# Innovations Academy Board Agenda: February 10, 2026 @ 6:00 pm

### Meeting location(s)

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

*Members of the public need not state their names when entering the conference call.  Call-in number is provided as a convenience to the public. All Action Items will require a motion and vote by the board.

### Board Attendance

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

### Others in Attendance

|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

### Agenda

| Topic | Minutes |
|---|---|
| ➢ Call to order / roll call | Time / Date Board in Attendance:  1. Other Present:  1. |
| ➢ Approval of current agenda | **Vote to approve current agenda -** |
| ➢ Public comments (3 mins per person) |  |
| CLOSED SESSION Under California's Brown Act, closed sessions are allowed for specific reasons to protect sensitive information The closed session will address: <br> ● Confidential Student Discipline Matters <br> ● Pending Litigation | T |
| Adjournment of Closed Session Report out of closed session |  |
| ➢ Approval of prior month meeting minutes <br> ○ Minutes 12/9/25 (see board packet) | **Vote to approve past minutes -** |
| ➢ Fiscal Action Items (Josh, CSMC) |  |

| | |
|---|---|
| Financial Report (see board packet)<br>○ | |
| ➢ Board Action Items (Board and Director)<br>　○ Board Term for: Danielle Strachman. The term expiration was Dec 2025. Reappointment discussion and action<br>➢ Board Discussion Items<br>　○ Finance Committee Report<br>　○ Form 700 Completion Reminder<br>　○ District Site Visit Board and Director Informal Feedback | **Vote on Danielle's term** |
| ➢ Director Action Items<br>　○ 24-25 School Accountability Report Card (SARC)<br>　　Since 1988, state law has required that public schools prepare a SARC. The purpose of the report card is to provide important information so parents/caregivers can compare public schools and make informed decisions for enrollment.<br>　○ 2026-27 Comprehensive School Safety Plan (CSSP) Adoption<br>　　EC32281(a) requires all public schools to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. It must be board approved by March 1st<br>　○ Authorization for Nathan Herriges to teach Environmental Science as part of our Explorations Program (see board packet)<br>　○ SB153 Referral Protocols Pupil Behavioral Health Concerns<br><br>➢ Director Presentation Items<br>　○ LCAP Mid-Year Report<br>　　Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each year at a regularly | **Vote SARC**<br><br>**Vote CSSP**<br><br><br>**Vote Teacher Assignment**<br><br>**Vote Behavior Referral Protocol** |

| | |
|---|---|
| scheduled meeting of the governing board or body of the LEA<br>    ○ Compliance Tasks follow up from the November board meeting (see board packet)<br>    ○ Follow up from last meeting:Parent Connection Fundraising Sponsorship Packages progress | |
| ➢ Next board meeting | |
|    o Confirm date of next meeting | |
|    o Identify agenda items for next meeting | |
|     Meeting adjourned | |

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

_____
Secretary

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

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

   ● At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;

   ● All votes taken during a teleconference meeting shall be by roll call;

   ● If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference
     locations with each teleconference location being identified in the notice and agenda of the
     meeting;

   ● All locations where a member of the Board of Directors constituting the quorum participates in a
     meeting via teleconference must be fully accessible to members of the public and shall be listed on
     the agenda;

   ● Members of the public must be able to hear what is said during the meeting and shall be provided
     with an opportunity to address the Board of Directors directly at each teleconference location;
     and

   ● The agenda shall indicate that members of the public attending a meeting conducted via
     teleconference need not give their name when entering the conference call.

   ● The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

# Innovations Academy Board Minutes:12/9/25 @ 6:00 pm

*Meeting location(s)*

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

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

*Board Attendance*

| Tom Keli'inoi (TK) | Stephen Rosen | Tom Marchand | Danielle Strachman (remote) | | | |
|---|---|---|---|---|---|---|

*Others in Attendance*

| Christine Kuglen, Director | Emily Luscomb, Asst Director | Joshua Hartzel, CSMC | | | | |
|---|---|---|---|---|---|---|

*Agenda*

| Topic | Minutes |
|---|---|
| Call to order / roll call | Time / Date  6:08 Board in Attendance Roll Call:  Stephen Rosen, Tom Marchand, Danielle Strachman (video conferenced), TK Absent: Kiran Simma Other Present: <ol><li>Emily Luscomb, Asst. Director</li><li>Christine Kuglen, Director</li><li>Joshua Hartzel, Business Manager CSMC</li></ol> |
| Public Comments | none |
| CLOSED SESSION The closed session will address: <ul><li>Public Employee Discipline/Dismissal/Release</li><li>Confidential Student Discipline Matters</li><li>Pending Litigation</li></ul> Under California's Brown Act, closed sessions are allowed for specific reasons to protect sensitive information | The board will go into a closed session and upon return to the main board area will report out. |
| Adjournment of Closed Session<br><br>Report out from closed session | Board reported that a decision for an administrative panel for an expulsion hearing |

| | |
|---|---|
| | will be developed. |
| Approval of current agenda | **Vote to approve current agenda -**<br>Motion to approve modified agenda in which Josh's items are moved to before closed session made by TK<br>Seconded by Danielle<br>**Vote**: unanimous in favor |
| Approval of prior month meeting minutes<br><br>    ● 11/13/25 Board Minutes (see packet) | **Vote to approve past minutes -**<br>Motion to approve the minutes for the retreat held 11/13/25 made by Danielle<br>2nd motion-Tom Marchand<br>**Vote**:unanimous in favor |
| Financial Report (Joshua Hartzel, CSMC)<br>Packet: Financials through 10/31<br>1$^{st}$ Interim Report showcasing the budget and the actuals through 10/31. | **Discussion:**<br>Joshua from CSMC shared the financials. Revenue at 1.6 million. Expenses 1.9 million at this point. Currently at a deficit but this is normal for this time of year. Balance sheet has 4.8 million in cash.<br>TK asked if the deficit works itself out? Joshua shared that it is a timing issue because some revenue doesn't come in until November/December.<br>TK asked about reserve funds being used. Joshua confirmed that we use reserves at the start of the year.<br>TK asked about the 4.8 million in reserves. Joshua shared this covers 9 months of operations if funds weren't to come in.<br>Stephen asked how IA is in comparison to other charters. Joshua responded that CSMC likes to see a school have at least 3 months of reserves. IA falls within the middle of the schools that Joshua works with. IA is on the higher end but still in the middle.<br>Christine asked where data for other charter schools considering cash reserves would be found. Joshua suggested other websites board meeting information to find that data.<br>Joshua shared the actuals vs budget.<br>Josh closed the financial update<br><br>**Discussion**<br>Joshua projected and explained the interim |

| | |
|---|---|
| Action Item:<br>Approval of First Interim Report<br>Due to SDUSD December 15th | report. He reviewed revenue streams and total,<br>He reviewed expenses and their categories<br>(staff expenses, materials, services and<br>utilities)<br>**Vote to approve First Interim** -<br>Motion to approve the first interim report<br>made by Stephen Rosen<br>Seconded by TK<br>**Vote**: unanimous in favor |
| Presentation of 24-25 Audit | Christine reported that the findings in the draft<br>audit have been removed since we gave them<br>more information.  IA has no findings in our<br>audit. The board unanimously accepted the<br>audit report without findings. |
| Fundraising (Stephen)<br>Per discussion at the last board meeting, Stephen<br>will share information about<br>Grant writer (and company) experienced with<br>non-profits and measured success with other<br>organizations. I've worked closely and successfully<br>with Caitlyn for SRT:<br>**https://www.itsabreezefundraising.com/** | **Discussion:** Stephen informed about the<br>nonprofit in the agenda. Stephen would like to<br>reach out and engage them to write grants. He<br>has previously worked with this organization<br>in another nonprofit that was successful in<br>obtaining grant funds without overpaying. The<br>board was in agreement with this idea. |
| Action Item<br>Possible Investment Committee (Stephen)<br>see board packet | **Discussion:** Stephen reminded the board that<br>at the retreat the board discussed that the cash<br>on hand could possibly be used to make<br>money. He proposed a finance committee to<br>investigate the possibility of investing a<br>portion of the school's reserves so they can<br>make money for the school.  He referred the<br>board to the packet page 123.<br>Motion to create a 2 member investment<br>committee including the treasurer and<br>president based on the proposal in the board<br>packet was made by Danielle Strachman<br>Tom Marchand seconds the motion<br>Unanimous vote in favor |
| Action Item<br>Contract for marketing with Kids To Fill<br>Enrollment | **Action:**<br>**Vote to approve Investment Policy** -<br>This item is to approve a continuing contract<br>formerly called GrowSchools. The board has |

| | discussed their services in previous meeting. Motion to approve the contract with KidstoFill made by Stephen Rosen<br>Seconded by  TK<br>Vote: unanimous in favor |
|---|---|
| Director Report<br><br>    ● California School Dashboard<br>       Christine will present an outline of the new dashboard<br><br>    ● Report Cards (Emily)<br>       Emily will give a summary of IAs unusual report card<br><br>    ● Site Visit Schedule<br>       Feb 3rd @ 12:30 for board member who has not engaged previously<br><br>Policies<br>Smartphone Policy<br>from 25-26 Handbook, approved by the board 7/22/25 up for review, see packet | Item – Director Update<br>**Discussion**:<br>Christine shared the dashboard, introduced new areas of the dashboard and shared the progress made by IA since last year, including science scores<br><br>Emily explained 1 point rubrics and how they are used to create a point system for grading that is tied to portfolio work. She described the report card.<br><br>Christine shared that two board members need to meet with district at the site visit.<br>Tom Marchand will attend and Christine will reach out to Kiran<br><br>The board reviewed the policy that was approved in the handbook.<br>Motion to continue with the policy as it is in the handbook made by Stephen<br>Seconded by Tom Marchand<br>Unanimous vote in favor |
| Follow Up Items<br><br>Bylaws and Board Member Roles (Article VIII)<br>Per last meeting, request to review board member roles. see board packet | The board members confirmed that they received and reviewed the roles and bylaws in the packet.  No further discussion needed |
| ➢ Next board meeting | Christine reminded the board members to complete the  Board Ethics Training provided at the previous meeting due Jan 1st. |
|     o   Confirm date of next meeting | 2/10/26 6 pm |
|     o   Identify agenda items for next meeting | Follow up items from November meeting:<br>-Complete list of compliance tasks<br>-Parent Connection Fundraising Sponsorship Packages |

|  | - Per Ed Code EDC § 49428.2<br>Before 7/31/26 develop and adopt a<br>Behavioral Referrals and Protocol Policy |
| Meeting adjourned | 7:36 pm |

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

*This is a draft to be put up for approval at Feb board meeting*

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**CSMC**

# Monthly Financial Board Report

Prepared for: Innovations Academy

Prepared by School's CSMC SBM - Josh Hartzel

# Financial Summary

## Actual to Budget:

This report is as of Dec 31, 2025, compared against our board-approved Preliminary budget, based on 475 students enrolled and 451.3 ADA

YTD Revenues through **Dec 31, 2025,** are **$2,710,025** or **-2.2% ($60,916) under** our current budget which can be attributed to timing of certain revenues and line up by the end of the year.

YTD Expenses through **Dec 31, 2025,** are **$2,951,465** or **-8.3% ($265,873) under** our current budget due to lower spending in Education Consultants and Sub Agreements.

Therefore, net income is **($241,439)** compared to the originally projected ($446,396).

## Balance Sheet:

As of Dec 31, 2025, we had total cash of $4,966,464, short-term liabilities of $1,035,881, and long-term liabilities of $67,411. The ending fund balance is $4,063,033.

CSMC

# Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

## Cash Ratio

Ability to meet short-term obligations with cash

| Current: | Target: |
|----------|---------|
| **479.4%** | **> 100.0 %** |

**Formula:**
(Cash) / (Current Liabilities)

## Defensive Interval

Months of continued operation without incoming funds

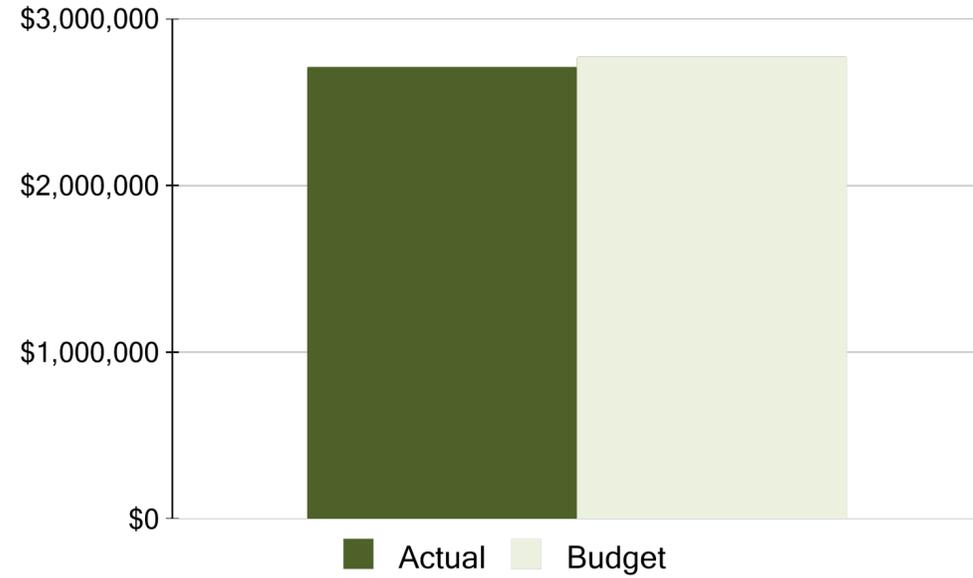| Current: | Target: |
|----------|---------|
| **9.0** | **> 3 months** |

**Formula:**
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

## Current Ratio (Liquidity)

Ability to pay short-term obligations

| Current: | Target: |
|----------|---------|
| **4.8** | **> 1.0** |

**Formula:**
(Current Assets) / (Current Liabilities)

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# Financial Snapshot

FY 2025-2026, July - December

Cash Balance
**$4,969,513**

Revenue to Date



| Revenue Summary | |
|---|---|
| Actual | $2,710,025 |
| Budget | $2,770,942 |
| Actual to Budget | -2.2% |

Expense to Date
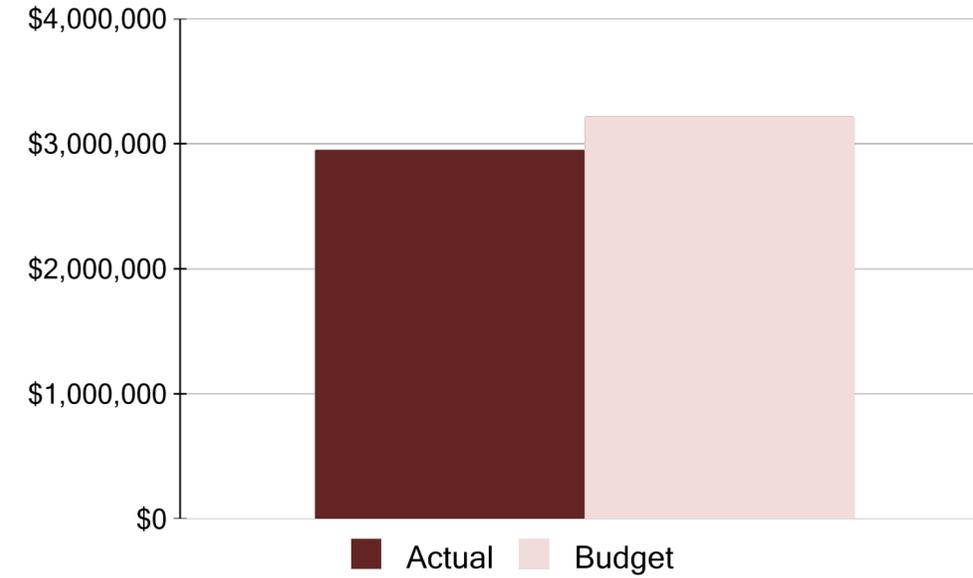


| Expense Summary | |
|---|---|
| Actual | $2,951,465 |
| Budget | $3,217,337 |
| Actual to Budget | -8.3% |

