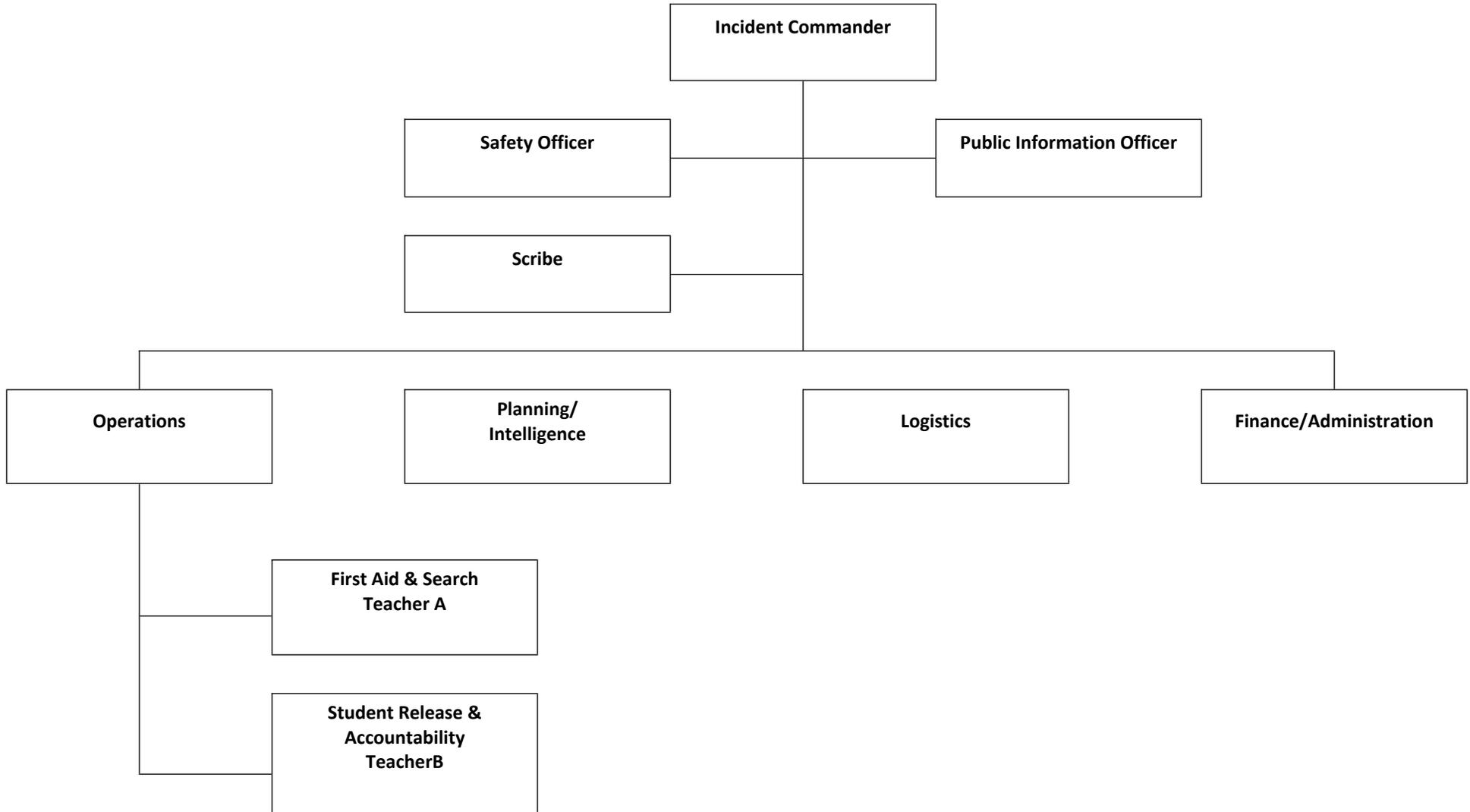
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	all emergencies	911	
Law Enforcement/Fire/Paramedic	Police Department	619-221-8985	
Law Enforcement/Fire/Paramedic	Fire Department	619-533-4430	
Emergency Services	Poison Control	800-222-1222	
Other	Child Protective Services	858-694-5141	
	School Director, Christine	619-379-9275	
	School Assistant Director, Devon	707-227-7114	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Communication of Plan	Fall of 2024	
Law Enforcement Review	October 2024	
Fire Review	October 2024	
School Board Review and Approval	October 2024	

