



Innovations Academy

Charter Renewal Petition

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

Submitted to the San Diego Unified School District

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AFFIRMATIONS AND DECLARATION

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

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

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

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

Christine Kuglen, Lead Petitioner

Date

EXECUTIVE SUMMARY

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

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

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

INNOVATIONS ACADEMY ACHIEVED HIGH-PERFORMING STATUS CHARTER RENEWAL CRITERIA

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

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

The three performance categories are as follows:

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

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

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

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

The state academic indicators include the following:

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

Other state indicators not included in Criterion 2 are:

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

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

Dashboard Performance Renewal Criteria – High Performing

Education Code Section 47607.2(b) states:

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

...

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

...

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

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

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

Measurements of Academic Performance – Schoolwide Performance

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

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

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

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

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

Dashboard State Indicator Comparison Charts, 2023 and 2024

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

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

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

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

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

Suspension Rates

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

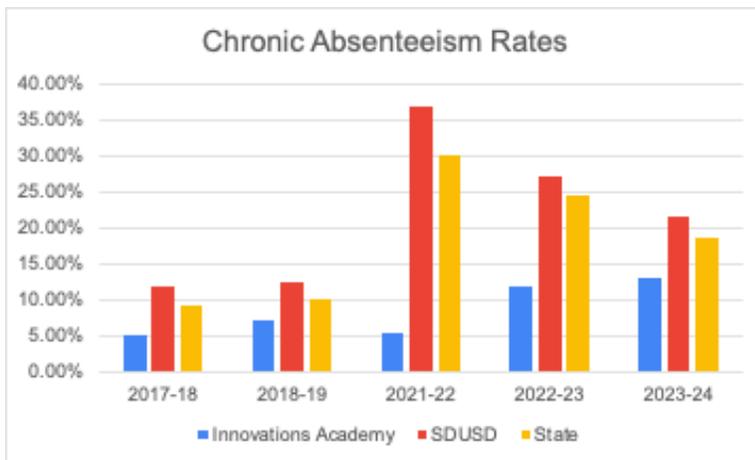
Suspensions			
	Innovations	SDUSD	State
2022	0.0%	2.5%	3.1%
2023	0.0%	2.5%	3.5%
2024	0.2%	2.5%	3.2%

Chronic Absenteeism Rates

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

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

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



Dashboard Local Indicators

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

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

High Performing Charter School Term Criteria

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

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

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

California Assessment of Student Performance and Progress (CAASPP) Scores

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

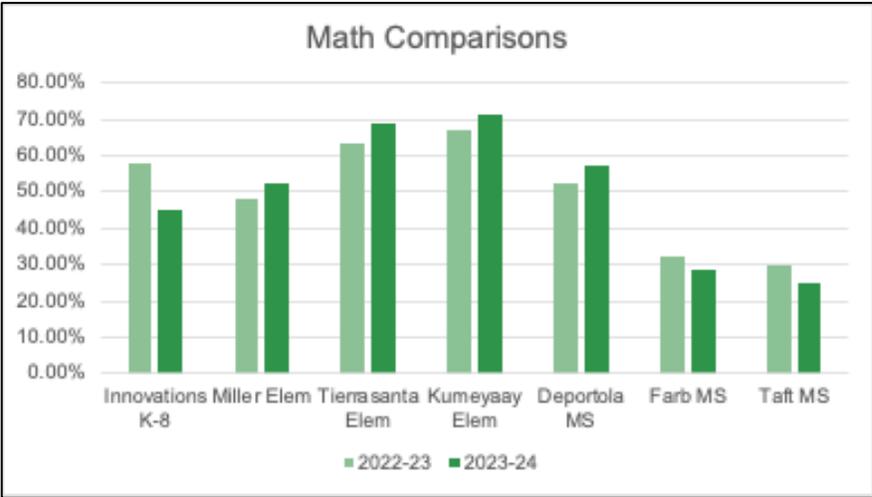
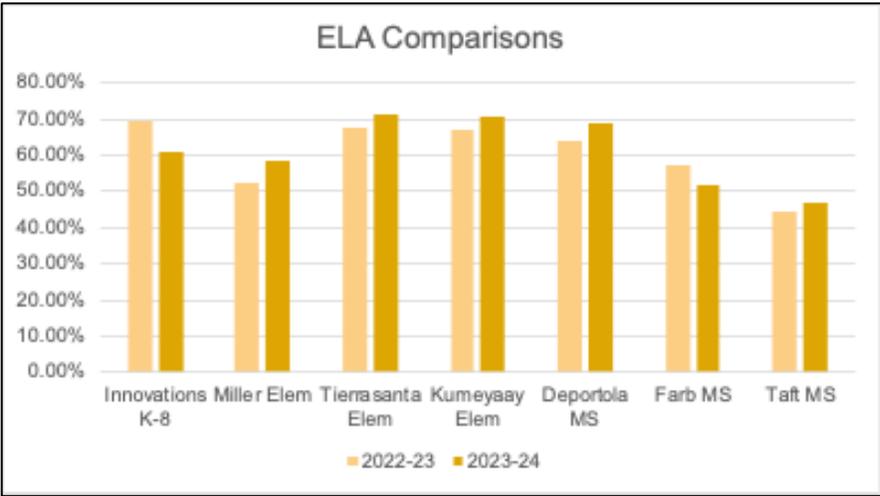
Comparison ELA/Math CAASPP Met or Exceeded						
	ELA CAASPP			Math CAASPP		
	IA	SDUSD	State	IA	SDUSD	State
21-22	67.88%	54.22%	47.06%	54.63%	43.89%	33.38%
22-23	69.28%	53.76%	46.66%	57.82%	43.15%	34.62%
23-24	61.09%	54.22%	47.04%	45.05%	43.89%	35.54%