CSMC

# Actual to Budget Summary

| Account Description | July - Last Closed | | | 2025-2026 | | |
|---|---|---|---|---|---|---|
| | Actual | Budget | Variance $ | Total Budget | Actual to Total Budget % | Remaining Budget |
| LCFF Revenue | $2,062,738 | $2,014,498 | $48,240 | $5,075,222 | 40.6% | $3,012,484 |
| Federal Revenue | $97,503 | $57,774 | $39,728 | $166,059 | 58.7% | $68,557 |
| State Revenue | $438,551 | $586,197 | ($147,646) | $1,284,883 | 34.1% | $846,332 |
| Local Revenue | $111,233 | $112,472 | ($1,239) | $224,944 | 49.4% | $113,711 |
| Total Revenue | $2,710,025 | $2,770,942 | ($60,916) | $6,751,108 | 40.1% | $4,041,083 |
| Benefits | $524,520 | $535,600 | $11,080 | $1,116,960 | 47.0% | $592,440 |
| Classified Salaries | $318,003 | $288,158 | ($29,845) | $616,516 | 51.6% | $298,513 |
| Certificated Salaries | $1,400,131 | $1,363,903 | ($36,228) | $2,967,387 | 47.2% | $1,567,256 |
| Total Personnel Expenses | $2,242,654 | $2,187,661 | ($54,992) | $4,700,863 | 47.7% | $2,458,209 |
| Capital Outlay | - | $45,000 | $45,000 | $90,000 | 0.0% | $90,000 |
| Services | $548,630 | $802,676 | $254,046 | $1,605,352 | 34.2% | $1,056,722 |
| Books and Supplies | $160,181 | $182,000 | $21,819 | $351,000 | 45.6% | $190,819 |
| Total Operational Expenses | $708,811 | $1,029,676 | $320,865 | $2,046,351 | 34.6% | $1,337,540 |
| Total Expenses | $2,951,465 | $3,217,337 | $265,873 | $6,747,214 | 43.7% | $3,795,750 |
| Net Income | ($241,439) | ($446,396) | $204,956 | $3,894 | -6,200.3% | $245,333 |

Revenue
**$2,710,025**

Expenses
**$2,951,465**

Surplus / (Deficit)
**($241,439)**

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

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# Balance Sheet Summary FY 2025-2026 - December

| Assets | |
|---|---|
| **Current Assets** | |
| Accounts Receivable | $5,271 |
| Cash and Cash Equivalents | $4,969,513 |
| **Total Current Assets** | **$4,974,784** |
| **Fixed Assets** | |
| Accumulated Depreciation | ($207,639) |
| Fixed Assets | $399,181 |
| **Total Fixed Assets** | **$191,541** |
| **Total Assets** | **$5,166,325** |

| Liabilities and Net Assets | |
|---|---|
| **Short-term Liabilities** | |
| Accounts Payable | $11,901 |
| Accrued Liabilities | $141,906 |
| Other Short Term Liability | $882,075 |
| **Total Short-term Liabilities** | **$1,035,881** |
| **Long-term Liabilities** | |
| Other Liabilities | $67,411 |
| **Total Long-term Liabilities** | **$67,411** |
| **Total Liabilities** | **$1,103,292** |
| Total Unrestricted Net Assets | $4,304,473 |
| Total Net Increase/(Decrease) in Net Assets | ($241,439) |
| **Total Net Assets** | **$4,063,033** |
| **Total Liabilities and Net Assets** | **$5,166,325** |

Liquidity Ratio

**4.8**

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

CSMC

# CSMC Charter School Support Team

Kristin Nowak
**Executive VP of Strategic Management**
knowak@csmci.com

Aaron Guibord
**Executive VP of Operations**
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Josh Eng
**VP of School Business Management**
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Peter Balfour
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Jane Folnsbee
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CSMC

# CSMC

# HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

info@csmci.com
**Office:** 888.994.CSMC
43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

**POWERED BY:**

CV

Charter Vision

www.csmci.com

Report created on 2/5/2026 10:29:25 AM for Innovations Academy

Todo: Remove slide or add more information

CSMC

# Innovations Academy
## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

![Innovations Academy - An Inquiry Based K-8 Public Charter School]

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

| | |
|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>- For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

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

At Innovations Academy, children learn in an environment that respects the intellectual, emotional, and social intelligence of human children. We use a multidimensional curriculum to support the innate human desire to learn. Our goal is to align implementation with the natural curiosity that children bring to the world and desire children have to learn through active

## 2025-26 School Description and Mission Statement

exploration. We do this through the practice of interactive, hands-on learning as much as possible.

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

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 33 |
| Grade 1 | 53 |
| Grade 2 | 54 |
| Grade 3 | 57 |
| Grade 4 | 55 |
| Grade 5 | 57 |
| Grade 6 | 58 |
| Grade 7 | 36 |
| Grade 8 | 33 |
| Total Enrollment | 436 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 50 |
| Male | 50 |
| American Indian or Alaska Native | 0.5 |
| Asian | 5.5 |
| Black or African American | 2.3 |
| Filipino | 1.1 |
| Hispanic or Latino | 28.7 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 13.8 |
| White | 45.2 |
| English Learners | 2.8 |
| Foster Youth | 0.2 |
| Socioeconomically Disadvantaged | 42 |
| Students with Disabilities | 23.2 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17 | 77.27 | 5336.6 | 88.47 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 4.55 | 66.9 | 1.11 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3 | 13.64 | 219.2 | 3.64 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 219.2 | 3.63 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 4.55 | 189.7 | 3.15 | 15831.9 | 5.67 |
| Total Teaching Positions | 22 | 100 | 6031.8 | 100 | 279044.8 | 100 |

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

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 7.8 | 85.48 | 5233.7 | 86.54 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 74.5 | 1.23 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.6 | 7.21 | 354.7 | 5.87 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 221 | 3.65 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0.6 | 7.21 | 163.6 | 2.71 | 14303.8 | 5.15 |
| Total Teaching Positions | 9.1 | 100 | 6047.7 | 100 | 277698 | 100 |

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

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.9 | 69.08 | 5239.1 | 86.81 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 2 | 7.28 | 91.1 | 1.51 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.4 | 12.66 | 293.4 | 4.86 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.9 | 7.24 | 201.9 | 3.35 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1 | 3.67 | 209.7 | 3.48 | 13705.8 | 4.91 |
| Total Teaching Positions | 27.4 | 100 | 6035.4 | 100 | 278927.1 | 100 |

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

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 1.6 |
| Misassignments | 3.00 | 0.6 | 1.7 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 3.00 | 0.6 | 3.4 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 1 |
| Local Assignment Options | 0.00 | 0 | 0.9 |
| Total Out-of-Field Teachers | 0.00 | 0 | 1.9 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 12.5 | 72.7 | 28.5 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.9 | 41.1 | 0 |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | August 2025 |
|---|---|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry-centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources (US Constitution, scientific papers and articles...), software, nonfiction and fiction literature and chromebooks. Programs we utilize include RazKids, Reading A-Z, Ufli, Jennifer Serravallo, Spellography, Touchstones/Touchpebbles, Reading Reconsidered and Reading Eggs. We have an annual Literacy Campaign which includes a "One Book, One School" program in which the school participates in reading together. | 0 |
| **Mathematics** | Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students in the area of Mathematics. Included among the standards aligned and research-based resources are adaptive textbooks, manipulatives, calculators and chromebooks. Programs we utilize include Beast Academy (1st-5th), Illustrative Math (6th-8th), Desmos, STMATH, Marcy Cook, Mountain Math, Youcubed, Math Solutions. | 0 |
| **Science** | Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources (scientific articles), software, microscopes, field study, guest experts, calculators and chromebooks. Programs we utilize include Mystery Science, KnowAtom, FOSS kits. Teachers also generate interdisciplinary real world based projects for science learning that they facilitate with students. Included in these projects is interaction with professionals and professional and nonprofit organizations as well as a variety of field learning experiences. | 0 |

| | | |
|---|---|---|
| **History-Social Science** | Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, maps, globes and chromebooks. Programs we utilize include History Alive!, PBS Media, Brainpop and ThinkLaw. Teachers also generate interdisciplinary real world based projects for history, geography, civics and other social studies learning. | 0 |
| **Foreign Language** | Innovations Academy uses an ample variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning and to differentiate instruction for individual students under the instruction of a full-time credentialed Spanish teacher for our middle school students. Science is learned through interaction, song, conversation and movement. Included among the standards aligned and research-based resources/tools are primary resources, software, art materials, chromebooks. We also utilize DuoLingo to supplement as needed. | 0 |
| **Health** | Our human sexuality curriculum draws from a variety of resources for middle school with a mandatory class taught to all 7th graders. In the 204-25 school year our 5th grade students received instruction on changes during puberty. Other health is taught by teachers via projects and lessons from a variety of resources that enable classes to experience a hands-on, interactive, inquiry centered approach.<br><br>Physical education is taught by our coach who utilizes a skills based approach teaching a variety of sports (the skills, rules and sportsmanship) in our gym. | 0 |
| **Visual and Performing Arts** | Visual and Performing Arts are incorporated into instruction. Our students have fine arts, ceramics and performing arts instructors who work with all grade levels utilizing primary materials. | 0 |
| **Science Laboratory Equipment (grades 9-12)** | | 0 |

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

## School Facility Conditions and Planned Improvements

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

| Year and month of the most recent FIT report | 1/14/25 |
|---|---|

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

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| **Electrical** | X | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | |
| **Structural:** Structural Damage, Roofs | X | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 61 | 63 | 52 | 54 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 45 | 48 | 41 | 42 | 35 | 37 |

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 301 | 300 | 99.67 | 0.33 | 63.33 |
| Female | 151 | 151 | 100.00 | 0.00 | 69.54 |
| Male | 150 | 149 | 99.33 | 0.67 | 57.05 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 13 | 13 | 100.00 | 0.00 | 69.23 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 88 | 88 | 100.00 | 0.00 | 60.23 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 57 | 57 | 100.00 | 0.00 | 64.91 |

| | 128 | 127 | 99.22 | 0.78 | 63.78 |
|---|---|---|---|---|---|
| **White** | 128 | 127 | 99.22 | 0.78 | 63.78 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 30 | 30 | 100.00 | 0.00 | 43.33 |
| **Socioeconomically Disadvantaged** | 82 | 82 | 100.00 | 0.00 | 54.88 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 80 | 80 | 100.00 | 0.00 | 51.25 |

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| **All Students** | 301 | 299 | 99.34 | 0.66 | 47.83 |
| **Female** | 151 | 151 | 100.00 | 0.00 | 48.34 |
| **Male** | 150 | 148 | 98.67 | 1.33 | 47.30 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 13 | 13 | 100.00 | 0.00 | 61.54 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 88 | 87 | 98.86 | 1.14 | 45.98 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 57 | 57 | 100.00 | 0.00 | 43.86 |
| **White** | 128 | 127 | 99.22 | 0.78 | 48.03 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 30 | 30 | 100.00 | 0.00 | 40.00 |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 82 | 82 | 100.00 | 0.00 | 35.37 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 80 | 79 | 98.75 | 1.25 | 43.04 |

## CAASPP Test Results in Science for All Students

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

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 52.38 | 58.24 | 38.48 | 39.81 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 91 | 91 | 100.00 | 0.00 | 58.24 |
| Female | 40 | 40 | 100.00 | 0.00 | 70.00 |
| Male | 51 | 51 | 100.00 | 0.00 | 49.02 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 18 | 18 | 100.00 | 0.00 | 50.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 55.00 |
| White | 41 | 41 | 100.00 | 0.00 | 60.98 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 0.00 | 30.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 40.00 |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

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

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

## C. Engagement

### State Priority: Parental Involvement

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

## 2025-26 Opportunities for Parental Involvement

At Innovations Academy, parents have many opportunities to be involved effectively. In effect, the sky is the limit. Some parents volunteer days on end in the school building, while others chaperone occasionally, The most important thing a parent can do is to be with their child outside of school hours, supporting them educationally, teaching core values, spending quantity time together. But if a parent has extra time, we value parental involvement. We invite parents to attend student-led conferences, presentations of learning, portfolio reviews, and exhibitions of student work. We welcome classroom volunteers, parent drivers and field trip chaperones.  We have a very active parent group, called the Parent Connection, that sponsors several social activities each year and supports internal school activities as well. They meet on Zoom and in person. There are also opportunities to participate in school site meetings and LCAP development. Parents involve themselves in a variety of other ways such as volunteering in the classroom, speaking to classes about their profession, sending in materials for our enrichment program, donating their time at a fundraiser or school event. For information about volunteering at school, parents can come to the front office or contact info@innovationsacademy.org.

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

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 479 | 468 | 55 | 11.8 |
| **Female** | 242 | 235 | 26 | 11.1 |
| **Male** | 237 | 233 | 29 | 12.4 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 25 | 24 | 3 | 12.5 |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 132 | 131 | 30 | 22.9 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 71 | 70 | 6 | 8.6 |
| **White** | 221 | 215 | 15 | 7.0 |
| **English Learners** | 14 | 14 | 2 | 14.3 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 210 | 205 | 32 | 15.6 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 127 | 125 | 26 | 20.8 |

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

| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): |

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

## Suspensions and Expulsions

This table displays suspensions data.

| | | | | | Suspensions | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.21 | 0 | 2.7 | 2.64 | 2.09 | 3.6 | 3.28 | 2.94 |

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

This table displays expulsions data.

| | | | | | Expulsions | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.05 | 0.03 | 0.02 | 0.08 | 0.07 | 0.06 |

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

## 2024-25 Suspensions and Expulsions by Student Group

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

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

## 2025-26 School Safety Plan

The safety plan at Innovations Academy is drafted annually by school administration in accordance with district and county education recommendations and contains an evacuation plan, lock down, fire and earthquake drills. The drills take place monthly and are reviewed regularly with staff. A comprehensive school safety plan is located in the front office for parent review. The safety plan was last reviewed and approved by the IA Board on November 13, 2025.

The key take away is that Innovations Academy is a safe academic learning environment because we authentically and intentionally interact with students. We keep our facility in great condition and we are attentive to the happenings across the campus throughout the day. As a small school, we are aware of and care for our small community. Adult supervision is provided in the classrooms and outside areas before and after school, and during lunch and recess. Under the supervision of the director, school staff members implement specific school-building security procedures. All students are supervised by staff members or volunteers with background checks.

## D. Other SARC Information

## Information Required in the SARC

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

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

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 9 | 5 | 0 | 0 |
| 1 | 11 | 3 | 2 | 0 |
| 2 | 11 | 3 | 2 | 0 |
| 3 | 19 | 1 | 2 | 0 |
| 4 | 19 | 1 | 2 | 0 |
| 5 | 15 | 1 | 2 | 0 |
| 6 | 17 | 1 | 2 | 0 |
| Other | 0 | 0 | 0 | 0 |

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

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 13 | 15 | 0 | 0 |
| 1 | 17 | 8 | 1 | 0 |
| 2 | 17 | 3 | 8 | 0 |
| 3 | 18 | 8 | 1 | 0 |
| 4 | 22 | 1 | 8 | 0 |
| 5 | 19 | 2 | 6 | 0 |
| 6 | 14 | 3 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 7 | 5 | | |
| 1 | 10 | 3 | 2 | |
| 2 | 9 | 5 | 1 | |
| 3 | 14 | 2 | 2 | |
| 4 | 18 | 1 | 2 | |
| 5 | 18 | 2 | 4 | |
| 6 | 23 | 1 | 8 | |

## 2024-25 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2024-25 Student Support Services Staff

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

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | 11,906 | 2817 | 9090 | 61,237 |
| District | N/A | N/A | 5671.0 | 104,898 |
| Percent Difference - School Site and District | N/A | N/A | 46.3 | -52.6 |
| State | N/A | N/A | 11,146 | 100,333 |
| Percent Difference - School Site and State | N/A | N/A | -20.3 | -48.4 |

## Fiscal Year 2024-25 Types of Services Funded

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

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

IA supports students by providing access to learning that takes into account a variety of student interests. Our students

## Fiscal Year 2024-25 Types of Services Funded

participate in projects and inquiries that integrate subjects in meaningful explorations. They speak regularly with guest experts who professionally work in the subject areas our students are studying. They engage in service learning, often working with non-profit organizations as part of their studies. We also currently offer the following enrichment classes: 2-D art, 3-D art, nature studies, engineering (STEM), performing arts and foreign language.