Innovations Academy Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Innovations Academy

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a multistep process: 1. Identify the type of emergency. 2. Identify the level of emergency. 3. determine the immediate response action. 4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Aircraft Crash Animal Disturbance
Armed Assault on Campus Biological or Chemical Release Bomb Threat/Threat of Violence Bus Disaster
Disorderly Conduct Earthquake
Explosion or Risk of Explosion Fire in Surrounding Area
Fire on School Grounds Flooding
Loss or failure of Utilities Motor Vehicle Crash Psychological Trauma Contamination of Food/Water
Unlawful Demonstration or Walkout

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been defined for emergency situations at Innovations Academy.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that required assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a greater level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as ParentSquare. The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Types of Emergencies & Specific Procedures

Aircraft Crash

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, “Shelter-in-Place” is a common method of protecting students from exposure. While similar to a “Lockdown,” the critical difference between the responses is the shutdown of the air handling systems in a “Shelter-in-Place” response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place :

- Explosion
- Hazardous Materials Incident
- Animal Disturbance
- Aircraft Crash

Shelter-In-Place Procedures

- Notify staff and students via:

o An announcement over the PA:

“Your attention please, your attention please. Due to the _____ students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.

OR

o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so:

“This school is sheltering-in-place. Do not attempt to enter any office or building”

Shelter-In-Place Preparations:

- In classrooms and offices:

o Post “Shelter-In-Place” sign on exterior door or window, if safe to do so

o Shut doors and all windows, pull draperies or close blinds

o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so

o Take out class roster and take roll

o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

- In the gymnasium or theater:

o Move students and staff into a hallway or small room

o Shut doors and all windows, pull draperies or close blinds

o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so

o Write down names of everyone in the room or collect sign-in sheets

o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

- Outdoors:

o Move inside the nearest building

o Shut doors and all windows, pull draperies or close blinds

- o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- o Write down names of everyone in the room or collect sign-in sheets
- o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Note: A request to “Shelter-In-Place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate.

Animal Disturbance

Shelter-In-Place

“Shelter- in-Place” is a common method of protecting students from exposure to an unsafe incident involving an unknown or dangerous animal.

- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

Shelter-In-Place Procedures

- Notify District Office
- Notify staff and students via: An announcement over the PA: “Your attention please, your attention please. Due to the current situation, students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.”

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so: “This school is sheltering-in-place. Do not attempt to enter any office or building”

Shelter-In-Place Preparations:

In classrooms and offices:

- Post “Shelter-In-Place” sign on exterior door or window, if safe to do so
- Shut doors and all windows, pull draperies or close blinds
- Take out class roster and take roll
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

In the gymnasium or theater:

- Move students and staff inside the nearest building, move to a smaller room or hallway
- Shut doors and all windows, pull draperies or close blinds
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Outdoors:

- Move students and staff inside the nearest building, move to a smaller room or hallway
- Shut doors and all windows, pull draperies or close blinds
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Armed Assault on Campus

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

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

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

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

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

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

Respond Immediately

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

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

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

Run

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

Students and staff should be trained to

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with them, but not to stay behind because others will not go; Call 911 when safe to do so; and
- Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

- Lock the doors;

- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for

possible escape if the shooter enters the room);

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

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

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

Fight

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

LOCKDOWN & SHELTER IN PLACE PROCEDURES

STEP 1 - GET INSIDE

Direct all students and staff to go to the nearest room if caught outside.