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

CAASPP Comparisons to Nearby Schools

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

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



Local Verified Data – NWEA MAP School Conditional Growth Index

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

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

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

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

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

Financial Stability

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

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

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

School Accomplishments

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

School Challenges

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

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

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

Request

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

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

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

Sincerely,

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

ELEMENT ONE: Description of Educational Model

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Population to be Served

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

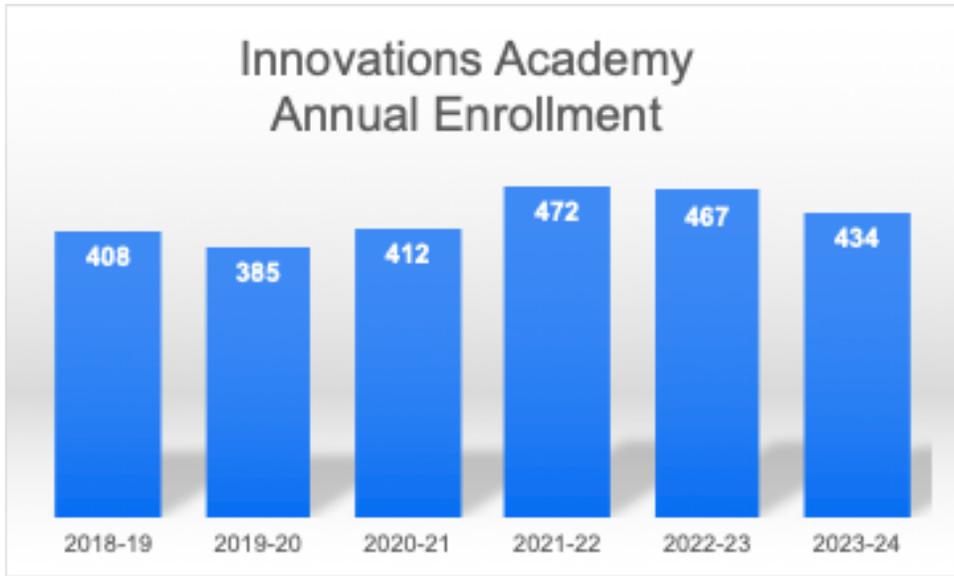
The population of Innovations Academy is diverse and unlike any other school in San Diego. We are diverse because, as a commuter school, our students come from 137 different San Diego County neighborhoods bringing with them a rich composition of lifestyles, religions, hobbies, languages, family economies,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

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

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

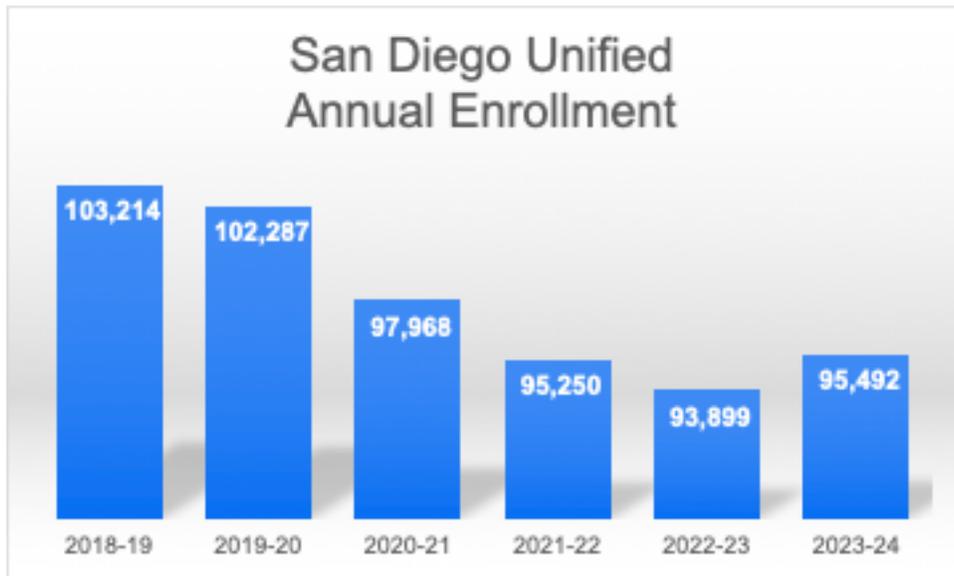
Families choose Innovations Academy because they are looking for a school with a progressive, constructivist philosophy. They are seeking a learning environment in which their children learn through a hands-on experiential approach, and they want their children to be taught social emotional learning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

