

Innovations Academy Board Agenda: 6/16/26 @ 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 Zoom Link Meeting ID: Passcode: eN8trC

*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.

Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➤ Approval of current agenda	Vote: Approval of Current Agenda 1st motion - 2nd motion- Vote:
Approval of prior month meeting minutes May 5, 2026	Vote: Approval of Past Minutes 1st motion- 2nd motion- Vote:
Public comments (3 mins per person)	
Financial and Operations Report (CSMC) - Approval of FY25-26 Estimated Actuals and FY26-27 Preliminary Budget - Approval of FY26-27 EPA Resolution The voters approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. - Approval of FY26-27 ConApp The Consolidated Application, often called the "ConApp", is a process used by the California Department of Education (CDE) to distribute federal and state categorical funds to county offices, school districts, and direct-funded charter schools in California. Vote It's a way for these entities to apply for and receive funding	Action

for various programs, such as Title I, Title II, and Title III, through a single, streamlined application. ● Approval of Prop 28 Arts & Music in Schools	
Academic/Instructional (Christine) ● 26-27 Final LCAP approval inclusive of the following components: ● LCFF Budget Overview for Parents ● Plan Summary ● Engaging Educational Partners ● Goals and Actions ● Increased or Improved Services for Foster Youth, English Learners, and Low-income students ● Action Tables ● Instructions The LCAP Federal Addendum The public hearing took place at the May meeting. No new input was received, no new changes were requested. The Local Control Accountability Plan ● Local Indicator Informational Report ● School Calendar and Instructional Minutes ● Declaration of Need (DON) The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026.	Action 26-27 LCAP Approval Local Indicator (report only) Action: School Calendar and Instructional Minutes Action: Declaration of Need
Finance Committee (Stephen) Action: Approval of Proposed Board Investment Policy	Action; Board Investment Policy
Board Item Informational: Brown Act Booklet per ● Policies (updates, new) Action: Approval for Legal Assistance as needed to Board (Stephen) 3 Actions: CalSTRS Form 0765 In 2024 AB 1997 passed aimed at simplifying CalSTRS retirement. It inadvertently impacted charter school administrators. Clean-up legislation authored by	Informational Brown Act Booklet Action: Legal Assistance as needed Action Certificate of Amendment to Articles of Incorporation

McKinnor, Assembly Bill 2519, would ensure charter school administrators are able to retain membership and continue earning benefits. (1) approval of the Certificate of Amendment of Articles of Incorporation; (2) approval of the amendment to Article V, Section 1 of the bylaws; and (3) authorization for an officer of the Corporation to execute	Action: Amendment to ByLaws Action: Authorization to execute and submit Form 0765 to CalSTRS
Policy Action: Handbooks: Employee and Family Required updates each year Action: Comprehensive School Safety Plan Approved in March, there are some updates that have been required. We also consolidated out plan and removed unnecessary items Action: Staff Student Communication Policy This is a new required policy based on the passage of SB 848 Action: Policy for Smartphone and Electronic Devices on Campus This is an update to our current policy and is also a new state requirement based on the passage of AB 3216 Action: Board Meeting Service Disruption Policy Required by passage of SB 707	Action: Approval of 26-27 Employee and Family Handbooks Action: Approval of CSSP with updates Action: Approval of Staff Student Communication Policy Action: Approval of Policy for Smartphone and Electronic Devices on Campus Action: Approval of Board Meeting Service Disruption Policy
Next Board Meeting Item Suggestions	
Adjournment	
●	
Next board meeting scheduled	

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: May 5, 2026 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	636 Hillsborough St, Oakland, CA 94606	Public Zoom Information Zoom Link Meeting ID: 839 7065 3431 Passcode: PzQ41e

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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 5/6/26 6:11 pm Board Members in Attendance: 1. Stephen Rosen (SR), Tom Keli'inoi (TK), Tom Marchand (TM), Heather Wakefield (HW), Kiran Simma (KS) Other Present: 1. Heather, Christine Kuglen, Joshua Hartzell, Jennifer Franklin
➤ Approval of current agenda	Modification: Motion to modify agenda to put closed session at the end made by TK 2nd motion- TM Vote to approve with the modification- unanimous
CLOSED SESSION The closed session will address: Pending Litigation Follow Up Under California's Brown Act , closed sessions are allowed for specific reasons to protect sensitive information	Moved to the end of the meeting
Adjournment of Closed Session Report out of closed session	Christine gave the board a summary of the status of pending litigation
Approval of prior month meeting minutes Draft Minutes May 10, 2026	Vote to approve past minutes - A motion was made by TK to approve the past minutes. 2nd motion-TM Roll Call Vote: Approved: Unanimous in favor
Public comments (3 mins per person)	none
Financial and Operations Report (CSMC Joshua Hartzel) Financial Report (packet)	Discussion Joshua: Financials through March. 443 enrolled, 429 ADA