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $58,609 | $60,863 |
| **Mid-Range Teacher Salary** | $89,057 | $93,575 |
| **Highest Teacher Salary** | $124,050 | $125,548 |
| **Average Principal Salary (Elementary)** | $167,903 | $157,645 |
| **Average Principal Salary (Middle)** | $173,464 | $165,341 |
| **Average Principal Salary (High)** | $190,021 | $182,580 |
| **Superintendent Salary** | $433,125 | $357,064 |
| **Percent of Budget for Teacher Salaries** | 33.05% | 30.36% |
| **Percent of Budget for Administrative Salaries** | 4.91% | 4.88% |

## Professional Development

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

An administrator observes teachers throughout the week, providing necessary constructive feedback for instructional alignment and improvement. Our teachers are supported in their professional growth and reflection in their practice. Teachers are provided time to observe each other and collaborate and plan regularly during the school day. Our professional development focus areas include math, ELA, project development, field trip support, test-taking success strategies, and interactive learning.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 39 | 42 | 40 |

# Comprehensive School Safety Plan

## 2025-26
## School Year

| | |
|---|---|
| **School:** | Innovations Academy |
| **CDS Code:** | 37683380118083 |
| **District:** | Innovations Academy |
| **Address:** | 5454 Ruffin Rd.<br>San Diego, CA 92123 |
| **Date of Adoption:** | 11/13/2025 |
| **Date of Update:** | 11/13/2025 |
| **Date of Review:** | |
|   **- with Staff** | 01/31/2025 |
|   **- with Law Enforcement** | NA |
|   **- with Fire Authority** | NA |

**Approved by:**

| Name | Title | Signature | Date |
|---|---|---|---|
| Christine Kuglen | Director | | |
| Emily Luscomb | Assistant Director | | |

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# California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose**: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:
- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

## How to write your School Safety Plan
The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components)**: Your CSSP must include, but is not limited to, the following components:
- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

## Recommended Components and Best Practices:
- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

## Safety Plan Completion Timeline
Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.
1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

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

## Safety Plan Vision

Innovations Academy is committed to ensuring that all students enrolled in our school, and all employees, attend a school campus that is safe and secure. In addition, it is our goal for safety to extend to school sponsored trips and activities and on the school bus. Innovations Academy believes that a beginning step towards a safer school is the development of a comprehensive plan for school

safety. Innovations Academy intends that parents, students, teachers, administrators, counselors, classified personnel and communities agencies develop a safe school plan. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the board for approval.

# Components of the Comprehensive School Safety Plan (EC 32281)

**Innovations Academy Safety Committee**

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

**Assessment of School Safety**

Innovations Academy has worked tirelessly to support and monitor all students and to ensure that all students, staff, and community stakeholders are safe when on campus. Through the use of Positive Discipline interventions and supports, we instruct students on what expected behaviors should look and feel like and process for managing mistakes made by self and others. We emphasize logical consequences with no rewards and no punishments. We utilize Positive Discipline practices to support students in recognizing and managing their own emotions and the build healthy empathy for others.
Our safety plan is designed to address a variety of needs, both behavioral and social-emotional in a healthy, positive way.

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

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

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

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

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

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

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

Rights to Confidentiality and Immunity
Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential.

Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

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

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

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

**Disaster Plan**

Policy Regarding Drills: Our lockdown drills will be trauma informed and follow age appropriate measures:

* Innovations Academy (IA) shall not conduct a high-intensity drill: for purposes of this clause, "high-intensity drill" means a drill that includes simulations that mimic an actual school shooter or other armed assailant incident, including, but not limited to, theatrical makeup or other materials to give an image of blood or gunshot wounds, acting by an individual posing to be the assailant, acting by individuals posing as victims, or simulations that instruct pupils to actively resist an assailant by throwing objects, attacking, or swarming the assailant.
* IA staff shall not include the use of real weapons, gunfire blanks, or explosions in the conducting of the drill.
* The school shall ensure a trauma-informed approach to the design and execution of any drill, which shall include all of the following:
* Age-appropriate and developmentally appropriate drill content and terminology developed with the involvement of school personnel, including school-based mental health professionals.
* Notice to all parents and guardians of pupils, teachers, administrators, and school personnel subject to the drills in advance of the drill and of the drill's expected length of time.
* The ability for parents or guardians to opt their child or children out of the drills.
* An announcement to pupils and educators immediately before the start of the drills and an announcement to pupils and educators immediately after the drills have concluded.
* A notice to all parents and guardians after the drill has concluded.
* The provision of contact information for community-based resources, including local organizations with objectives to reduce gun violence or provide mental health counseling, to parents or guardians, pupils, and staff who are negatively impacted by the drills, and, where available, prioritizing school-based resources

Public Agency Use of School Buildings for Emergency Shelters
During an emergency, if Innovations Academy is selected as an emergency shelter, all staff and parents/caregivers/guardians will be notified and informed as to procedures.

Innovations Academy holds monthly drills that include fire drills, earthquake drills and lock down drills. These drills include evacuation when appropriate. All drills are age appropriate for our students.

Disaster Service Workers
Section 3100 of the California Government Code states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term public employees includes all personnel employed by State of California agencies, California county and city agencies, and public districts. Innovations Academy employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:
A local emergency has been proclaimed.
A State of Emergency has been proclaimed.
A Federal disaster declaration has been made.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Procedures (confidential).

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

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

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

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

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

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

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

**Adaptations for Students with Disabilities**

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

**Public Agency Use of School Buildings for Emergency Shelters**

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

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Suspension/Expulsion Procedures

At Innovations Academy we pride ourselves in our character development program that includes children in the conflict resolution process. Most incidents at school will be handled inside the classroom through peer to peer conflict resolution, teacher to student discussion and problem solving or through the class council conflict resolution procedure. However, when a situation reaches the level of needing intervention from the Director, an evaluation is made as to if a suspension or expulsion is recommended. This section is designed to inform all parents of suspension/expulsion procedures and due process.
Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

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

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

1. Grounds for Suspension and Expulsion of Students

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

2. Enumerated Offenses

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

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

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

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

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

e. Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k. Knowingly received stolen school property or private property.

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

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

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

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

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

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

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

s. Committed sexual harassment.

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

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

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

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

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

a. Who May Suspend

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

b. Conference

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

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

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

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

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

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

4. Authority to Expel

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

Only the Director or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless

postponed for good cause, the hearing shall be held within thirty school days after the Director or designee determines that the Pupil has committed an expellable offense.

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

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

a. The date and place of the expulsion hearing;

b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

c. A copy of the School's disciplinary rules which relate to the alleged violation;

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

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

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

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

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

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

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

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

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

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

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

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

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the

law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

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

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

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

7. Record of Hearing

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

8. Presentation of Evidence

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

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

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

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

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

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

9. Written Notice to Expel

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

a. Notice of the specific offense committed by the student

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

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

a) The student's name

b) The specific expellable offense committed by the student

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

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

10. Disciplinary Records

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

11. No Right to Appeal

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

12. Expelled Pupils/Alternative Education

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

13. Rehabilitation Plans

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

14. Readmission

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

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

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

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Innovations Academy has incorporated this notification into the existing "Attendance Reporting Screen." On the daily attendance report, when a student is suspended, it will show an "*" next to the student's name. The teacher can access the suspension by reading the suspension report in the front office. This information is for the student's current teachers only. All information regarding suspension or expulsion is CONFIDENTIAL, and is not to be shared with any student(s) or parent(s).
Pursuant to Welfare and Institution Code 827(b) and Education Code 48267, the Court notifies the director of Innovations Academy regarding students who have engaged in certain criminal conduct. This information is forwarded to the director. The director is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

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

It is the objective of Innovations Academy to provide a working environment free from discrimination and conduct commonly referred to as sexual harassment.
The E.E.O.C. (Equal Employment Opportunity Commission) has provided a broad definition of sexual harassment. It is general in nature and may not always be clear when evaluating everyday situations.

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when
submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or
such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Sexual harassment refers to behavior inappropriate in the workplace because it is offensive, unwelcome behavior which would not occur but for the gender of the offended person. Both sexual harassment, and accusations of sexual harassment, are disrupting to the work environment.
If you or a co-worker experience what you believe to be sexual harassment or accusations of sexual harassment, report it promptly to the Director. Innovations Academy will investigate any employee, regardless of job position when such allegations are made. Based on available information, Innovations Academy will take appropriate action and communicate on a need-to-know basis. Appropriate disciplinary action, up to and including termination will be taken against any individual for sexual harassment charges determined to be valid.

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

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

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

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

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

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

Pick up begins for 1st-8th at 12:30 Mondays and 3:00 dismissal for a 30 minute duration (until 3:30 p.m. T-Fri). Parents have the responsibility and authority to decide how their child is picked up. If a parent chooses for their child to walk home or walk across the street or walk off campus, they must communicate this with their child and teacher. We encourage parents to come into the classroom at least one time per week to pick up their child(ren) if conditions allow. This fosters communication between parents/care- givers and teachers and allows parents to see student work.

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

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

Entrances and Exits

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

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

Posting signs that visitors sign in at the main office.

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

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

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

Parent Responsibilities

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

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

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

Following seatbelt laws at all times.

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

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

Visitors Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal**

Trainings completed in a timely fashion that include school climate training

**Component:**

Positive School Environment

**Element:**

Student Safety and Staff Education and Compliance

**Opportunity for Improvement:**

Staff training completed on time

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|---|---|
| Verify all trainings prior to the start of each school year. By the first day of school for the 26-27 school year, all training certificates will have been obtained by the records clerk and verified by administration. Training will include methods of Positive Discipline. | Create a spreadsheet with all staff names and all required training | List of required trainings. Spreadsheet accessible for multiple staff.. | Site Admin. | Checklist of all trainings complete by the start of the school year. |

**Goal**

Maintain safety and security of the building at all hours

**Component:**

| The Physical Environment (Facilities) |
| --- |

**Element:**

| Campus Safety |
| --- |

**Opportunity for Improvement:**

| Safety Measures |
| --- |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
| --- | --- | --- | --- | --- |
| Gates will be locked at the end of the day to protect campus security. | Create a training for ingress and egress of building during weekends and breaks. Include first one in and last one out information. | Chains and gate keys, alarm information | Facilities Manager | No reports of gates open or doors unlocked during the school year. |

**Goal**

| |
| --- |

**Component:**

| |
| --- |

**Element:**

| |
| --- |

**Opportunity for Improvement:**

| |
| --- |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
| --- | --- | --- | --- | --- |

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

**Innovations Academy Student Conduct Code**

- Positive Discipline Policy and Procedures

Positive Discipline is a program based on the work of Adler and Dreikurs. The program, by Jane Nelsen, is designed to teach young people to become responsible, respectful and resourceful members of their community. It teaches important life

skills in a manner that is deeply respectful and encouraging for both children and adults. Positive Discipline is the basis for IA's discipline plan.

We know that students do better socially and academically when they believe that they are an integral part of their community, when they feel that others care for them and when they feel their contributions are valued. IA staff invests a lot of time and planning to create such an atmosphere. We expect students to work with us to create the optimal learning environment.
School Discipline

Opportunities to learn come from making mistakes. By addressing mistakes we can move towards the path of resolution. We use positive discipline to help children become competent conflict resolvers.

As relationships with students are important to us, we work hard to make consequences for misbehavior respectful and constructive rather than punitive. This supports us in being decisive and action oriented in discipline measures.

For more information about why Innovations Academy discipline policy works, consider reading one of the following resources:

Positive Discipline by Jane Nelsen
Solving Thorny Behavior Problems by Caltha Crowe

Student Expectations
In order for the classroom and campus to be a safe and engaging learning environment, students are expected to:

Be willing to actively engage in academic learning activities. This includes trying things when they are difficult and following directions atall times.

Actively participate in conflict resolution, seeking to understand
another's point of view and ultimately resolve the issue, which mayinclude an action apology/make up action, creating an acceptable plan and consistently taking action that will achieve the goal of resolution.

Create an acceptable plan to resolve problems at school. All students involved in conflict must create an acceptable plan to resolve the issue and demonstrate consistent action, which will achieve resolution.

If a student is not willing to engage in any of the above, they will be removed from class and possibly sent home and a parent meeting will be scheduled to discuss.
Incidences Compromising Safety and a Productive Learning Environment
When student behavior compromises learning or negatively impacts the community in any way, the following actions may be utilized:

Taking a break in the classroom, taking a break outside of the classroom,

generating a written plan for behavior change, visiting the Solution Center to generate a plan, completing work outside of the classroom, working independently in an alternative classroom, making a contribution in a lower grade classroom, parent notification, creating a home-to-school checklist for desired behavior changes, a day of reflection, suspension and or expulsion.

When it is ascertained by staff that the student's behavior is of a significant nature or is an ongoing disruption, the student and/or parents may be asked to participate in individual or family counseling with the IASC (Innovations Academy Solution Center) counselor to address the behavioral challenges.
Parents are contacted when a child commits an enumerated offense per IA's Suspension & Expulsion Policy or engages in repeated minor infractions. Any incidence compromising safety, or a productive learning environment, is evaluated for a parent meeting, or suspension with a possible recommendation for expulsion. The governing board handles the expulsion process. For more on this process, see the Suspension/Expulsion Policy.

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

**Conduct Code Procedures**

see 2025-26 and 2026-27 Family Handbook for information about Positive Discipline implementation at Innovations Academy.

**(K) Hate Crime Reporting Procedures and Policies**

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

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

## (J) Procedures to Prepare for Active Shooters

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

## Procedures for Preventing Acts of Bullying and Cyber-bullying

Prohibited Bullying

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

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

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

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

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

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

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

Bullying/Cyberbullying Prevention Procedures

IA advises students:

No cell phones are allowed on campus. While off campus, we advise that students under the age of 14 have no access to smart phones and have only limited and monitored access to computers and parent devices.

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

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

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

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

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

Education

IA   employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. IA   advises students that hateful and/or demeaning behavior is inappropriate and

unacceptable in our society and at IA   and encourages students to practice compassion and respect each other.

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

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

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

Professional Development

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

IA   informs certificated employees about the common signs that a student is a target of bullying including:
Physical cuts or injuries
Lost or broken personal items
Fear of going to school/practice/games
Loss of interest in school, activities, or friends
Trouble sleeping or eating
Anxious/sick/nervous behavior or distracted appearance
Self-destructiveness or displays of odd behavior
Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by IA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:
Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
Students with physical or learning disabilities.

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

**Opioid Prevention and Life-Saving Response Procedures**

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

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

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

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

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

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

Emergency department visits related to non-fatal opioid overdoses in California's youth ages 10 to 19 have increased 226 percent from 2018 (379 total) to 2021 (1,237 total).
Opioid-related overdose deaths in California's youth ages 10 to 19 increased from 2018 (54 total) to 2021 (245 total), marking a 353 percent increase during two years, largely driven by fentanyl.
Fentanyl-related overdose deaths in California's youth ages 10 to 19 increased from 2018 (36 total) to 2021 (239 total), a 563 percent increase.
Officials say that young people find pills especially appealing, because they are cheap, more socially acceptable than meth or heroin, and do not have a tell-tale smell like alcohol or marijuana.
How can you help?