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

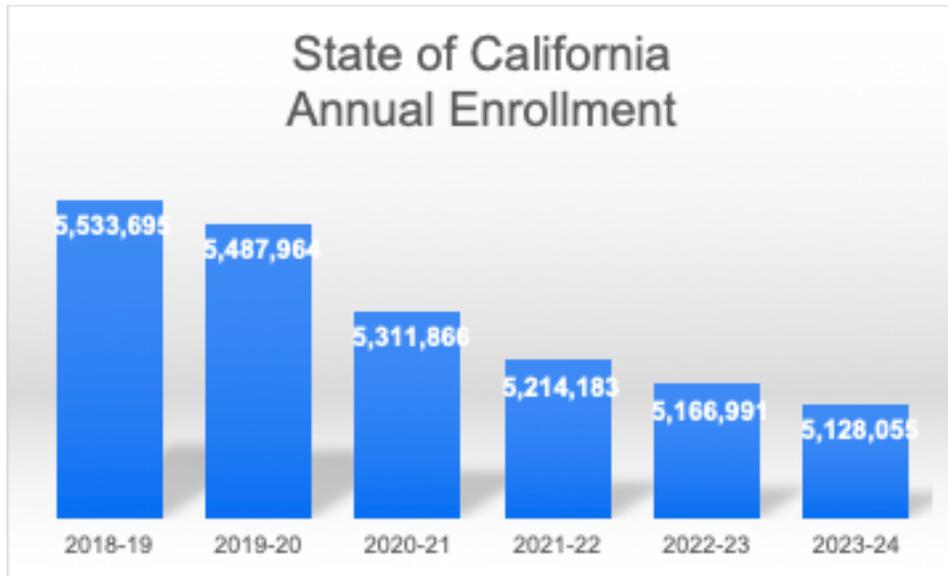


Source: Dataquest, Annual Enrollment Data, 2018-2024

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



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



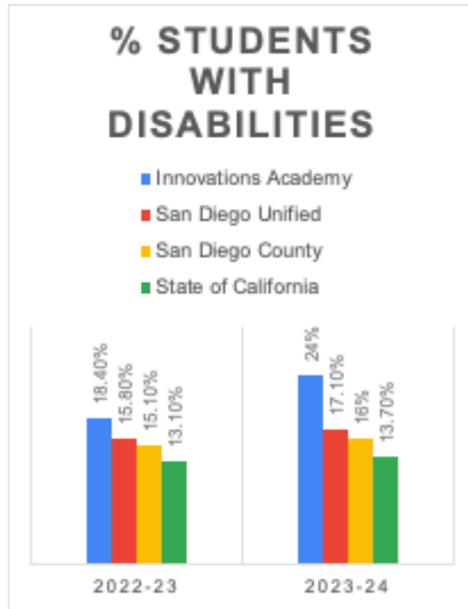
Source: Dataquest, Enrollment Multi-Year Summary, 2018-2024

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

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

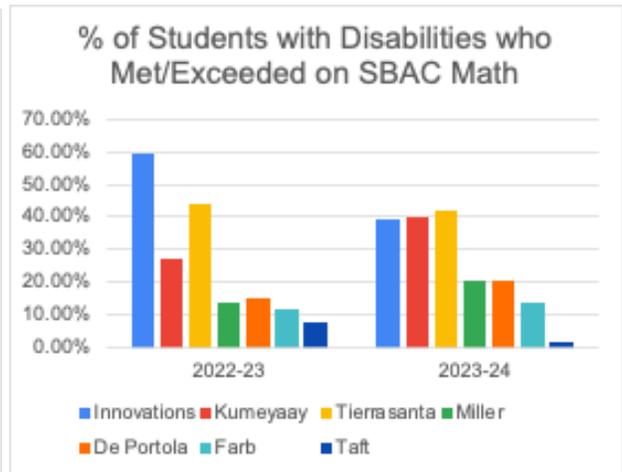
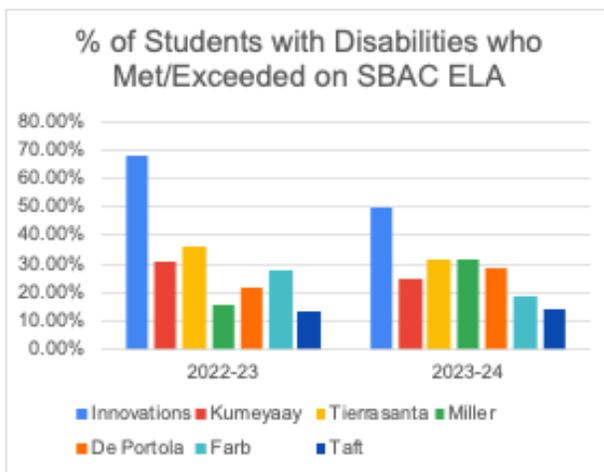
Students with Special Needs