	Ending balance is over where what was expected. \$49K under budget Net income almost \$22K. Stephen asked about how grants fit into a budget. IA just received \$10K for the 26-27 school year. Josh said to send to him and he can add that in. We discussed the reserve funds which make us strong and any criticism the school that might come from having a higher than normal fund balance. The board discussed the economic security a large balance provides in these uncertain times. Josh recommended defense interval-told story about a school that had 11 months, ours is 9. That school started receiving authorizer comments about being too cash heavy. That hasn't happened in San Diego. Cash has stayed steady throughout the year.
LCAP Public Hearing The draft LCAP will be presented for review. This is the opportunity for public input before the final LCAP is presented at the June board meeting.	Discussion Christine reviewed the LCAP, gave a summary, and shared the challenges and goals for next year.
Academic/Instructional Updates Teacher briefing (Jen Franklin) Topic: Literacy Campaign and "Math May"	Informational Jen Franklin gave a summary and description of the components of the literacy campaign including One School, One Genre with an upper and lower grade book, activities. trivia questions, She shared about our Poetry Path at Marian Bear Park.
Board Item: Action Item - New Board Member Heather Wakefield, school counselor proposed as staff representative - Discussion: Tom Marchand, parent representative continuation on the board after June.	Action Item Discussion: Stephen asked Heather about her interest in the board position. Heather shared that she is involved in the school from the inside and what she can bring to the board Vote: 1st motion - to bring Heather as the staff representative made by SR 2nd motion – TK Roll Call Vote- Unanimous in favor

	Stephen brought up that Tom's daughter is going to Mount Carmel next year. Tom will be leaving the board at the end of June. Tom shared that he would not be able to continue as a non-parent board member due to work and family constraints. Board discussed how to select a quality replacement.
Director Update ● Enrollment 26-27 ● 26-27 school year ○ special education, teacher placements	Informational Christine presented that currently we have 440 students enrolled but enrollment is very variable at this time of year and she expects it to decline during summer. Christine shared that we have 100% retention among classroom teachers as staff but one classroom teacher is moving to special education which opens a classroom position. We also have a teacher that is coming out of the classroom into a support position and will be replaced. Additionally, a few special education staff are leaving. Stay tuned for updates at the start of the year.
➤ Next board meeting	
● Confirm date of next meeting	June 16, 2026
● Identify agenda items for next meeting	LCAP final DON Calendar State Indicators Utilization of reserve funds At future meeting. Tom suggested that we pick an amount and utilize funds above that for field trips.
Meeting adjourned	7:17 pm

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

Secretary

**Charter School Preliminary Budget
FY 2026-2027**

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

Projected Enrollment	430
ADA Rate	95.00%
Projected ADA	408.50
Projected Unduplicated Pupil Count	159.00