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

Watch for changes in their behavior including:

Irregular eating or sleeping patterns
Low energy
General signs of depression or anxiety
Unusual irritability
Slipping grades
Lack of interest in activities the individual once loved
Drastic clothing style changes
If you notice a change, ask about it. Trust your instincts.

Pills from friends and pills purchased online or from social media are not safe. If a pill comes from anyone other than a doctor or pharmacist, do not take it. It could be a fake pill.
Fake pills are not controlled. Each pill can have a different amount of drug. Every fake pill is a risk.

Pills prescribed by a doctor (for an individual) should ONLY be used by that person and be used EXACTLY as instructed. Do not take pills that are prescribed for someone else or that you receive from friends or other sources.
Everybody is different. A pill that is safe for one person can be harmful for someone else.

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

Fake pills can look just like real pills. A fake fentanyl-laced pill can be any color. These fake pills are often blue, greenish, or pale-colored. More recently, law enforcement officers have seized fentanyl pressed into multi-colored pills that look like candy.
Some fake pills have marks that look like real pills. Some are marked "M30," "K9," "215," or "V48." Fake pills may have other markings or no markings.

Schools and families want to help. It's ok to ask for help.
Students who tell us they are using drugs, or ask for help, will not be punished.

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

Fentanyl Awareness Webinar

San Diego County Prescription Drug Abuse Task Force website
San Diego County Office of Education website
Community & Parent Toolkits: Education & Awareness
National Harm Reduction Center: Recognizing Opioid Overdose
Up2SD.org
California Department of Public health: Naloxone FAQ
Expect Fentanyl (sccgov.org)
Fentanyl Takes Friends (sccgov.org)
Song for Charlie (Non-Profit Charity)
One Pill Can Kill (dea.gov)
The Real Deal on Fentanyl – Get the Facts (Ad Council)
Parents (dropthefbomb.com) (Ad Council)
They Didn't Ask for Fentanyl by Carlmont High School journalism students
California Overdose Surveillance Dashboard
Fentanyl (cdph.ca.gov)
Naloxone Distribution's Project FAQs page
24-hour National Suicide Prevention Line: Call or Text to 988
24/7 Crisis Text Line: Text "HOME" to 741741

**Response Procedures for Dangerous, Violent, or Unlawful Activities**

Innovations Academy is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on the school bus serving the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities.  These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity.  Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow school procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Innovations Academy adheres to the following Law Enforcement Notification Matrix in

CALL 911

-Bomb threat/Suspicious package

-Firearm on campus

-Explosive on campus

-Fire

-Immediate risk of harm to student(s) and/or staff'

-Intruder on campus

-Medical emergency

-Possible abduction

CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)

-Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902)
Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement

-Report of sexual assault or battery (Grades 4-12)  (EC 48902)
Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse

-Homicidal threat (Grades 6-12) (EC 49390)
Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity

Notification to Law Enforcement        (911 if immediate danger - Dispatch if non-emergency)

-Physical attack, assault or threat toward employee (EC 44014)

-Possession of controlled substance (EC 48902)

-Possession of other dangerous weapon (EC48902)
dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

**Instructional Continuity Plan**

**Introduction and Purpose of the Instructional Continuity Plan (ICP)**

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

This Instructional Continuity Plan (ICP) was last revised on 2/10/2026 and adopted by Innovations Academy on 11/13/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

**Engagement with Pupils and Families**

*Protocol for Engagement*

Protocol for engagement with pupils and their families.

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

*Methods of Two-Way Communication*

Methods for two-way engagement.

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

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

*Plans for Unforeseen Events*

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

During unforeseen power outages, Innovations Academy will continue instruction without lights and notify parents of plans via ParentSquare as changes occur.

*Support for Unique Needs*

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

All staff directly responsible for students during school hours will identify students who need extra support and notify counseling staff and administrative staff immediately.

**Access to Instruction**

*Timeline for Access to Instruction*

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

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

## Conditions for Resuming Access to In-Person Instruction

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

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

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

## Remote Instruction

Plans for remote instruction.

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

## Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

## Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

## Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

**Instructional Continuity**

*Communication Protocols*

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

Innovations Academy will maintain consistent parent communication via ParentSquare as changes occur.

*Technological Readiness*

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

Innovations Academy has a 1 device per student inventory which will be used if attendance at school is impacted by an emergency.

*Instruction and Assessment*

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

Innovations will prioritize essential learning, sharing learning objectives and progress with parents and make appropriate plans for additional support when possible.

**Access (Equity, Accessibility, and Inclusion)**

*Equity, Accessibility, and Inclusion*

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

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

### Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

All IEP goals will continue to be addressed and IEP documents maintained.

### English Leaners (EL)

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

EL students continue to be supported in alignment with the California English Learner Roadmap Policy using similar methods for other instructional delivery designated appropriate given the situation being faced.

### Professional Learning

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

Professional learning opportunities and resources will be provided to support staff to pivot to remote instruction and assessment arises.

### Well-Being and Support Services

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

Innovations Academy will provide access to physical and mental health professionals, in alignment with regular school practices, including to those who speak languages other than English

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

Innovations Academy will make every effort to provide network access to those who need it. We will also secure, when possible, support resources for our families.

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

Innovations Academy plans to provide access to physical and mental health professionals, including those who speak languages other than English, as needed per our population.

### Site-Based Collaboration

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

Administrators, faculty (teachers and other staff), information technology staff, students, and parents will collaborate in the development and implementation of this ICP

### Return to Site-Based Learning

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

A return to site based learning will take place as soon as is possible following any disruption once the facility has been deemed safe.

**Integration with Comprehensive School Safety Plan (CSSP)**

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

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

**Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

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

Annually as part of the CSSP development

**Procedures for Immigration Enforcement Notification**

**Confirmation Protocol**

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The Director or Assistant Director will confirm the presence of immigration enforcement on site. This will trigger the notification requirement.

**Required Notification Recipients**

The procedures must ensure notification is issued to the following groups:
• Parents and guardians of pupils
• Teachers
• Administrators
• School personnel

All parents, guardians, teachers, administrators and school staff will be notified.

**Notification Timing**

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Required recipients will be notified in an expedient manner. Realtime notification will be provided when there is a direct threat to safety of the school, school-sponsored activity, school bus or disruptions at any of these locations.

**Safety and Well-being Standard**

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

**Privacy Constraint**

The notification shall not include any personally identifiable information.

Notification to recipients will not include any personally identifiable information. The notice will include the date and time the immigration enforcement was confirmed and the location of activity on our campus.

**Notification Methods**

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

ParentSquare, our intercom system and/or staff group chats may be utilized.

**Resource Provision (Optional but Encouraged)**

The notification may include a hyperlink to additional resources for families regarding:
• Educational rights
• State laws that protect parents' and students' privacy and confidentiality
• Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

**Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This evaluation will take place upon update and review of the CSSP.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

As will all policies, plans for safety related incidences are available in our front office upon request.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

**Procedures Regarding Pupil Smartphone Use During Emergencies**

Innovations Academy reserves the right to maintain authority over the management of smartphones during an emergency or perceived threat of danger. Administration will determine when smartphones are returned to students.

**Mandatory Policy Adoption and Review Requirements**

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Innovations Academy has had a policy prohibiting the carrying of smartphones on campus for 10 years. This policy was last approved in December 2025 at a regularly scheduled board meeting.

**Non-Prohibitable Circumstances for Pupil Smartphone Use**

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

## Safety Plan Review, Evaluation and Amendment Procedures

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

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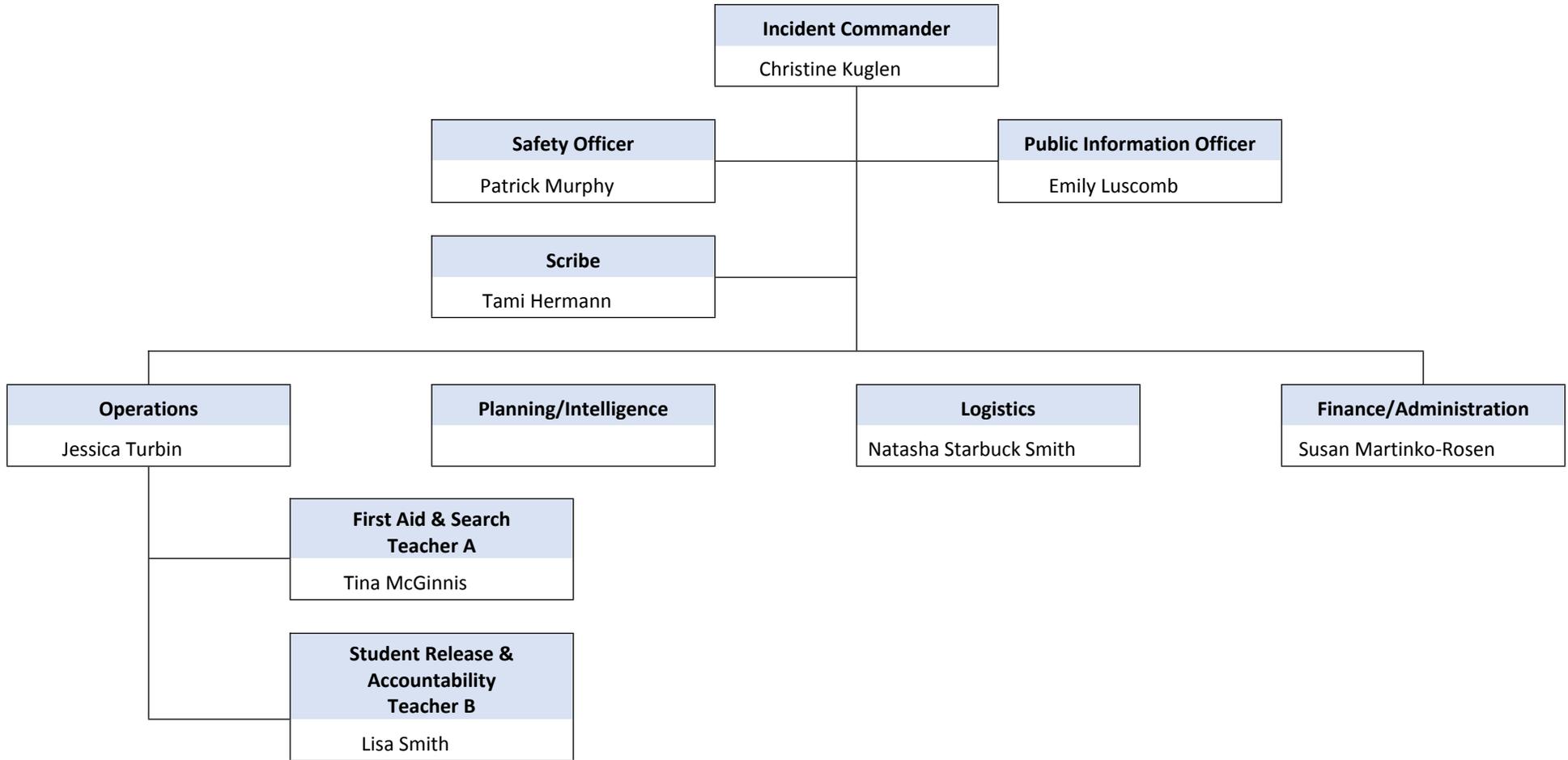
**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

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

**Safety Plan Review, Evaluation and Amendment Procedures**

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|---|---|---|
| Communication of Plan | February 2026 | |
| Last Law Enforcement Review | October 2024 | |
| Last Fire Review | October 2024 | |
| School Board Review and Approval | February 2026 | |

**Innovations Academy Incident Command System**

| Incident Commander |
|---|
| Christine Kuglen |

| Safety Officer |
|---|
| Patrick Murphy |

| Public Information Officer |
|---|
| Emily Luscomb |

| Scribe |
|---|
| Tami Hermann |

| Operations |
|---|
| Jessica Turbin |

| Planning/Intelligence |
|---|

| Logistics |
|---|
| Natasha Starbuck Smith |

| Finance/Administration |
|---|
| Susan Martinko-Rosen |

| First Aid & Search<br>Teacher A |
|---|
| Tina McGinnis |

| Student Release &<br>Accountability<br>Teacher B |
|---|
| Lisa Smith |

**Incident Command Team Responsibilities**

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

Innovations Academy

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

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

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

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

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

**Emergency Response Guidelines**

**Step One: Identify the Type of Emergency**

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

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

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

**Step Two: Identify the Level of Emergency**

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

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

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

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

**Step Three: Determine the Immediate Response Action**

The possible immediate response actions to be taken during emergency situations are:
Duck and Cover -- to protect students and staff from flying or falling debris.
Shelter in Place -- to place and/or keep students and staff indoors for a greater level of protections.
Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.
Evacuation-- when determination is made that it is unsafe to remain in a building.
Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.
All Clear-- to notify students and staff that normal school operations may resume.

**Step Four: Communicate the Appropriate Response Action**

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

**Types of Emergencies & Specific Procedures**

**Aircraft Crash**

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, "Shelter-in-Place" is a common method of protecting students from exposure. While similar to a "Lockdown," the critical difference between the responses is the shutdown of the air handling systems in a "Shelter-in-Place" response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:
- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place :
- Explosion
- Hazardous Materials Incident
- Animal Disturbance
- Aircraft Crash

Shelter-In-Place Procedures
- Notify staff and students via:
o An announcement over the PA:
"Your attention please, your attention please. Due to the _____ students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.
OR
o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so:
"This school is sheltering-in-place. Do not attempt to enter any office or building"

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

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

- Outdoors:
o Move inside the nearest building
o Shut doors and all windows, pull draperies or close blinds

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

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

**Animal Disturbance**

Shelter-In-Place
"Shelter- in-Place" is a common method of protecting students from exposure to an unsafe incident involving an unknown or dangerous animal.
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

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

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

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

In the gymnasium or theater:
- Move students and staff to smaller, more contained area
- Shut doors when possible
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows

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

**Armed Assault on Campus**

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

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

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

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

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

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

Respond Immediately

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

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

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

Run

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

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

Hide

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

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

possible escape if the shooter enters the room);

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

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

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

Fight

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

LOCKDOWN & SHELTER IN PLACE PROCEDURES

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

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

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

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

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

STEP 6 - EVACUATE
Go To your designated safety area

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

**Biological or Chemical Release**

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, "Shelter-in-Place" is a common method of protecting students from exposure. While similar to a "Lockdown," the critical difference between the responses is the shutdown of the air handling systems in a "Shelter-in-Place" response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:
- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place :
- Radiological Incident
- Hazardous Materials Incident

Shelter-In-Place Procedures
- Notify Administration
- Notify staff and students via:
o An announcement over the PA:
"Your attention please, your attention please. Due to the students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions."
OR
o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasium, auditorium and all other on-campus programs and offices are also notified.
- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (ParentSquare) or room parent phone tree, if one is in place. Request that parents DO NOT come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so: "This school is sheltering-in-place. Do not attempt to enter any office or building"

**Bomb Threat/ Threat Of violence**

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.
Telephone
In the event that the school receives a bomb threat by telephone:
- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as "I'm sorry, I didn't understand you. What did you say?"
- Alert someone else by prearranged signal to call 9-1-1 and notify the telephone company to trace the call while the caller is on the line. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description
- Notify the site administrator immediately after completing the call.

Mail
In the event that the school receives a bomb threat by mail:
- Note the manner in which the threat was delivered, where it was found and who found it.

- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify director/principal or assistant/designee

Suspicious package
In the event that a suspicious package is found on campus:
- Caution students against picking up or touching any strange objects or packages
- Notify director/principal or assistant/designee

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

**Bus Disaster**

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

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

**Cardiac Arrest**

What is Cardiac Arrest?
Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It is caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia)/. With its pumping action disrupted, the heart can't pump blood to the brain, lungs and the other organs.
Anyone who witnesses a cardiac arrest on campus can perform CPR. For adults and adolescents, hands-only CPR is easy to learn. It requires two steps: 1) Call 911 and 2) Use both hands to push hard and fast on the center of the person's chest at a rate of 100-120

beats per minute. CPR will be continued until first responders arrive. An AED on our campus is available and even untrained persons on campus can follow the prompts and utilize the AED.

Signs of Cardiac Arrest: * the person collapses suddenly   * The person doesn't respond   *The person isn't breathing or is only gasping for air   * The person has no pulse

All of IA staff are trained in CPR. All staff have access to the AED.
Resources: 1-800-AHA-USA1 will provide more information on heart disease and heart attacks.

**Disorderly Conduct**

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

H Hear the person out. Let the frustrated customer tell their side of the story and vent their feelings.
E Empathize, acknowledge and respond to customer's feelings.
A Ask/answer questions. Ask the customer questions to get the information you need to help with their situation.
R Take responsibility for assisting in helping the customer to resolve the problem.

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

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

IMPLIED THREATS: This can include a threat of a return visit to "get even" or do harm.
This type of threat should be evaluated very carefully as to the emotions at the time of the treat or the cause of the threat. This type of threat could easily escalate into violence. Precautions should be taken to avoid a one-on-one confrontation after a threat is received from a potentially dangerous individual. Always notify the Director, Assistant Director or Office Manager.

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

REAL THREATS: You are physically confronted by a co-worker or client with intent and ability to do bodily harm.
You must stay very calm and try to calm the person down verbally. Agree with the person, even if you disagree. It is safer to agree than to force a confrontation.
Do not do anything to escalate the situation. Try to notify other staff of the situation and the potential danger, without being obvious.
If possible, dial 911; leave the line open if you cannot talk directly. In most cases, Emergency operators will be able to listen and trace the call's origin. Emphasize key words such as weapon, bomb, hostage and location to tip the police to your circumstances.
Ask questions that will direct the anger away from you. Do everything you can to direct the person's anger to someone or something that is in another location. You need to take as much time as you can to try to remove yourself from the threat or buy time to allow help to arrive.
The person you are dealing with may or may not be rational. Be very careful not to make any sudden moves or show excitement in your voice. Be patient and calm. Discussing the cause of the hostility may allow you to defuse the situation or provide you the opportunity to escape

**Earthquake**

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

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

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

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

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

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

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

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

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

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

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

SETTLING DOWN AFTER THE FIRST SHOCK:

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

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

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

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

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

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

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

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

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

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

Earthquake Emergency Procedure

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

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

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

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

**Explosion or Risk Of Explosion**

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

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

Notify the Director.

**Extreme Weather**

In case of extreme weather such as storms, rain and extreme heat, ingress and egress safety on school property will be assessed regularly. If accessibility to the property is unsafe at any time, the street gates will be closed and locked. All school staff will be notified via staff group text and families will be notified via ParentSquare. Once the area is clear, another notice will be sent out to all.

**Fire in Surrounding Area**

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

- Wildland/Urban Interface Fire

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

- On-site evacuation:

o Notify District Office
o Sound alarm
o Notify staff and students via:
An announcement over the PA: "Your attention please, your attention please. Due to the _____ students and staff should proceed immediately to the evacuation site"
OR
If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site
o When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors
o Prepare for student release.
o Activate Parent Alert System (phone tree, if one is in place or other method)

- Off-Site Evacuation

o Notify District Office
o Activate Transportation Team
o Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information
o Sound alarm
o Notify staff and students via:
An announcement over the PA:
"Your attention please, your attention please. Students and staff should proceed immediately to the off-site evacuation staging area"
OR
If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site
o While waiting at the staging area or as students board buses, classroom teachers are to take roll and determine if anyone is missing. Missing students should be immediately reported to the Incident Command Post. Add names of guests/visitors that were in your classroom.
o Prepare for student release.
o Activate Parent Alert System (phone tree, if one is in place or other method)
OR Shelter in place

SMOKEY CONDITIONS

- Close doors and windows
- shut off HVAC

**Fire on School Grounds**

Fire Drills

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

Fires

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

FIRE EVACUATION PROCEDURES

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

STEP 2 - EVACUATE BUILDING
1st - Line up to evacuate building
2nd - Evacuate building by designated map route
3rd - Line up in the location designated on map
4th - Take attendance and identify absent or unaccounted for students

STEP 3 RETURN TO CLASS
Receive notification to return to class and escort your students back to your classroom.

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


**Flooding**

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

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

- On-site evacuation:
o Sound alarm
o Notify staff and students via:
An announcement over the PA:

"Your attention please, your attention please. Due to the _____ students and staff should proceed immediately to the evacuation site"
OR If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
o Classroom teachers are to make sure that emergency red folders are brought to the evacuation site
o When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors
o Prepare for student release.
o Activate Parent Alert System (phone tree, if one is in place or other method)

**Loss or Failure Of Utilities**

Should the school or surrounding area lose power, teachers should have alternative plans ready that do not utilize technology in an emergency. If the power outage is not associated with a planned Public Safety Power Shutoff event, then the school will contact SDG&E to verify the reason and expected length of time for the power outage. If the outage issue is internal, then school personnel will work with the Facilities Manager to assess the issue and restore power.

**Motor Vehicle Crash**

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, "Shelter-in-Place" is a common method of protecting students from exposure. While similar to a "Lockdown," the critical difference between the responses is the shutdown of the air handling systems in a "Shelter-in-Place" response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:
* Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
* Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
* Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place:
* Explosion
* Hazardous Materials Incident
* Animal Disturbance
* Vehicle Crash

Shelter-In-Place Procedures
* Notify staff and students via: An announcement over the PA: "Your attention please, your attention please. Students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.
OR
* If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, gymnasiums, and all other on-campus programs and offices are also notified.
* Order facilities manager or custodian to shut down air circulation system
* Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
* Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.
* Post signs on exterior windows, if there is time and it is safe to do so: "This school is sheltering-in-place. Do not attempt to enter any office or building"

Shelter-In-Place Preparations:
In classrooms and offices:
* Post "Shelter-In-Place" sign on exterior door or window, if safe to do so

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

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

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

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

**Pandemic**

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

**Psychological Trauma**

Innovations Academy has a psychologist, school counselor and a staff trained in basic mental health first aid who provide mental health support for the students. The counselor will meet with students affected and take steps to inform appropriate personnel. The school will always provide follow-up care to impacted students.

**Suspected Contamination of Food or Water**

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

**Tactical Responses to Criminal Incidents**

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

Effective January 1, 2019, AB 1747 requires the inclusion of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions in the Comprehensive School Safety Plan.

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS
At Innovations Academy we adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime.

THREATS
In addition, If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat
o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or SRO if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.
OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and SRO
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan
OR
- Decide if the substantive threat is very serious and respond to the very serious substantive threat
o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and SRO
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan
AND
- Implement a safety plan

OTHER CRIMES
If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow procedures for discipline and will assist in any necessary prosecution procedures.

**Unlawful Demonstration or Walkout**

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

**Emergency Evacuation Map**
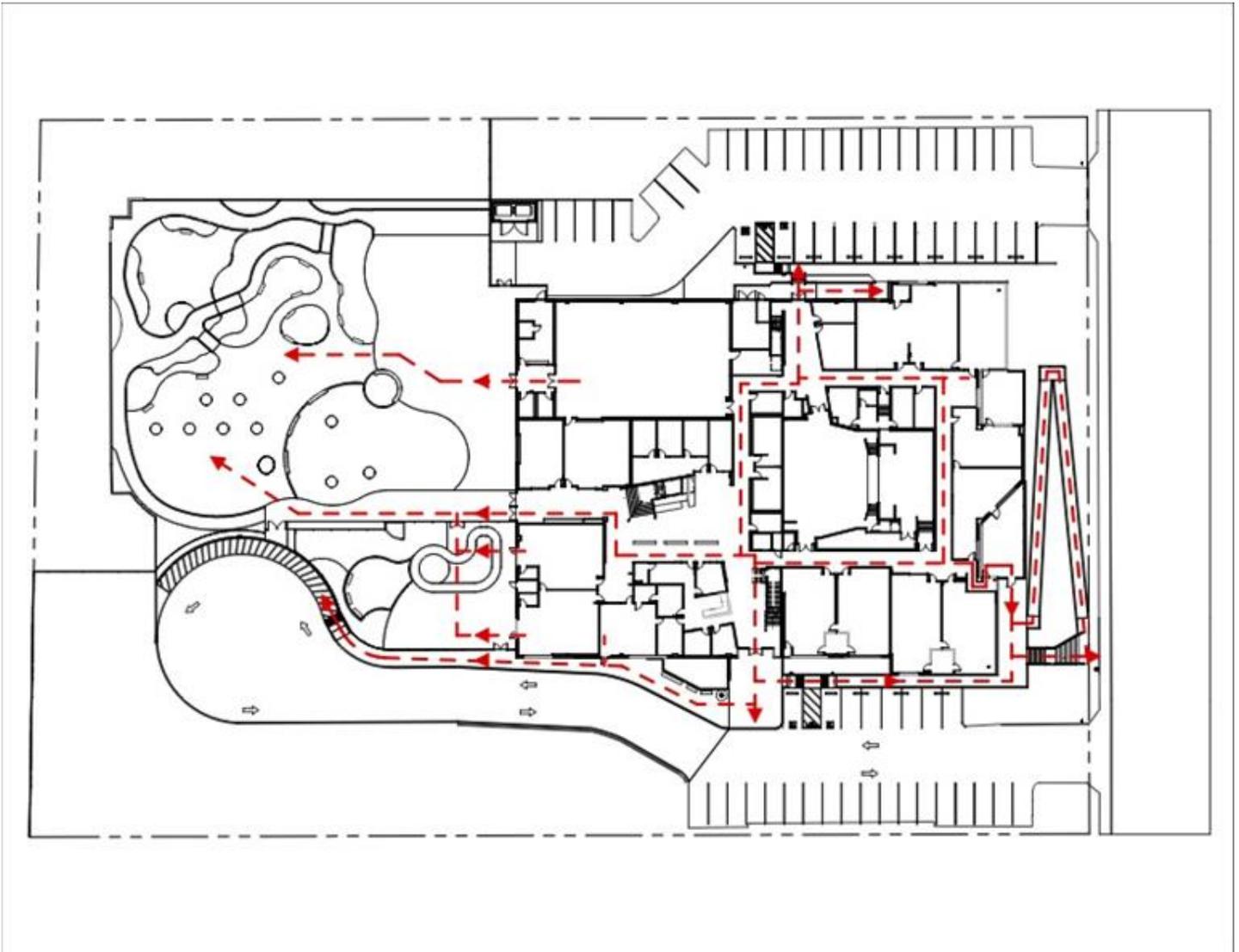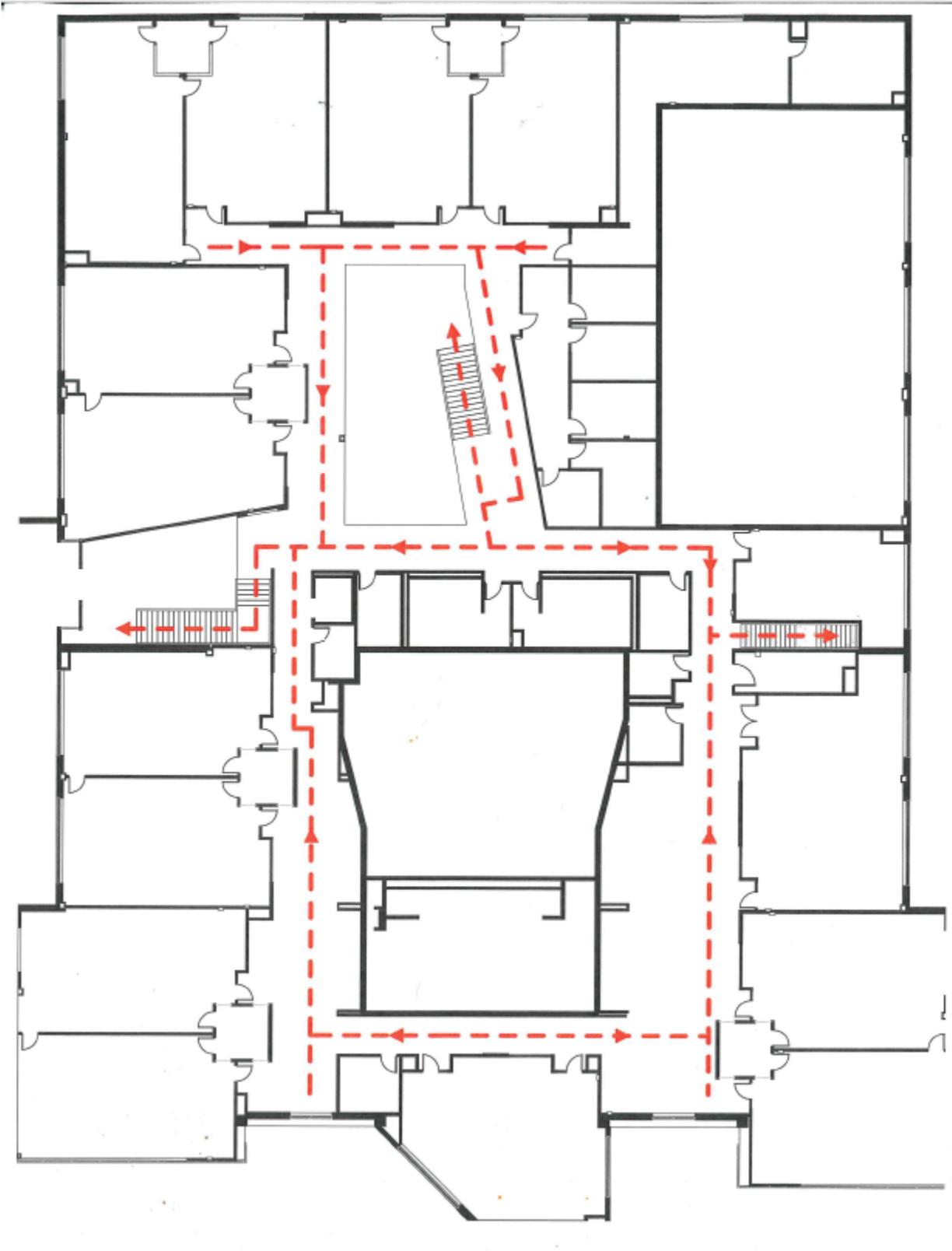
# Adoption of Resolutions Authorizing Teacher Services