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



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

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

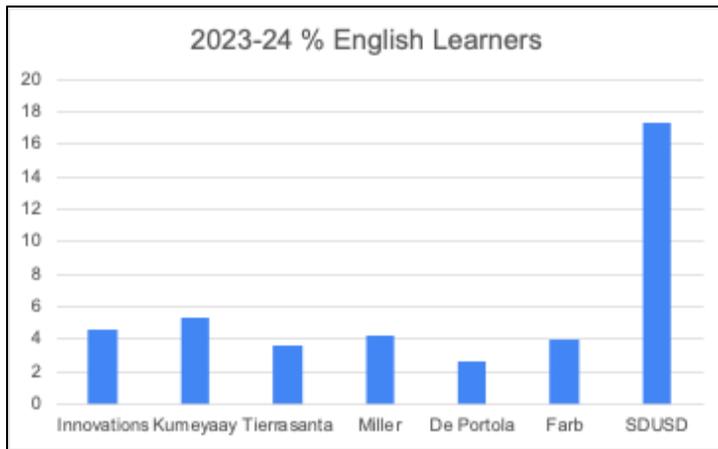


Source: CAASPP, Students with Disabilities, 2023-2024

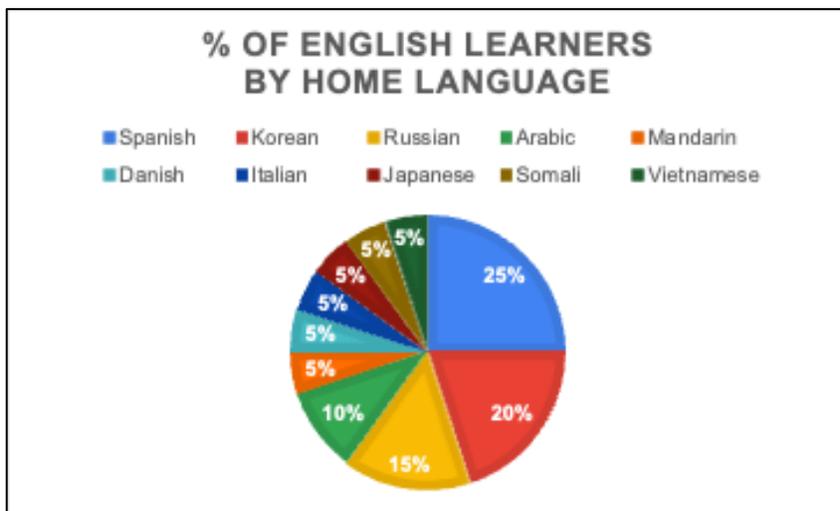
English Learners

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

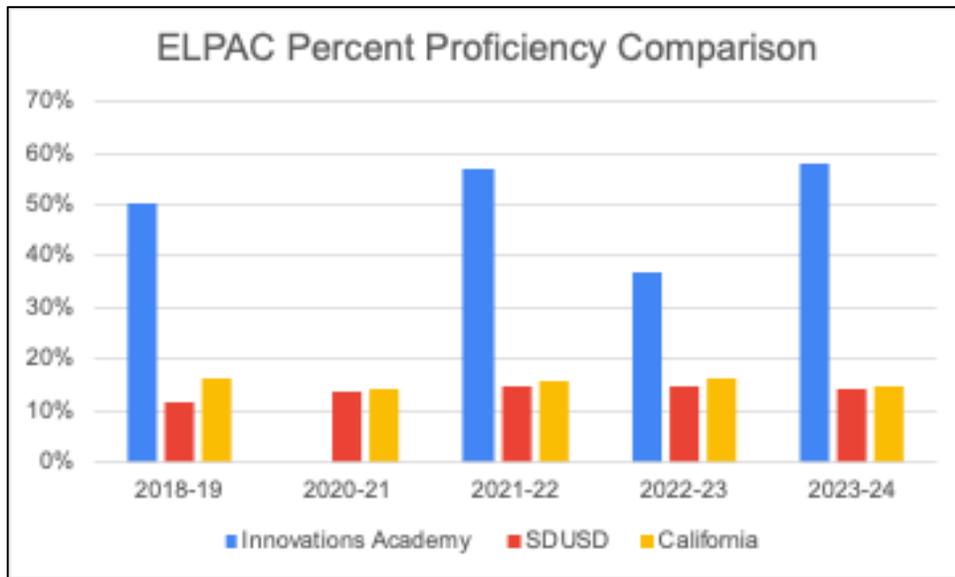
	2023-24
	% English Learners
Innovations K-8	4.6
Kumeyaay Elem	5.4
Tierrasanta Elem	3.6
Miller Elem	4.2
De Portola MS	2.6
Farb MS	4
SDUSD	17.3



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



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



Projected Seven Year Enrollment – Classroom/Home Learning Community

	2025-26 C/HLC	2026-27 C/HLC	2027-28 C/HLC	2028-29 C/HLC	2029-30 C/HLC	2030-31 C/HLC	2031-32 C/HLC
K	38/2	35/5	37/5	37/5	37/5	37/5	37/5
1	50/5	50/5	50/5	50/6	50/8	50/8	50/8
2	50/5	50/5	50/5	50/6	50/7	50/7	50/7
3	40/10	50/5	50/5	50/6	50/7	50/7	50/7
4	42/8	45/10	50/5	50/6	50/7	50/7	50/7
5	44/6	45/10	48/8	50/6	50/7	50/7	50/7
6	42/8	47/8	50/6	50/6	50/8	50/8	50/8
7	49/6	45/10	50/6	50/6	50/7	50/7	50/7
8	45/5	49/6	50/5	50/6	50/7	50/7	50/7
Total	455	480	485	490	500	500	500