STEP 2 - LOCK ALL DOORS

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

STEP 3 - DUCK & COVER

Stay away from windows and doors.
Instruct students to lie down on the floor.

STEP 4 - REMAIN QUIET

Instruct students not to talk in order to avoid bringing attention to your room.

STEP 5 - WAIT

Instruct students to stay in position until an evacuation has been announced.

STEP 6 - EVACUATE

Go To your designated safety area

STEP 7 - RETURN TO CLASS

Receive notification to return to class
Escort students back to class.

Biological or Chemical Release

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, "Shelter-in-Place" is a common method of protecting students from exposure. While similar to a "Lockdown," the critical difference between the responses is the shutdown of the air handling systems in a "Shelter-in-Place" response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place :

- Radiological Incident
- Hazardous Materials Incident

Shelter-In-Place Procedures

- Notify District Office
- Notify staff and students via:

o An announcement over the PA:

"Your attention please, your attention please. Due to the students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions."

OR

o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so: "This school is sheltering-in-place. Do not attempt to enter any office or building"

Bomb Threat/ Threat Of violence

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.

Telephone

In the event that the school receives a bomb threat by telephone:

- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as "I'm sorry, I didn't understand you. What did you say?"
- Alert someone else by prearranged signal to call 9-1-1 and notify the telephone company to trace the call while the caller is on the line. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description
- Notify the site administrator immediately after completing the call.

Mail

In the event that the school receives a bomb threat by mail:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify principal or site administrator.

Suspicious package

In the event that a suspicious package is found on campus:

- Caution students against picking up or touching any strange objects or packages

- Notify principal or site administrator

Principal/Site Administrator Actions

- Call 9-1-1
- Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Use of these devices may trigger explosive devices.
- Determine whether to evacuate the threatened building and adjoining buildings. Modify evacuation routes as necessary to bypass the location of the bomb, if known. Keep in mind that evacuation may not be the best response
- Use the intercom, runners, or the PA system to evacuate threatened rooms.
- Direct a staff to look for suspicious packages, boxes or foreign objects. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects in work areas, public areas, unlocked closets, exterior areas, and power sources. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- Do not return to the school building until it has been inspected and determined safe by emergency response officials.
- Avoid publicizing the threat any more than necessary.

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an emergency that occurs while students are on a field trip or being transported to or from school. In all circumstances drivers should report to the Director of Transportation via 2-way radio or cell phone if necessary.

Procedure

The driver is to take the following steps:

1. Pull to a safe point on the side of road, away from buildings, poles, wires, and bridges.
2. Set brakes and turn off the ignition.
3. Contact IA via 2-way radio or cell phone with pertinent information as soon as it is safe to do so, or when directed by public safety personnel.
4. Teachers and the driver should remain calm and reassure the passengers.
5. Assess injuries to passengers /self. Provide first aid as appropriate.
6. Using route manifests account for all students and staff.
7. When necessary, evacuate the bus per evacuation procedures if there is smoke or fire.
8. If applicable, activate emergency hazard flashers and place reflectors in the designated locations.

Disorderly Conduct

Use the HEAR method of actions for de-escalating emotional situations:

H Hear the person out. Let the frustrated customer tell their side of the story and vent their feelings.

E Empathize, acknowledge and respond to customer's feelings.

A Ask/answer questions. Ask the customer questions to get the information you need to help with their situation.

R Take responsibility for assisting in helping the customer to resolve the problem.

Violence in the work place is increasing and must be considered carefully as to what type of threat merits what type of response. There are two basic categories of threats. One is "implied"; the other is "real."

ACTIONS FOR THREATS:

If the person is threatening you, give them space and keep them in front of you. If possible, keep your back to the nearest exit; in clear, simple language identify the consequences of threatening behavior to the person; e.g., the person may be asked to leave. Stay calm, professional, and focused on identifying the problem and solution.