(Ed Code Sections 44256(b), 44258.2 and 44263)
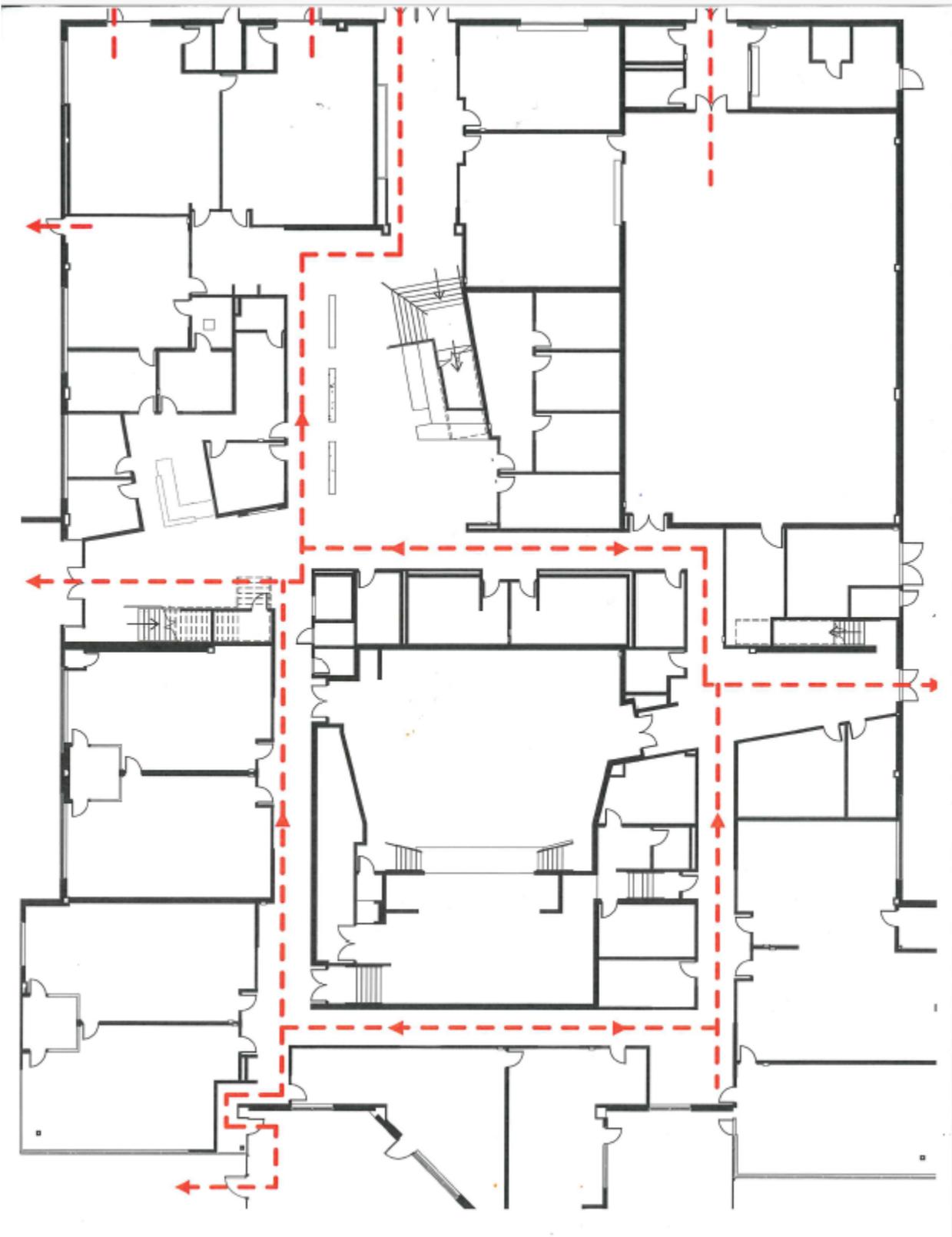
February 10, 2026

Background:

Annually, school districts and charter schools are required by Education Code to certify that teachers have met legal requirements to be authorized to teach in certain departmentalized subject areas.

Teachers whose credential authorizations cover the subject matter they are teaching are not required to be confirmed through a Board resolution. However, the Education Dode does require resolutions for certain teachers as outlined below:

- Education Code 44256(b) resolutions are for teachers whose multiple subject or standard elementary credentials do not authorize the subject they are teaching, but they have a total of 6 upper division units or 12 semester units in the subject to be taught.
- Education Code 44258.2 resolutions are for teachers whose single subject or standard secondary credentials do not authorize the subject they are teaching, but they have a total of 6 upper division units or 12 semester units in that subject.
- Education Code 44263 resolutions are for teachers whose credentials do not cover the subject to be taught, but they have a total of 9 upper division units or 18 semester units in that subject.

The resolutions are to satisfy code requirements for the 2025-26 school year. Attached is a list of teachers who are affected by these resolutions. Adoption of these resolutions authorizes several teachers to instruct departmentalized situations.

Recommendation:

The director recommends adoption of the resolutions authorizing teacher assignments under Education Code section 44256(b). This supports Innovations Academy's goal of meeting the legal requirements for all of our teachers as well as providing high quality instruction to all of our students by well prepared, knowledgeable educators.

Innovations Academy
Board of Directors

Resolution in the matter of partial assignment to a single subject class.


Whereas, Nathan Herriges is the holder of a California Multiple Subject Credential and

Whereas, Nathan Herriges has been assigned for the 2025-26 school year to teach Environmental Science in our Explorations program in grades K-8

Whereas he has completed at least twelve (12) semester units overall or six (6) upper division units of course work in the field of Science/Environmental Science; and

Whereas, he has given his written consent to be assigned to this position;

Now, therefore be it resolved by the Governing Board of Innovations Academy that it hereby authorizes the aforementioned teaching assignment for Nathan Herriges for the 2025-26 school year, pursuant to the provisions of California Education Code Section 44256(b).

The foregoing resolution was adopted by the Governing Board of Innovations Academy in San Diego County at a regular meeting of said Board held on the 10th day of February, by the following vote:

AYES: Members-

NOES: Members-

ABSENT: Members-

Date:
Board Secretary Signature:

**Innovations Academy**
**Board Policy SB 153 Student Referral Protocol Policy**
**Plans for Addressing Pupil Behavioral Health Concerns**
**Applicable to grades 7-8**
Adopted 2/10/26

The Governing Board of Innovations Academy, at its regularly scheduled meeting held on February 10, 2026, hereby adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–8. This policy has been developed in consultation with school staff and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

The IA Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students and hereby adopts this policy to address the needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

Innovations Academy counselor who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Foster Youth Liaison, Homeless Liaison, and School administrators.

School leadership may also identify additional student groups at local discretion, such as English learners or recently immigrated students, if local data show increased behavioral health risks.

## Student Privacy

Innovations Academy recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], *EC* Section 49073, et seq., etc.) with which Innovations Academy must comply in connection with its policy on referral protocols for addressing student behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

## Referral Protocols and Procedures

The Innovations Academy Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

### Needs Assessment

- The counselor shall conduct an annual needs assessment to:
    - Identify behavioral health trends;
    - Review available resources; and
    - Detect service gaps within the school community.

- The review will include data on referral volume, response times, and outcomes on a quarterly basis and shall submit findings for continuous improvement to an administrative team which includes the director, assistant director and the special education administrator.

### Capacity Building

- Innovations Academy shall:
    - Provide professional development on referral pathways and staff roles in referral;
    - Clarify responsibilities among certificated and classified staff; and
    - Maintain partnerships with school-linked behavioral health professionals and community providers.

### Planning

- The IA Director or designee shall:
    - Define referral pathways for crisis and non-crisis concerns;
    - Establish goals and assign responsible roles for each step in the referral process; and
    - Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

### Implementation

- Innovations Academy shall establish step-by-step procedures to:
    - Initiate referrals;
    - Document concerns;
    - Notify parents/guardians consistent with law;
    - Triage level of need;
    - Link students to appropriate services; and
    - Schedule follow-up checks.

### Evaluation and Continuous Improvement

- Innovations Academy shall conduct an annual evaluation of referral protocols that includes:
  - Data collection and analysis;
  - Input from staff, families and outside professionals as needed; and
  - Targeted improvements based on results.

- The evaluation will monitor pertinent outcomes such as:

  - Median time to first contact;
  - Percentage of follow-ups completed within ten school days;
  - Closure rates and
  - Results for the student groups identified in *EC* Section 49428.2(b)(3).

- A summary of results is reported to the IA Board annually to support transparency and continuous improvement.

### Training (*EC* Section 49428.2(b)(4), (c)-(e))

Innovations Academy shall ensure that teachers, teacher assistants and special education teachers of students in grades 7– 8 receive training on student behavioral health. Training materials approved by Innovations Academy shall include:

- Recognizing the signs and symptoms of youth behavioral health disorders.
- The Scope of Practice for referrals
- How to identify the appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at school and within the larger community; and
- When and how to refer students and their families to those services.

Subject to *EC* Section 49428.2(d), Innovations Academy shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with students in grades 7– 8 have received youth behavioral health training at least once, in accordance with *EC* Section 49428.2(c)(1)–(5).

### Authorization and Scope of Practice (*EC* Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, Innovations Academy shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.

- Direct employees  to refer students through the appropriate school channels for credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with *EC* sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

# Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

# Goal 1

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

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 1.1 | % of grade 3-8 students meeting/ exceeding standards on the Math SBAC | Schoolwide: 57.82% Hispanic: 47.54% SED: 78.95% (error to be corrected LCAP 2026) SWD: 59.70% White: 60.00% <br><br> Source 2022-2023 CAASPP | Schoolwide: 45.05% Hispanic: 40.57% SED: 32.97% SWD: 39.48% White: 48.51% <br><br> Source 2023-2024 CAASPP | Schoolwide: 47.82% Hispanic: 45.97% SED: 39.45% SWD: 45.33% White: 48.03% <br><br> Source 2024-2025 CAASPP | Schoolwide: 47.82% Hispanic: 45.97% SED: 39.45% SWD: 45.33% White: 48.03% <br><br> Source 2024-2025 CAASPP | Schoolwide: 62% Hispanic: 52% SED: 80% SWD: 62% White: 65% |
| 1.2 | % of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment | 2023-2024 School Year Schoolwide: 60.4% Hispanic: 54.0% Other: 65.7% | Schoolwide: Hispanic: Other: <br><br> Source 2023-2024 MAP | Schoolwide: 73.3% Hispanic: 66.6% Other: 76.6% <br><br> Source 2024-2025 MAP | Schoolwide: 73.3% Hispanic: 66.6% Other: 76.6% <br><br> Source 2024-2025 MAP | Schoolwide: 65.0% Hispanic: 57.0% Other: 67.0% |
| 1.3 | % of grade 3-8 students meeting/ exceeding standards on the ELA SBAC | 2022-2023 School Year Schoolwide: 69.28% Hispanic: 63.34% SED: 68.42% SWD: 68.18% White: 74.00% | 2023-2024 School year Schoolwide: 61.09% Hispanic: 65.22% SED: 51.64% SWD: 50% White: 64.18% | Schoolwide: 63.33% Hispanic: 60.22% SED: 57.8% SWD: 51.32% White: 63.78% <br><br> Source 2024-2025 CAASPP | Schoolwide: 63.33% Hispanic: 60.22% SED: 57.8% SWD: 51.32% White: 63.78% <br><br> Source 2024-2025 CAASPP | Schoolwide: 72.0% Hispanic: 66.0% SED: 71.0% SWD: 71.0% White: 77.0% |
| 1.4 | % of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment | 2023-2024 School Year Schoolwide: 74% Hispanic: 71% Other: 75% | MAP test in progress. Will update in June | Schoolwide: 75% Hispanic: 52.6% Other: 51.6% | Schoolwide: 75% Hispanic: 52.6% Other: 51.6% | Schoolwide: 77.0% Hispanic: 75.0% Other: 78.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| | | | | Source 2024-2025 MAP | Source 2024-2025 MAP | |

# Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 1.1 | **Streamlined Assessment Plan** 2024-25 We will continue to implement our current assessment plan which specifies implementation of the following assessments; NWEA Map, CAASPP, IABs, Dibels, Spelling Inventory, Writing Assessment, Math Facts Fluency and our SEL survey. We will continue to assess students at the beginning and end of year following this plan. Teachers will be required to give 2 IABs per month (one for math and one for ELA) beginning in January to prepare students for the CAASPP - a total of 6 IABs will be given. We will also create benchmark mini-assessments for teachers to utilize in their classrooms once a month so we can monitor progress more closely. This plan will also include structured testing times and designate students to test with specified staff members. The costs associate with this might include NWEA, Spellography curriculum, OTUS for processing the SEL data, and potentially paying a staff member to develop new writing assessments, score assessments or manage data. 2025-26 We will streamline the specific assessments, including their design, to facilitate implementation of the plan and to support the use of a quantity of data that is not overwhelming. We will continue to utilize assessments in a variety of subject areas and the same number of IABs. | No | Fully Implemented | The following information is the percentage of completed assessments overall: 1) NWEA MAP - 99% 2) DIBELS assessment - 95% 3) SEL assessments - 98% 4) Spelling assessment - 99% 5) Basic Math assessment - 92% 6) Writing Benchmark assessment - 98% | The IA assessment plan After consultation with staff and admin, Initial Assessments: 1) NWEA Measure of Academic Progress 2) DIBELS 3) SEL assessment 4) Spelling assessment 5) Basic Math Assessment 6) Writing Benchmark Assessment Mid-Year All students who are eligible to test for the state tests use the Interim Assessments (IABs) produced by the CDE to learn test taking strategies and practice the test format. 100% of students have taken all of the assessments in the assessment plan. | $16,500.00 | $13878.85 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 1.2 | **Support for Academic Instruction** 2024-25 We will analyze our CAASPP and MAP data by the end of September for any trends. We will use our other in-house assessment data to find patterns and areas of need. Based on the areas of identified need, we will tailor professional development in staff meetings and collaboration meetings to give all teachers the tools to best support their students in addressing these deficits. We will also seek professional development for teachers whose practices excel student growth to help facilitate mentorship within the school. The costs associated with this actions might involve curriculum resources, stipends, outside trainers, software for assessment analysis and NWEA. We will provide professional development to continue to unify our staff around our mission. 2025-26 This action will stay the same. | No | Partially Implemented | August 2025: Teachers went over how to administer the MAP test, how to administer the DIBELs test and how to score the DIBELs  September 2025: Teachers were entering assessment data and going over what the results meant in the context of their classroom.  October 2025: Teachers looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms based on the deficits they're seeing.  January 2026: Teachers learned how to administer the IABs and what the information will mean. We | Collaborative meetings are held on Monday for one hour for each grade level.  The MAP test was administered before November 30th for all students.  All other assessments were administered prior to conferences held before the 7th week of school. | $47,500.00 | $25811.46 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script.<br><br>End of February 2026: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together. | | | |
| **1.3** | **Data Analysis, Reflection and Tracking** 2024-25 We will hold one collaborative meeting each month (August to March) that will be specifically designated for analysis of student work, assessments, formative assessments and classroom observation data. Data gathered will be used to create a plan for improvement. Teachers will track this progress and create action items for students in a shared document that will be updated weekly. Teachers will have access to support staff, resources, trainings and other support providers in order to address the concerns highlighted on their tracking document. The EL and Title 1 coordinator will be involved and specifically tracking services and progress for students in these communities. Each quarter, students who have not made progress will be given an individual plan through the SST process. The associated costs for this might include staff support for tracking and monitoring, SST coordinator costs, support staff costs, developing or purchasing resources to support specific student needs. 2025-26 We will continue this action as in the previous year. | Yes | Partially Implemented | Our state tests showed improvement so we analyzed what had been done that may have contributed to that improvement in test scores.<br><br>100% of weekly collaborative meetings involved discussions on assessments and review of academically struggling students and implementation of supportive strategies. | All special education and support staff met with each teacher prior to the commencement of the school year.<br><br>The academic coach observed and provided feedback a minimum of twice the first semester for all teachers. Feedback was provided verbally and in writing.<br><br>Biweekly meetings with the director started second semester for 30 minutes every other week.<br><br>A math support teacher evaluated the status of students across the school first semester using test data and teacher input and | $12,200.00 | $943.75 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | Every classroom has an educational assistant to support the teacher for a minimum of 50% of the school week. All special ed staff meet with the teacher of the class they support regularly. | provided small group support for both high and low students. | | |
| **1.4** | **Intervention Plans** 2024-25 We will create opportunities during August professional development and once a month for teachers to review and learn intervention strategies and techniques that should be used with students who are not achieving at grade level. These strategies and techniques will be tracked in the weekly data tracker to show actions and steps taken towards supporting students. Students who do not meet academic goals or show some improvement will be recommended to start the SST process. The associated costs that this action item might occur will be paying the SST coordinator, developing and collecting resources for intervention, and paying outside support providers to offer professional development for teachers. 2025-26 We will continue this action as in the previous year. | Yes | Fully Implemented | August 12-15 2025:  Teachers learned about Math workshop routines, best practices for math instruction and went over the IM math curriculum.<br><br>August 12-15 2025: Teachers were trained in using Thinklaw. Teachers were also given a training on how to differentiate work for students, and how to get more interventions for struggling student.<br><br>August 12-15 2025:  Teachers went over how | Teachers were provided a minimum of 4 hours per week.  Part of that time is designated to collaboratively address student needs.<br><br>All of our grade level teacher dyads worked closely together in their designated shared planning time to provide each other support to address specific student needs. They also met with the director second semester together to address grade level academics and concerns.<br><br>A support teachers was designated to identify students who were in need of support and not already part of a plan. | $21,200.00 | $1518.75 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | to administer the MAP test, how to administer the DIBELs test and how to score the DIBELs<br><br>August 12-15: K-2 teachers learned how to administer the dyslexia screener.<br><br>August 12-15 2025: Teachers were collaborating about the Reading program we use UFLI.<br><br>September 2025: Teachers were entering assessment data and going over what the results meant in the context of their classroom.<br><br>October 2025: Teachers and parents looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms | Teachers were supported with intervention strategies during staff professional development | | |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | based on the deficits they're seeing.<br><br>January 2026: Teachers learned how to administer the IABs and what the information will mean. We also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script.<br><br>January 2026: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together. | | | |
| **1.5** | | | Partially Implemented | Responsive Classroom training happened for all new staff over the summer of 2023. All returning staff have already received Responsive Classroom training.<br><br>SEL interventions: | All staff were provided professional development from the SELPA, online asynchronous learning opportunities. Our assistant director was the designated mentor for specific teachers. All teachers were provided coaching, A parent volunteer reading tutor program was offered which included training. Upper grade student | | $40933.28 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | we've utilized a support teacher who has been observing students who were marked low in particular areas of concern and who's teachers expressed needed extra support. This support teacher has developed lunch bunch groups where kids work on target skills, coping strategies and other methods to help them build more resilience in these particular areas. Our full time Marriage and Family Therapist also works with teachers to implement curriculum to help students develop coping strategies and will also push into to classes to lead problem solving meetings, lead SEL lessons and coach | buddies provided learning support for younger students. | | |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | teachers on implementation.<br><br>All classes are paired with a younger grade class and are required to meet once a week to develop a bond. Their focus can be on community building, academics, and leadership roles. | | | |