Educational Program and Philosophy

Mission

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

Vision

The vision of Innovations Academy is to:

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

Educational Philosophy

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

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

Purposeful Learning

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

Compassionate Connection

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

Self-Expression

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

Parents as Partners

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

An Educated Person in the 21st Century

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

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

Educational Program Elements - How Learning Best Occurs

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

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

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

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

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

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

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

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

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

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

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

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

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

Curriculum and Teaching Methods

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

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

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

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

Mathematics

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

Our Mathematics program focus:

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

Mathematics Resources:

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

Reading/English/Language Arts

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

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

Our Reading/English/Language Arts program focus:

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

ELA Resources:

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

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

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

Science

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

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

Our Science program focus:

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

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

Science Resources:

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

History/Social Science

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

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

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

Our History/Social Science program focus:

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

Social Studies Resources:

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

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

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

Physical Education

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

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

Performing Arts, Fine Arts, Media Arts

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

Our Fine and Performing Arts program focus:

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

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

Staff Recruitment and Professional Development

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

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

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

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

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

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

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

Academic Schedule

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

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

Bell Schedules and Instructional Minutes

Bell Schedule K

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

Bell Schedule 1-3

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

Bell Schedule 4-8

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

Flexible Scheduling Model

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

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

Home Learning Community

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

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

Attendance on these two days provides the opportunity to:

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

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

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

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

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

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

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

Hybrid Program

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

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

Classroom-Based Program

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

Goals for Enabling Pupils to Become or Remain Self-Motivated

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

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

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

Technology

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

Social Emotional Skill Building

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

Resisting Extrinsic Motivators

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

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

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

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

Meeting the Needs of All Learners

Plan For Students Who Are Academically Low Achieving

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

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

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

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

- Small class sizes, with strong teacher connection

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

Response to the needs of low-achieving students includes:

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

Plan for Students Who Are Academically High Achieving

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

Response to the needs of high-achieving students includes:

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

- Learning paths, centers and workshop structures with individualized pacing

Plan for English Learners

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

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

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

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

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

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

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

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

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

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

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

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

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

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

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

The structure of Innovations Academy supports English Learners through:

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

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

In addition, English Learners specifically:

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

Innovations Academy provides English Learners' families with:

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

When Students will be Served:

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

How Students will be Monitored:

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

Staff Training on English Learners:

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

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

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

Plan for Students with Special Needs

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

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

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

SELPA Affiliation

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

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

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

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

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

Child Find

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

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

Referral for Assessment

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

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

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

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

Assessment for Special Education

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

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

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

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

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

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

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

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

Development and Implementation of IEP

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

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

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

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

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

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

The student's IEP will include the following:

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

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

IEP meetings will be held according to the following schedule:

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

IEP Review

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

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

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

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

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New Charter School Students

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

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

Staffing

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

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

Special Education Training for Staff

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

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

Reporting

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

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

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

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

Procedural Safeguards

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

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

Dispute Resolution

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

Complaint Procedure

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

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

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

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

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

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

ELEMENT TWO: Measurable Student Outcomes

Education Code: §47605(b)(5)(B):

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

- Educ. Code §52052(a)(3)

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

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

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

- Educ. Code §52052(a)(2)

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

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

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

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

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

Local Control Accountability Plan (LCAP)

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

Innovations Academy LCAP Goals and Outcomes	
LCAP Goal 1	Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.
Measurable Outcomes	<ul style="list-style-type: none"> • Maintain or increase in % of grade 3-8 students meeting/exceeding standards on the Math SBAC • Maintain or increase % of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment • Maintain or increase % of grade 3-8 students meeting/exceeding standards on the ELA SBAC • Maintain or increase % of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment
LCAP Goal 2	All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.
Measurable Outcomes	<ul style="list-style-type: none"> • Maintain or increase the percentage of teachers that are appropriately credentialed for the students they are assigned to teach. • 100% of students with disabilities will be placed in the general education program at least 80% of the instructional day. • Maintain or decrease the suspension rate and expulsion rates • Maintain or increase the percentage of students who feel connected/part of their school
LCAP Goal 3	Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.
Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of students and teachers will have access to standards-based instructional materials. • 100% of core subject areas will have standards-aligned curricula available to all teachers.

<ul style="list-style-type: none"> • All students will have access to field trips that are meaningfully connected to learning, guest experts and quality enrichment classes • Maintain or increase the percentage of facilities that are in “good repair” • Teachers will have access to relevant lessons and a timeline for implementation for Social Emotional curriculum as well as support for instruction • Increase the teacher retention rate to 85%.
<p>LCAP Goal 4 Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.</p>
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • 100% of parents are contactable using ParentSquare. • 95% or more of students attend 96% of school days. • 5% or fewer students are chronically absent (defined as missing 10%) • Decrease the percentage of students requiring weekly make up work to 5%. • 75% of staff attend 96% or more of school days.
<p>LCAP Goal 5 Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.</p>
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Families will receive weekly communications from teachers of which 75% contain information that will help them support their child’s learning. • Families will receive weekly communications from the director, 100% of which contains school event information, and 3 of which contain school financial information. • 100% participation by at least one parent for student led conferences and Exhibitions showcasing student work • A minimum of five Parent Connection (Parent Organization) meetings will be held per year.