IMPLIED THREATS: This can include a threat of a return visit to "get even" or do harm.

This type of threat should be evaluated very carefully as to the emotions at the time of the threat or the cause of the threat. This type of threat could easily escalate into violence. Precautions should be taken to avoid a one-on-one confrontation after a threat is received from a potentially dangerous individual. Always notify the Director, Assistant Director or Office Manager.

When threat comes from a co-worker, it may be appropriate for the Director to request an evaluation of the “aggressor’s” personal employment history. The principal or designee should interview the people who work directly with the potential aggressor to acquire information such as: Does the person have ready access to weapons? Has the individual been openly vocal about personal problems or work problems, or has he/she been making open threats? If the threat is considered to be “real,” Human Resources should notify law enforcement immediately.

REAL THREATS: You are physically confronted by a co-worker or client with intent and ability to do bodily harm. You must stay very calm and try to calm the person down verbally. Agree with the person, even if you disagree. It is safer to agree than to force a confrontation.

Do not do anything to escalate the situation. Try to notify other staff of the situation and the potential danger, without being obvious.

If possible, dial 911; leave the line open if you cannot talk directly. In most cases, Emergency operators will be able to listen and trace the call’s origin. Emphasize key words such as weapon, bomb, hostage and location to tip the police to your circumstances. Ask questions that will direct the anger away from you. Do everything you can to direct the person’s anger to someone or something that is in another location. You need to take as much time as you can to try to remove yourself from the threat or buy time to allow help to arrive.

The person you are dealing with may or may not be rational. Be very careful not to make any sudden moves or show excitement in your voice. Be patient and calm. Discussing the cause of the hostility may allow you to defuse the situation or provide you the opportunity to escape

Earthquake

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

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

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

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

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

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

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

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

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

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

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

SETTLING DOWN AFTER THE FIRST SHOCK:

After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.

When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.

Announce that no student is to return to the room unless directed to do so.

Teachers will take classes to pre-arranged places on the campus.

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

School will remain open indefinitely until every student has been released to parents or to an authorized person.

Do not light any fires after the earthquake because of possible gas leaks.

If possible, notify utility companies of any break or suspected breaks in service.

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

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

Earthquake Emergency Procedure

STEP 1 - FEEL THE SHAKE OR HEAR A PA ANNOUNCEMENT

Inform students: "An earthquake drill has begun. It's time to drop, cover and hold on."

STEP 2 - DROP, COVER, & HOLD ON

1st - Drop to your knees and get under a sturdy desk or table.

2nd - Clasp hands behind neck and make body as small as possible

3rd - Cover face and ears with arms

STEP 3 - EVACUATE BUILDING

1st - Listen for evacuation announcement

2nd - Evacuate building SILENTLY by the route illustrated on the map to designated safety area

3rd - Line up and remain SILENT at designated safety area

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

STEP 4 - RETURN TO CLASS

Receive notification to return to class

Escort students back to class.

Explosion or Risk Of Explosion

Drop, Cover and Hold On is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather, explosions or shooter on campus.

The DROP command is to be given immediately in the event of an explosion at the school or within a school building.

If the explosion occurs within the building or threatens the building, the teacher will then implement the school evacuation plan.

Assemble at the designated assembly area.

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

Notify the Director.

Fire in Surrounding Area

Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

When to evacuate your school:

- Wildland/Urban Interface Fire

Evacuation Procedures

Remember to take your personal belongings with you (such as purses and car keys) when you evacuate

- On-site evacuation:

o Notify District Office

o Sound alarm

o Notify staff and students via:

An announcement over the PA: "Your attention please, your attention please. Due to the _____ students and staff should proceed immediately to the evacuation site"

OR

If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site

o When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors

o Prepare for student release.

o Activate Parent Alert System (phone tree, if one is in place or other method)

- Off-Site Evacuation

o Notify District Office

o Activate Transportation Team

o Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information

o Sound alarm

o Notify staff and students via:

An announcement over the PA:

"Your attention please, your attention please. Students and staff should proceed immediately to the off-site evacuation staging area"

OR

If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site

o While waiting at the staging area or as students board buses, classroom teachers are to take roll and determine if anyone is

missing. Missing students should be immediately reported to the Incident Command Post. Add names of guests/visitors that were in your classroom.

o Prepare for student release.

o Activate Parent Alert System (phone tree, if one is in place or other method)

OR Shelter in place

SMOKEY CONDITIONS

- Close doors and windows
- shut off HVAC

Fire on School Grounds

Fire Drills

1. The assistant director shall notify staff as to the schedule for fire drills. Fire drills will take place at least four times every school year. (Education Code 32001)
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The assistant director or designee shall keep a record of each fire drill conducted.

Fires

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

1. The assistant director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The assistant director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

FIRE EVACUATION PROCEDURES

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

STEP 2 - EVACUATE BUILDING

1st - Line up to evacuate building

2nd - Evacuate building by designated map route

3rd - Line up in the location designated on map

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

STEP 3 RETURN TO CLASS

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

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

Flooding

Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

When to evacuate your school:

- Flood

Evacuation Procedures

Remember to take your personal belongings with you (such as purses and car keys) when you evacuate

- On-site evacuation:

o Sound alarm

o Notify staff and students via:

An announcement over the PA:

“Your attention please, your attention please. Due to the _____ students and staff should proceed immediately to the evacuation site”

OR If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.

o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site

o When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors

o Prepare for student release.

o Activate Parent Alert System (phone tree, if one is in place or other method)

Loss or Failure Of Utilities

Should the school or surrounding area lose power, teachers should have alternative plans ready that do not utilize technology in an emergency. If

the power outage is not associated with a planned Public Safety Power Shutoff event, then the school will contact SDG&E to verify the reason and expected length of time for the power outage. If the outage issue is internal, then school personnel will work with the Facilities Manager to assess the issue and restore power.

Motor Vehicle Crash

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, “Shelter-in-Place” is a common method of protecting students from exposure. While similar to a “Lockdown,” the critical difference between the responses is the shutdown of the air handling systems in a “Shelter-in-Place” response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place:

- Explosion
- Hazardous Materials Incident
- Animal Disturbance
- Vehicle Crash

Shelter-In-Place Procedures

- Notify staff and students via: An announcement over the PA: “Your attention please, your attention please. Students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so: "This school is sheltering-in-place. Do not attempt to enter any office or building"

Shelter-In-Place Preparations:

In classrooms and offices:

- Post "Shelter-In-Place" sign on exterior door or window, if safe to do so
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Take out class roster and take roll
- Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows

In the gymnasium or theater:

- Move students and staff into a hallway or small room
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows

Outdoors:

- Move inside the nearest building
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows

Note : A request to "Shelter-In-Place" is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate.

Pandemic

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus, they have little or no immunity. Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children. Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

Psychological Trauma

Innovations Academy has a psychologist and a Marriage and Family Therapist on staff who provide mental health support for the students. The psychologist and MFT meet with students affected and take steps to inform appropriate personnel. The school will always provide follow-up care to impacted students.

Suspected Contamination of Food or Water

Should Innovations Academy experience or be notified of suspected contamination of food or water then we will follow our Emergency Response Protocols and use evacuation procedures to release students to their parents/guardians. Innovations Academy will follow directives from the County Health Office and other local officials before allowing students back on campus.

Tactical Responses to Criminal Incidents

The Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Unlawful Demonstration or Walkout

Innovations Academy would allow students to peacefully assemble. If students choose to walk off campus a member or members of school staff will accompany them to ensure their safety. Innovations Academy will notify the San Diego Police Department to help monitor and accompany the students to ensure their safety if they navigate through heavily trafficked areas.

Emergency Evacuation Map

Second Story