# Goal 2

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

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of teachers that are appropriately credentialed for the students they are assigned to teach. | 100% of classroom teachers hold a multiple subject teaching credential. 75% of enrichment teachers hold a specific area credential | 100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a specific area credential. | 100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a specific area credential. | 100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a specific area credential. | 100% of classroom and enrichment teachers hold a credential in their area of assignment. |
| 2.2 | Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day. | 100% of students with disabilities are in the general education program over 80% if the instructional day | 100% of students with disabilities are in the general education program over 80% of the instructional day. | 100% of students with disabilities are in the general education program over 80% of the instructional day. | 100% of students with disabilities are in the general education program over 80% of the instructional day. | 100% of students with disabilities are in the general education program over 85% if the instructional day |
| 2.3 | Suspension rate | 0.2% schoolwide suspension rate | 0.2% schoolwide suspension rate | 0.002% schoolwide suspension rate | 0.002% schoolwide suspension rate | 0% schoolwide suspension rate |
| 2.4 | Expulsion rate | 0% schoolwide expulsion rate | 0% schoolwide expulsion rate | 0% schoolwide expulsion rate | 0% schoolwide expulsion rate | 0% schoolwide expulsion rate |
| 2.5 | Percentage of students who feel connected/part of their school | According to the September 2023 in house Social Emotional Survey: 62% of students scored 80% or higher in the social awareness category 57% of students scored 80% or higher in the responsible | According to the September 2024 in house SEL Survey 57% of students scored 80% or higher in the social awareness category 56% of students scored 80% or higher in the responsible | According to the September 2025 in house SEL Survey 86.6 % of students scored 80% or higher in the social awareness category 41.3% of students scored 80% or higher in the responsible | According to the September 2025 in house SEL Survey 86.6 % of students scored 80% or higher in the social awareness category 41.3% of students scored 80% or higher in the responsible | Based on SEL survey: 70% of students score 80% or higher in the social awareness category 65% of students score 80% or higher in the responsible decision making category 60% of students score 80% or higher in the |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| | | decision making category 50% of students scored 80% or higher in the self awareness category 51% of students scored 80% or higher in the relationship skills category 57% of students scored 80% or higher in the self management category. | decision making category 35% of students scored 80% or higher in the self awareness category 45% of students scored 80% or higher in the relationship skills category 49% of students scored 80% or higher in the self management category. | decision making category 33.3% of students scored 80% or higher in the self awareness category 47.9% of students scored 80% or higher in the relationship skills category 28.4% of students scored 80% or higher in the self management category. | decision making category 33.3% of students scored 80% or higher in the self awareness category 47.9% of students scored 80% or higher in the relationship skills category 28.4% of students scored 80% or higher in the self management category. | self awareness category 60% of students score 80% or higher in the relationship skills category 65% of students scored 80% or higher in the self management |

# Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 2.1 | **Incident Tracking Program** 2024-25 We will either create, purchase or utilize an already existing software so that staff can track behavioral incidents that occur in their classrooms and on the playground. We will insure that procedures for doing so are documented and that there is accountability for accurate and consistent documentation. We will provide a short period of time during each collaboration meeting for staff to update and communicate about any possible concerns. The associated costs that could accompany this action are paying a staff member to monitor tracking and follow up with teachers/staff, the potential cost of software and trainings to support staff in utilizing techniques and strategies for interventions. 25-26 The tracker we used last year was not comprehensive enough. We will purchase a new software that is customizable, gathers data and also sends reminders and has | No | Partially Implemented | ParentSquare is being used as an incident tracker. All incidents reported to parents are also being reported to other staff involved and administration. Administration reviews the reports weekly. | A software was purchased (Cariina) to meet this goal however, within a month of the start of school, we realized this tracker would not meet the objectives and it was abandoned. We pivoted to the utilization of ParentSquare as an incident tracker. Staff were given instructions and administration is monitoring the communications on a weekly basis. We will review the use of ParentSquare by the end of the year and | $14,500.00 | $27359.46 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | analytics. We will monitor and share information about incidents within our organization. | | | | make a decision about incident tracking for next year by June 2026. | | |
| 2.2 | **Monitoring Student Work**<br>2024-25 This action is to align student work with report cards and to create a consistent school structure for portfolio assessment. We will create a protocol for collecting work each week (one core subject per week). Work will then be placed in a portfolio. Portfolio work will be used to develop grades on report cards, to demonstrate student growth and to track improvement in core subject areas throughout the year. Basic requirements for portfolios will be established.   With the establishment of this protocol, we plan to redesign our report cards into a point system that will identify clear designation of mastery or not. The cost associated with this action item might include a software system to store grades/report card data, a digital platform to store portfolio work, and physical supplies to store portfolio work. 2025-26 Our new portfolio aligned report card drew a lot of attention, which we feel is beneficial. We modified the portfolio requirements and this year we will define and refine the alignment of work with our report cards. We noticed that our SIS does not effectively support our report card management and distribution and we will explore new student information systems for improvement over time. | No | Partially Implemented | We continued with the report card point system again this year that is supported by the work students completed and is kept in their portfolios along with necessary rubrics. We worked closely with our SIS to make our report cards contain the necessary requirements and it was successful for the first semester. We will continue with the same process for semester two. | Teachers grade assignments based on a point system and aligned rubric. These points are what is used to create an overall point value that students earn when completing their work. Each student has a portfolio that is kept in the classroom containing all graded work and corresponding rubric. | $35,000.00 | $34.53 |
| 2.3 | **Middle School Redesign** | No | Partially Implemented | 100% of middle school is | The redesign is continually being | $3,000.00 | $5167 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | 2024-25 We will restructure our middle school in order to allow for more inquiry based learning and project based learning to take place as well as increase motivation and to grow academic rigor. This restructuring will allow for teachers to become responsible for two subject areas rather than all subject areas. By using this format, we hope to attract more middle school candidates that can execute our projects and make them a reality. This restructure will also create more independent learners who are critical thinkers. The associated cost with this goal might include staff salaries, standards-based projects, field study opportunities, guest speaker fees, and materials needed to execute the projects. 2025-26 The restructuring of middle school was successful. Student independence was markedly improved, middle school became more cohesive and the teacher team worked collaboratively. This year we will restructure the advisory, rework the schedule to give more time to ELA and more clearly define the roles and responsibilities of the Explorations teachers involved in middle school. | | | actively engaged in cafe, advisory and seminar. Cafe time was decreased in order to increase ELA time and teachers have tried two different advisory formats. The first format was having student sign up for a class of choice when they complete their work. However, we found this to not support the highest level of work completion from students, so we restructured, The new plan is for students who finish their work to pout their name on a list and at the end of the week, teachers randomly choose names to sign up, so all student get a fair chance at getting a class they want and they are held to the high | refined. This includes modification of cafe/seminar and advisory. Middle school teachers meet on a regular basis to discuss and make adjustments as necessary. | | |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | standard of work completion. | | | |
| **2.4** | **Professional Development**<br>2024-25 Educators deserve to be supported in a variety of ways and deserve to continually grow, learn, develop their practice, set goals and receive training. All students deserve teachers who are well trained and equipped to manage the complex dynamics of classroom learning. Training and professional development will be provided to equip our staff and teachers with proactive techniques and methods rather than reactive interventions. We will utilize collaboration time and staff meetings to provide mentoring and share best practices. We will seek and provide professional development as needs arise. The associated costs for this action might include, stipends, curriculum, specialists/trainers, and conferences.<br>2025-26 Training will take place prior to the start of the school year, on Mondays throughout the school year and will include proactive and intentional intervention strategies and supports. Teachers will be observed and given feedback throughout the year, new teachers will receive planning, curriculum expectations and school philosophy prior to the start of the year. | Yes | | 92% of teachers are trained in Responsive classroom and Positive discipline before the beginning of the school year.<br><br>All of our 1st, 2nd, 3rd, 4th and fifth grade teachers were trained in a Beast Academy professional development before the year started and then were given more support on implementation 2 times throughout the year through Beast Academy professionals.<br><br>100% of teachers are trained in positive discipline | All of the professional development provided during the school year has included an academic component. The special education staff analyzed testing data for students with IEPs to identify strengths in our program.<br>All EAs were given an orientation before the school year started training them on their responsibilities and roles for the year. They also take part in weekly meetings where we do professional development to improve their skills. | $57,800.00 | $2150000 |

# Goal 3

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

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 3.1 | Students and teachers with access to standards-based instructional materials. Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula | 100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards | 100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards | 100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards | 100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards | 100% of students and teachers have access to quality standards aligned resources in all subject areas. |
| 3.2 | All students will access field trips that are meaningfully connected to learning, guest experts and quality enrichment classes | Average number of field trips and guest speakers per grade level are 12 in the 2023-2024 school year | Each class achieved the goal of 6 field trips and 1 expert per project. 100% of students accessed enrichment classes weekly. | In the 2025- 2026 school year, An average number of field trips mid year = 4-5 per class. 100% of classes obtained 1 expert guest speaker per project. 100% of students accessed enrichment classes weekly. | In the 2025- 2026 school year, An average number of field trips mid year = 4-5 per class. 100% of classes obtained 1 expert guest speaker per project. 100% of students accessed enrichment classes weekly. | Minimum number of field trips tied to academics are 6 per year per class and 1 expert per project. 100% of students access 2 enrichment classes weekly. |
| 3.3 | Percentage of facilities that are in "good repair" | 100% of facilities are in good repair | 100% of facilities are in good repair | 100% of facilities are in good repair | 100% of facilities are in good repair | 100% if facilities are in good repair. |
| 3.4 | Social Emotional Support and Curriculum | Accumulated activities for SEL lessons | We added Fly Five as a resource for our SEL activities. A teacher website was created for easy access to resources. | We continue to utilize Fly Five as a resource for our SEL activities and the teacher website for easy access to resources in the 2025- 2026 school year. | We continue to utilize Fly Five as a resource for our SEL activities and the teacher website for easy access to resources in the 2025- 2026 school year. | An organized library of activities with a set timeline for implementation throughout the year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 3.5 | Teacher Retention Rate | 78% of credentialed staff are staying at IA following the 2023-24 school year. | 75% of credentialed staff are staying at IA following the 2024-2025 school year. | By May 2026, teachers will have information about the 2026-2027 school year to make their decision. | By May 2026, teachers will have information about the 2026-2027 school year to make their decision. | 85% of credentialed staff stay for the following year. |

# Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 3.1 | **High Quality Curriculum Resources** 2024-25 Teachers will have access to at least 2 high quality, standards based resources for each subject area from which to create their own curriculum and projects for class. These will continue to build and develop our project library that will incorporate rigorous standards based resources and activities so that there are ultimately four projects per grade level as options for future teachers.  We will continue to extend our implementation of the Beast Academy curriculum to our K-5 classrooms over the next few years. We expect that by the year 2027, all classrooms (K-5) will be using the Beast Academy curriculum, and online support software. Beast Academy staff will train, collaborate and offer feedback to teachers as they apply this program to their every day classrooms. The associated costs for this action might include paying staff to participate in extra trainings,  the possible purchase of curriculum and resources and any materials needed for Beast Academy. 2025-26 Teachers will continue to have access to 2 high quality, standards based resources for each subject they teach and create their instructional delivery with those resources in mind. We will continue to build our project library. Beast Academy implementation will extend to 5th grade (so 1st-5th will be utilizing that math program). We will sort through the resources and designate the most effective and help teachers understand best practices with those resources. | No | Fully Implemented | Beast Academy online replaced STMath for our 1st-5th grades in order to stay balanced with screen time and encourage student group discussion and concept exploration.  Beast Academy has come to observe and provide teachers feedback on implementation of the curriculum in the classroom 3-4 times in the first semester.  Teachers select software for their students based on need not on requirements placed on them. | IA teachers have continued to decrease the amount of screen time for our students in light of the increasing use of technology of our students outside of school hours. Teachers discussed and selected software to be used in their classrooms based on the grade level and academic needs of their students. Programs we have found valuable are STMath, Quill, Mystery Science, Google Classroom and Reading Eggs. Innovations Academy does not expect teachers to supply their own classrooms. This includes materials for projects and science materials. There is an exclusive email to which teachers can send materials requests. | $21,500.00 | $16462.53 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | Our classrooms all have access to a software application that allows them to lock down student chromebooks for specific website access.<br><br>We have alert filters to inform staff of questionable student searches.<br><br>100% of teachers and students have required materials for instruction in core subjects.<br><br>100% of curriculum choices made by administration receive staff input prior to selection.<br><br>No teachers have been denied access to any materials requests this year. On average, requests are | | | |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | filled within a week. | | | |
| 3.2 | **Students will access field trips, guest experts and quality enrichment classes**<br>2024-25 Interactive inquiry and projects involve extending learning outside the classroom. All students will have access to field trips that support their learning. Experts in various fields of study will be included in all projects. Our students will access enrichment classes each week. The costs to implement this action might include fees associated with experts,  costs for bus maintenance and use, costs of entrance to venues, materials and supplies for enrichment classes and salaries of enrichment teachers.<br>2025-26 Teachers will intentionally plan field trips to contribute academically to student learning. Classroom teachers will connect each of their projects to a guest expert or organization. We will continue to implement field trips as part of our curriculum. Enrichment will continue to be provided to all students that includes, at a minimum, both art and science. | Yes | Fully Implemented | Every class has gone on at least 3 field trips so far this year and had had at least 1 guest speaker attend their class to share real world expertise. | Innovations Academy does not expect teachers to supply their own classrooms. This includes materials for projects and science materials.<br>There is an exclusive email to which teachers can send materials requests.<br>Field trip locations for the current school year align closely with project topics. | $54,000.00 | $57749.64 |
| 3.3 | **Facility Costs**<br>2024-25 Cost of facility maintenance: Utilities, HVAC services, filter changes,  landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair, as well as upgrades.<br>2025-26 We will continue to use our funds to repair  and maintain our quality facility. We will look into solar options and window change options to gather information about the possibility of lowering facility costs. | No | Fully Implemented | The Innovations Academy facility is well maintained with regular maintenance and upkeep. | Repair calls are made within 48 hours.  The playground has two compliant play structures in place. New fencing has been added to protect plants on our nature based playground. New plants have been added to our playground. | $363,000.00 | $197629.14 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 3.4 | **Social and Emotional Curriculum** 2024-25 Innovations Academy began implementation of our own internally developed SEL program in 2008. It is time to reorganize resources and streamline our SEL program. We will select activities that meet specific SEL objectives and create a timeline for the school year. The associated cost for this action might include staff time, resources and curriculum. 2025-26 We will continue to assess our current curriculum and streamline access for teachers which we expect will improve implementation. We will add new resources as needed. We will take the social emotional skills to our playground, facility and lunch court as we improve personal responsibility among our students. We will seek improved ways to measure and track social emotional curriculum success and challenge. | No | Fully Implemented | By the start of the second semester, all teachers were given training on class problem solving meetings and are implementing a minimum of one per week. Our school counselor has implemented a school wide super hero based SEL skill teaching program K-8. | Administration is stressing the implementation of SEL teaching embedded in lessons throughout the day. Our playground has a behavior observer 2x per week. Our students are washing their own tables after lunch daily. | | $6933.83 |
| 3.5 | **Teacher Salaries and Benefits** 2024-25 We will continue to use our funds to offer competitive salaries in order to attract and retain qualified teachers. We will look at our benefit options each year to make sure they are competitive and address teachers' needs. The associated costs with this will include teacher salaries and costs associated with benefits. 2025-26 We will continue this action as originally stated including all staff salaries. We will also explore how to maintain teacher quality while structuring salary increases in a way that is sustainable for the school. | No | Partially Implemented | 100% of our salaried staff have access to dental, vision and medical benefits 100% paid for by the school  100% of our salaried staff dependents are offered full benefits at 90% | A new salary scale will be presented to the board that has a cap for teachers. | $2,518,000.00 | $59687.76 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation<br>Level | Mid-Year<br>Outcome Data | Other Data/Evidence<br>(qualitative,<br>quantitative, artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | 100% of our married salaried staff spouses are offered full benefits at 50% | | | |