Other Meaningful Outcomes

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

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

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

ELEMENT THREE: Methods for Measuring Pupil Progress

Education Code: §47605(b)(5)(C)

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

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

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

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

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

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

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

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

State Mandated Assessments

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

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

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

Local Assessments

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

Additional Methods of Assessment

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

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

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

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

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

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

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

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

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

Reporting on Student Progress

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

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

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

Collection and Analysis of Student Data

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

ELEMENT FOUR: Governance

Education Code: §47605(b)(5)(D)

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

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

(4) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school's effort on behalf of the school's pupils, as required by Education Code section 47605(b)(5)(D), at a minimum:

(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.

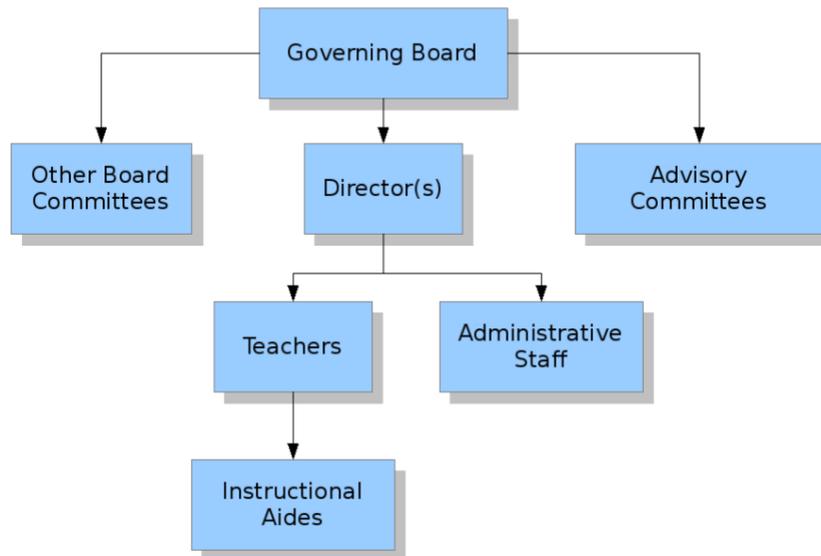
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:

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

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

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

Innovations Academy Organizational Chart



Legal Status

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

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

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

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

Roles and Responsibilities of the Board of Directors

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

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

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

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

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

Board Training

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

Board Advisory Committees

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

Adherence to the Brown Act

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

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

Authorizer Oversight

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

ELEMENT FIVE: Employee Qualifications

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

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

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

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

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

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

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

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

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

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

Qualifications of Employment

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

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

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

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

Director Qualifications

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

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

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

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

Assistant Director Qualifications

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

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

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

Teacher Qualifications

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

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

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

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

Office Manager Qualifications

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

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

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

Instructional Aide Qualifications

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

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

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

ELEMENT SIX: Health and Safety Procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

Procedures for Campus Visitors

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

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

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

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

Medication in School

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

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

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

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

Blood Borne Pathogens

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

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

Prevention of Human Trafficking

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

Suicide Prevention Policy

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

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

Comprehensive Sexual Harassment and Anti-Discrimination Policies and Procedures

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

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

Menstrual Products

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

All Gender Restrooms

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

School Meals

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

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

Recess

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

California Healthy Youth Act

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

Mental Health Education

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

Mental Health Information

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

School Safety Plan

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

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

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

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

Workplace Violence Prevention Plan

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

Bullying Prevention

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

Supporting LGBTQ Students

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

SAFETY Act

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

Homicide Threats

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

Gun Safety Notice

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

Transportation Services

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

ELEMENT SEVEN: Student Population Balance

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

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

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

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

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

Community Outreach and Engagement

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

Marketing and Communication Improvements

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

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

Expanded Access to Enrollment and Admission

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

Targeted Recruitment Efforts

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

Monitoring and Continuous Improvement

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

ELEMENT EIGHT: Admission Policies and Procedures

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

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

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

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

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

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

Application

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

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

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

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

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

Lottery/Public Random Drawing

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

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

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

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

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

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

Enrollment

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

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

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

ELEMENT NINE: Annual Financial Audit

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

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

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

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

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

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

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

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

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

The audit will be supervised by the Director.

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

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

ELEMENT TEN: Suspension and Expulsion Procedures

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

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

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

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

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

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

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Innovations Academy. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

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

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

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

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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

Grounds for Suspension and Expulsion

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

Enumerated Offenses

1. Students may be suspended or expelled for any of the following acts when the Director or designee determines the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

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

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

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

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

o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the

student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

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

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

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

b. Conference

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

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

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

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

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

Expulsion Procedures

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

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

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

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

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

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

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

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

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

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

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

Independent study is an alternative to classroom instruction. Students who are excluded from 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.