# Goal 4

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

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 4.1 | Percentage of parents who open ParentSquare communications regarding absences. | 100% of parents are contactable via ParentSquareO | 99.5% of parents were contactable. | 99.3% of our parents were contactable in January 2026 | P-1 ADA 23-24 is 96.5% | 100% of parents are contactable. |
| 4.2 | Percentage of students attending 96% of school days | 84.8% of students attended 96% or more of school days in 2023-24 | Our P-2 ADA for 24-25 had increased from 94.6% in the previous year to 95.1% for 24-25 | Our P-1 ADA is 98.1% | 72% of staff attended 96% or more school days. | 95% of students attend 96% of school days. |
| 4.3 | Percentage of students who are chronically absent (defined as missing 10% | 11.7% of students were considered chronically absent during the 2022-2023 school year - will update final percentages of the 2023-24 school year once the year has ended.<br>2023-24 = 13%) | 13% of students were considered chronically absent in the 23-24 school year. We will update this number for 24-25 at the close of the year. | Our chronic absence rate for first semester is 6% | Our chronic absence rate for first semester is 6% | 5% of students considered chronically absent |
| 4.4 | Number of students attending make up time per week | new action and metric, no baseline chronic absenteeism at 13% at the end of 23-24 school year. | On average 15% of students (68) were assigned to do Monday make up work. | Between 12%-20% of students are assigned make up work time on Mondays. | Between 12%-20% of students are assigned make up work time on Mondays. | Data will show a decrease in students assigned to make up work overtime as absenteeism as chronic absenteeism goes from 11%- 5% |
| 4.5 | Percentage of staff attending 96% of school days | 63% of staff attended 96% or more school days in 2023-24 | 87.5% of teachers attended 96% or more of school days. | 88.8% of teachers attended 96% or more of school days. | 84% of teachers attended 96% or more of school days. | 75% of staff attend 96% or more school days |

# Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 4.1 | **Whole School Absence Communication**<br>2024-25 We will be sharing absence data weekly with families so they can stay informed about the trends we are seeing in regards to absences. This will include weekly communication through Parent Square as well as using a sign visible in the drop off and pick up line to share percentages of students attending school each day. Teachers will share information about absence percentages in their weekly communication to families. The associated costs with this might include ParentSquare, and any costs associated with the upkeep of the sign board.<br>2025-26 We will set up a software to help us manage school absence awareness. We will place access to independent study contracts and the impact of absences online, easily accessible to parents. We will communicate via Sunday whole school messages about the absence levels as well as inform parents weekly about number of absences during the week. | No | Partially Implemented | Use of IS contracts has increased this year due to an adjustment of our Monday elective protocol. Students may attend if they are absent and complete independent study contract. The IS contract is available on our website with all of the information parents need to use it. Parents are reminded in the messages about attendance. | We followed a parent suggestion to post the attendance out front for the previous day. We have supported parents with carpools when they are struggling with transportation | $73,000.00 | $5331.89 |
| 4.2 | **Absence Follow Up**<br>2024-25 We will create a communication and follow up protocol for any student that is absent each week, as well as students who fall within the threshold of being chronically absent at any point in the year. Each week, we will call families of absent students who neglect to notify the school. Once a student crosses the threshold of chronic absenteeism, the director will call to emphasize the importance of attendance. Once that phone call has been made, we will monitor their attendance. We will | No | Partially Implemented | A daily contact is made for absent students who don't call in independently.<br><br>We have Make ups for work missed from absences | | $8,000.00 | $0 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | hold quarterly mandatory meetings for all families of chronically absent students to attend. The associated cost with this action item might include staff salaries who are helping with communication and meetings as well as possible software for monitoring attendance.<br>2025-26 We will continue to modify and improve our communication with individual families about absences. We will continue to institute a required make up time on Monday for students who are absent to complete missed work. | | | consistently every Monday. | | | |
| 4.3 | **Absent Student Support**<br>2024-25 We will closely monitor student absences weekly and provide mandatory make up work and a time during the school day when the work will be completed. We will select specific times for make up work such as Monday electives, end of the day and other flexible schedule times for students with recent absences. The associated costs with this action item might include educational software such as ST Math, Reading Eggs, Reflex Math, etc.<br>2025-26 Teachers will provide a mandatory make up time on Mondays for students who were absent and missed work. Teachers will post work in a way that is accessible to parents for completion of make up work at home. | No | Partially Implemented | The importance of attendance has been mentioned in parent messages from the director on 8/24/25, 8/31/25, 9/7/25, 9/14/25, 10/27/25 and 1/12/26<br><br>Mandatory make up work was given to students with absences the previous week during Monday electives on 100% of Mondays. | | $6,700.00 | $7084.77 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation<br>Level | Mid-Year<br>Outcome Data | Other Data/Evidence<br>(qualitative,<br>quantitative, artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|---|---|---|---|---|---|---|---|
| 4.4 | **Teacher/ Staff Attendance**<br>2024-25 We will alter our calendar adding one extra vacation week and days in front of winter break to allot for staff travel as requested by teachers. Our goal is for teachers to focus their days off on regularly scheduled breaks. Additionally we will shorten August professional development to lengthen summer break based on teacher input. We will also include more opportunities through out the year to appreciate staff with coffee, treats, and activities. We will be using one staff meeting a month to create team building activities for staff. The associated costs with this action item might include food, drinks, supplies and other materials.<br>2025-26 We will continue with our calendar changes from last year. We will continue to find ways to celebrate our teachers. We will track attendance and share the costs to our school of teacher absences. We will continue to educate our teachers about the paid time off included in the vacations during the school year. | No | Ongoing Implementation | 84% of teachers have attended school 96% of school days this year.<br><br>Teachers have been provided 5 celebrations on school days during the year involving food.<br><br>Teacher connection activities have taken place through secret pals, Fantasy Football and a book club.<br><br>Team building activities have happened at our whole staff meetings. Teachers are given collaborations time weekly during Monday Electives. | Administration makes an engaged effort to communicate with teachers about the impact of taking absences for non essential reasons and their value to their students. | $18,000.00 | |

# Goal 5

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

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 5.1 | Weekly director communications and weekly teacher communications with parent education, financial information and school event information | In the 2023-24 school year 42 director messages were sent. 50% contained parent education, 100% contained school information and 0% contained financial information | In the 24-25 school year, 44 messages will go out. 75% contained parent education, 100% contained school information and 1co message contained financial information. | 100% of weekly Sunday messages from the school between August and December contained some form of parent education and school event information. | 100% of weekly Sunday messages from the school between August and December contained some form of parent education and school event information. | One message per week of school, 75% contain education, 100% contain school information and 3 messages contain financial updates |
| 5.2 | Number of school trainings for parents on academic and social emotional initiatives | A parent education seminar was included as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum and open to 100% of IA families. Babysitting was free. 2 sets of 10 sessions each were offered free of charge for parents to participate in the S.P.A.C.E. program during the 23-24 school year. One Positive Discipline seminar was offered. | Two parent advisory meetings were held that were tagged onto the Parent Connection Meetings. One invite for Parent Advisory was sent with 16 responses. Those 16 people gave meaningful responses to questions about school needs. Positive Discipline class (11/19/24) aligned with our school practices was offered one time during the school year. | No distinct parent trainings have happened but information about literacy in the home has been in every parent message for 16 weeks. Literacy books were provided to 100% of families along with an instructional calendar and incentives for reading and discussing with their children. A free book give away bookcase has become a permanent fixture in the entrance hall to the school. Games and puzzles are available to all families to borrow for free. | No distinct parent trainings have happened but information about literacy in the home has been in every parent message for 16 weeks. Literacy books were provided to 100% of families along with an instructional calendar and incentives for reading and discussing with their children. A free book give away bookcase has become a permanent fixture in the entrance hall to the school. Games and puzzles are available to all families to borrow for free. | An annual combined parent advisory, LCAP and parent education seminar will be held. One parent education opportunity will be offered regarding parenting. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| | | | | A parent library is housed near the front desk with education books for parents. | A parent library is housed near the front desk with education books for parents. | |
| 5.3 | Parent Connection meetings | 5 Parent Connections meetings are scheduled for this school year remotely. 5 meetings are scheduled this year in person. They take place every other month. | Seven Parent Connection meetings were held this year. 100% had remote options. Parents had a minimum of 10 opportunities to volunteer. | Parent Connection Meetings have taken place monthly. A new Parent Connection organizer was identified and has begun networking with parents and businesses. | Parent Connection Meetings have taken place monthly. A new Parent Connection organizer was identified and has begun networking with parents and businesses. | A minimum of five Parent Connection meetings will be held yearly. Parents will be given at least three opportunities to volunteer. |

# Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 5.1 | **Parent Communication** 2024-25 The director's weekly messages through our school platform (ParentSquare) will be organized in a predictable and consistent format. Messages will include quarterly updates on LCAP including spending and additionally provide information on fundraising events. This communication will also highlight any important school wide events and upcoming deadlines pertinent to families plus provide parent education on how to support their child at home. Teachers will also share a weekly communication update similarly with a predictable format and timing that includes information on deadlines, family events, classroom subject matter being covered and recommendations for how families can support their student. The associated costs with this action will include the ParentSquare fee for subscribing as all family communication takes place through parent square. | No | Partially Implemented | Spending information has not been sent to parents with the exception of this midyear LCAP report. All parents/guardians were invited to an Open House prior to the commencement of the school year. All parents were invited to attend a Student Led Conference (9/29/25- | The weekly school message provides reminders for multiple weeks about events. The December Exhibition included tours given by students, art and science displays, performances by many classes/grade levels. | $13,000.00 | $2171.97 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | 2025-26 Continue with the actions from the previous year. Include a regular item about LCAP and attendance. Help families integrate to our new software that helps streamline communication and workflow. Teachers will continue to follow a specific template for sharing information about weekly about the learning in their classroom including actions parents can take to support their child academically. | | | 10/1/25) with their child pertaining to academic progress.<br><br>All parents/guardians were invited to an Exhibition of student work on 12/11/25.<br><br>A student theater performance took place on 12/5/25<br><br>We held an October Carnival on 10/24/25. | | | |
| 5.2 | **Parent Engagement through Education**<br>2024-25 Two Exhibition Nights will be held which will coincide with student portfolio work reviews, one at the end of first semester and the other just before spring break. Parent education in the form of how to review portfolio work will be provided. Parents will have access to student portfolios throughout the year. We will also utilize Open House as a time for parents to both view classrooms and participate in educational opportunities. For additional parent education, we will offer S.P.A.C.E. training for parents of anxious children and 2 Positive Discipline classes. The associated costs for this might include salaries for staff to help with babysitting, leading topics, as well as purchasing food and drinks for the events.<br>2025-26 We will provide parent education on support to improve numeracy, literacy, read | No | Partially Implemented | Spending information has not been sent to parents with the exception of this midyear LCAP. An early LCAP survey was sent to all families on 1/28 and 2/4.<br><br>A Literacy Campaign was launched at the start of the year and maintained throughout the first semester. | A second Exhibition is scheduled for March.<br><br>Parent support has been provided for our literacy campaign which includes information, a pacing calendar, questions to ask their child(ren) and the whole school book provided to all families. | $9,000.00 | $2506.62 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | report cards, the school protocols for completing make up work and Positive Discipline. | | | A parent education workshop about Positive Discipline is offered from February through March 2026.<br><br>All parents/guardians were invited to an Open House prior to the commencement of the school year.<br><br>All parents were invited to attend a Student Led Conference (10/2-10/4) with their child pertaining to academic progress. | | | |
| 5.3 | **Parent Connection**<br>2024-25 IA staff will work closely with the Parent Connection (our parent organization) throughout the year to consistently increase parent participation. We will work with the Parent Connection to create a school calendar with events that serve our family population. Meeting times and agenda will be shared with all families ahead of time while also including other ways for families to get involved other than going to a meeting. | No | Ongoing Implementation | The IA Parent Connection lost the leader.<br><br>The meetings are held once a month on Fridays and information about the meetings is sent out in every Sunday whole | We consistently struggle with parent volunteers for leadership of the Parent Connection.<br><br>In order to continue without that support, we have established activities that repeat each year for many of our events. We will continue to establish | | |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation<br>Level | Mid-Year<br>Outcome Data | Other Data/Evidence<br>(qualitative,<br>quantitative, artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | school message.<br><br>Families are invited to volunteer in classrooms, around school, on the playground and for field trips. | ongoing repeated annual events. | | |

# Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|---|---|---|
| Total LCFF Funds | $4,905,792 | |
| LCFF Supplemental/Concentration Grants | $381,278 | |

## List of Compliance Items

School Accountability Report Card (SARC)

Civil Rights Data Collection (CRDC)

Local Control Accountability Plan (LCAP)

Local Control Accountability Plan MidYear Update

LCAP Goal and Action Implementation Monitoring

Charter Implementation Monitoring

California Basic Educational Data System (CBEDS) Oct 1st each year

CALSAAS Reporting

Auditor Selection Certification Due March 1st

District Site Visit Documents Upload (prior to annual site visit)

Outside Audit Documents Upload (2x per year)

Review and Update Policies (ongoing- for board), add new policies as they are legislated

Local Indicator Preparation and Submission

School Plan for Student Achievement (SPSA)

WASC Accreditation (if we ever plan to pursue it again)