Written Notice to Expel

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

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

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

This notice shall include the following:

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

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

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

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

Readmission

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

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of

the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT ELEVEN: Employee Retirement Programs

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

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

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

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

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

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

ELEMENT TWELVE: Public School Attendance Alternatives

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

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

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

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

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

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

ELEMENT THIRTEEN: Return Rights of District Employees

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

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

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

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

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

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

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

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

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

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

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

ELEMENT FOURTEEN: Dispute Resolution

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

o (N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

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

o (14) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), at a minimum:

(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not an LEA.

(B) Describe how the costs of the dispute resolution process, if needed, would be funded.

(C) Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Director of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Innovations Academy Director and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two staff members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School, or their respective designees, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Innovations Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law and both parties agree to pay their own attorneys' fees. All timelines in this section may be revised upon mutual written agreement of the District and Innovations Academy.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify Innovations Academy governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

Internal Complaints

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures, and Title IX complaint procedures as required by state and federal law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT FIFTEEN: Closure Procedures

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

o (O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

• 5 CCR 11962: Definition of Procedures for School Closure.

o As used in Education Code sections [47605(b)(5)(O)] and 47605.6(b)(5)(Q), “procedures” means, at a minimum, each of the following:

(a) Designation of a responsible entity to conduct closure-related activities.

(b) Notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorization entity), the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:

(1) The effective date of the closure;

(2) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;

(3) The pupils' school districts of residence; and

(4) The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

(c) Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated in subdivision (a).

(d) Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter may require to be transferred to a different entity.

(e) Transfer and maintenance of personnel records in accordance with applicable law.

(f) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

149(1) An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

(2) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

(3) An assessment of the disposition of any restricted funds received by or due to the charter school.

(g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

(1) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

(2) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

(h) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

(i) Identification of funding for the activities identified in subdivisions (a) through (h).

In the event of school closure, Innovations Academy will designate a closure agent to act as the entity responsible for conducting all closure-related activities.

The school shall provide notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, including the following information:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure
3. The pupils' school districts of residence

4. The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

A list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence shall be provided to the closure agent.

All pupil records, all state assessment results, and any special education records shall be transferred to and maintenance by the closure agent, except for records and/or assessment results that the charter may require to be transferred to a different entity.

Transfer and maintenance of personnel records shall be made in accordance with applicable law.

An independent final audit will be completed within six months after the closure of the school. It may function as the annual audit, and will include the following:

1. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

The school will dispose of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

- The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
- The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The school will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Innovations Academy, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the

dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Innovations Academy is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

MISCELLANEOUS PROVISIONS

Financial Planning, Reporting, and Accountability

Education Code 47605(h)

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

In addition to standard reporting in accordance with Education Code Section 47604.33, Innovations Academy shall provide reports as requested from the District and County office of Education. Standard finance reports to both entities include:

By July 1st

- A preliminary budget for the current fiscal year
- An annual update of the LCAP as required in Section 47606.5

By September 15th

- A final unaudited report for the prior year with an annual statement of all receipts and expenditures for the preceding fiscal year

By December 15th

- An interim financial report for the current year reflecting changes through October 31st
- A copy of the previous year's annual, independent audit (also sent to State Controller and CDE)

By March 15th

- A second interim report reflecting changes through January 31st

Innovations Academy, with the support of a business management provider (currently contracted with Charter School Management Corporation, or CSMC) shall maintain internal controls that are evaluated annually by an independent auditor in accordance with generally accepted audit standards. The audit will verify the accuracy of the school's financial statements and reporting practices. Clear audit reports are submitted to the District, County Office of Education, State Controller and CDE.

Innovations Academy Board of Directors meets routinely to review Charter School profit and loss statements, cash flow projections, budget to actual reports, and balance sheets. The Board also addresses formal or informal audit deficiencies, if any, and determines the means for resolving any such deficiencies in a timely fashion.

Information Exchange

Innovations Academy agrees to promptly respond to all reasonable inquiries, including inquiries regarding its financial records. Innovations Academy records will be treated as public records under the California Public Records Act. The District may inspect or observe any part of Innovations Academy at any time. The District agrees it will not do so unreasonably, without notice or by causing a disruption of student instruction or Innovations Academy operations except in the case of an emergency.

Innovations Academy will also complete and provide in a timely manner to the District the following reports as required by law:

- CBEDS (California Basic Educational Data System)
- ADA (Average daily Attendance) Reports
- SARC (School Accountability Report Card)
- Reports pertaining to Education Code 47604.33 mentioned specifically in Element Nine: Financial Audits.
- CAASPP
- CALPADS (California Longitudinal Pupil Accountability Data System)
- CalSaas
- AMS Report
- Office for Civil Rights: Provide the information necessary for the District to submit the required data
- English Language Proficiency Assessments for California
- FitnessGram Data
- LCAP Midyear Report by Feb 28 and LCAP summary report by July 1.

Changes in these reporting requirements may be incorporated by reference into this charter when the District and the Academy mutually update their MOU.

Legal Status and Civil Liability Effects

Education Code Section 47605(h)

Potential civil liability effects, if any, upon the charter school and upon the school district.

Innovations Academy operates as a California non-profit public benefit corporation. As such, San Diego Unified School District shall not be liable for its debts or obligations.

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and

all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District have a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Insurance

The Charter School shall maintain at its sole cost and expense, without reimbursement, adequate policies of insurance covering Commercial General Liability, Business Automobile Liability, Worker's Compensation, Professional Liability (Errors and Omissions), Employment Practices Liability and Property Insurance (including contents).

Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

General Liability Insurance

The Charter School shall maintain throughout the term of this Operations Agreement, at its own expense, general liability insurance with limits of at least \$5,000,000 per occurrence for bodily injury, including death, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Automobile Liability

The Charter School shall maintain throughout the term of this Operations Agreement at its own expense automobile liability insurance with combined single limits of \$2,000,000 per accident, for owned, non-owned or hired vehicles. In the event the Charter School transports students, enhanced limits of \$5,000,000, combined single limits, are strongly recommended. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be

endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Workers' Compensation Insurance

Workers' compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and Employers' Liability insurance with a minimum limit of \$1,000,000. The policy must be endorsed with a waiver of subrogation in favor of the District.

Professional Liability/Errors and Omissions Insurance

Professional Liability/Errors and Omissions Insurance shall cover the Charter School for those sources of liability arising out of the rendering or failure to render professional services in the performance of this Operations Agreement, including all provisions regarding financial management and indemnification. The insurance shall be subject to a maximum deductible not to exceed \$50,000 deductible per claim. The minimum limits to be maintained by the Charter School shall be no less than \$1,000,000/\$2,000,000 per claim/annual aggregate. Coverage for sexual abuse and molestation shall be included to the full policy limits.

Employment Practices Liability Insurance

The Charter School shall obtain Employment Practices Liability coverage with minimum limits no less than \$1,000,000/\$2,000,000 per claim/annual aggregate, or equivalent.

Property Insurance

All Risk Property Insurance shall include coverage (including contents) to address business interruptions and casualty needs including fire and other hazards with replacement cost coverage for all assets listed in the Charter School's property inventory and consumables. The Charter School shall also pay an equitable share of the cost of insuring the structures if it occupies a District-owned facility.

Any and all policies of insurance maintained by the Charter School pursuant to this section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the District and/or its respective officers, agents, employees, and representatives. The District may specify that it be named as "separately insured."

To the extent that the Charter School obtains insurance providing "claims made" coverage, the retro date must be on or before the inception of the Agreement and such coverage shall include a rider or endorsement that provides for coverage for no less than three (3) years following termination of the policy.

All deductibles and/or self-insured retentions in excess of \$50,000 must be declared to and approved by the District.

The insurances required above shall be provided by insurers authorized to conduct business in the State of California which are rated "A-, VII" or better by the current A.M. Best's Rating Guide

or an insurance joint powers authority with the consent of the District prior to commencement of such insurance. In the event coverage is written by a non-admitted insurer, the company must be included in the current California List of Approved Surplus Lines Insurers (LASLI list) and otherwise satisfy all rating requirements.

Administrative Services

Education Code Section 47605(h)

The manner in which administrative services of the charter school are to be provided.

Our Charter School Board currently contracts with Charter School Management Corporation (CSMC) for our back office and financial service needs. CSMC provides support for Innovations Academy in the following areas:

- Annual budget development
- Cash flow projections
- Long term financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- ADA tracking & reporting
- Board financial reports
- Student Data Services

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. The specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

Education Code Section 47605(h)

The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Innovations Academy is under a current lease agreement for its facilities at 5454 Ruffin Road, San Diego, CA 92123. IA agrees to abide by all agreements and uphold its responsibilities with regard to the care and maintenance of this property. Innovations Academy will comply with

Education Code section 47605.1 and 47610, when applicable, with regard to location and compliance in the current facility.

Attendance

Innovations Academy shall implement an attendance and accounting system to ensure contemporaneous record keeping, which complies with state law.

District Services/MOU

Innovations Academy and the District will negotiate in good faith on an annual basis to develop a Memorandum of Understanding ("MOU") separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. Innovations Academy's purchase of goods and services, if any, from the District shall not negate the operational independence of the Academy from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Innovations Academy does not anticipate purchasing any optional services from the District other than services identified in the MOU. The District will perform all oversight functions in accordance with Education Code Section 47613(a). The District may charge for the actual costs of supervisory oversight of Innovations Academy not to exceed one (1) percent of the revenue of Innovations Academy. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Transportation

Innovations Academy shall not provide transportation to and from school, except as required by law.

Mandated Cost Recovery

Innovations Academy will be responsible for recovering from the State all eligible mandated costs applicable to IA, if applicable.

APPENDICES

Appendix A.....	2025-26 Local Control Accountability Plan
Appendix B.....	Articles of Incorporation
Appendix C.....	Active Corporation Status
Appendix D.....	Bylaws
Appendix E.....	Conflict of Interest Policy
Appendix F.....	Uniform Complaint Policy and Form
Appendix G.....	Board Roster
Appendix H.....	Budget Projections, Assumptions, Cash Flow