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
A. REVENUES (8000-8799)				
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) (Res 0000)	8011	953,413		953,413
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	81,700		81,700
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	-		-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,925,229		3,925,229
Other LCFF Transfers	8091, 8097	-	-	-
Total, LCFF Sources		4,960,342	-	4,960,342
2. Federal Revenues (8100-8299)				
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290		65,863	65,863
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290		11,119	11,119
ESEA (ESSA) : Title III, English Learner Student Program (Res 4203)	8290		-	-
ESEA (ESSA) : Title III, Immigrant Student Program (Res 4201)	8290		-	-
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290		-	-
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290		10,000	10,000
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290		-	-
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181		56,810	56,810
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182		4,997	4,997
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220		41,403	41,403
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299	-	-	-
Total - Federal Revenues		-	190,192	190,192
3. Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792		372,071	372,071
State Special Education Mental Health Services (Res 6512)	8590		35,000	35,000
Mandate Block Grant (Res 0000)	8550	8,382		8,382
After School Education and Safety (ASES) (Res 6010)	8677, 8590		-	-
Common Core Standards Implementation (Res 7405)	8590		-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590		-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590		-	-
Lottery, Unrestricted (Res 1100)	8560	79,093		79,093
Lottery, Restricted - Prop 20 (Res 6300)	8560		32,428	32,428
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590		-	-
Other State Revenues (All other resources not reported separately)	8300-8599	-	884,754	884,754
Total - Other State Revenues		87,475	1,324,253	1,411,728
4. Local Revenue (8600-8799)				
All Local Revenues	8600-8799	224,944	-	224,944
Total - Local Revenues		224,944	-	224,944
5. TOTAL REVENUES		5,272,761	1,514,445	6,787,206
B. EXPENDITURES AND OTHER OUTGO (1000-7499)				
1. Certificated Salaries				
Teachers' Salaries	1100	2,489,123	193,459	2,682,582
Pupil Support Salaries	1200	-	219,500	219,500
Supervisors' and Administrators' Salaries	1300	245,000	-	245,000
Other Certificated Salaries	1900	-	-	-
Total, Certificated Salaries		2,734,123	412,959	3,147,082
2. Classified Salaries				
Instructional Salaries	2100	766	255,292	256,058
Support Salaries	2200	187,007	71,000	258,007
Supervisors' and Administrators' Salaries	2300	-	-	-
Clerical and Office Salaries	2400	172,828	-	172,828
Other Classified Salaries	2900	-	-	-
Total, Classified Salaries		360,601	326,292	686,893
3. Employee Benefits				
STRS	3101-3102	502,198	65,661	567,859
PERS	3201-3202	-	-	-
OASDI/Medicare (Social Security)	3301-3302	76,603	32,365	108,968
Health and Welfare Benefits	3401-3402	299,729	45,271	345,000
Unemployment Insurance	3501-3502	22,754	7,210	29,964
Workers' Compensation Insurance	3601-3602	15,474	3,696	19,170
OPEB, Allocated	3701-3702	-	-	-
OPEB, Active Employees	3751-3752	-	-	-
Other Employee Benefits	3901-3902	-	-	-
Total, Employee Benefits		916,759	154,202	1,070,961

**Charter School Preliminary Budget
FY 2026-2027**

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County:	San Diego
SBE Charter #:	1024

Projected Enrollment	430
ADA Rate	95.00%
Projected ADA	408.50
Projected Unduplicated Pupil Count	159.00

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	21,000	-	21,000
Books and Other Reference Materials	4200	13,000	-	13,000
Materials and Supplies	4300	85,000	-	85,000
Non-capitalized Equipment	4400	105,000	10,000	115,000
Food (Food used in food-service activities for which the purpose is nutrition)	4700	16,843	93,157	110,000
Total, Books and Supplies		240,843	103,157	344,000
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	177,395	-	177,395
Travel and Conferences	5200	-	10,000	10,000
Dues and Memberships	5300	10,881	1,119	12,000
Insurance	5400	75,000	-	75,000
Operations and Housekeeping Services	5500	54,000	241,000	295,000
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	86,620	-	86,620
Transfer of Direct Costs (MUST net to zero)	5700	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	466,674	265,716	732,390
Communications	5900	32,000	-	32,000
Total, Services and Other Operating Expenditures		902,570	517,835	1,420,405
6. Capital Outlay				
Depreciation Expense (See Sections G.9 & F.2.a)	6900	90,000	-	90,000
Total, Capital Outlay		90,000	-	90,000
7. Other Outgo				
Tuition to Other Schools (<i>Include contribution to unfunded cost of Sp Ed.</i>)	7110-7143	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-	-	-
All Other Transfers	7280-7299	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300-7399	-	-	-
Debt Service - Interest	7430-7439	-	-	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	-
Total, Other Outgo		-	-	-
8. TOTAL EXPENDITURES		5,244,896	1,514,445	6,759,341
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.				
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		27,865	0	27,865
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)				
1. All Other Financing Sources	8930-8979	-	-	-
2. Other Uses	7630-7699	-	-	-
3. Contributions between unrestricted and restricted accounts (MUST net to zero)	8980-8999	-	-	-
(<i>Include contribution to the unfunded cost of Special Education</i>)				
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		27,865	0	27,865
F. FUND BALANCE/NET POSITION				
1. Beginning Fund Balance/Net Position				
a. July 1 (Projected Ending Fund Balance for FY ending 06/30/26)	9791	4,458,428	-	4,458,428
b. Adjustments/Restatements	9793, 9795	-	-	-
c. Adjusted Beginning Fund Balance/Net Position		4,458,428	-	4,458,428
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		4,486,293	0	4,486,293
Components of Ending Net Position				
a. Net Investment in Capital Assets (<i>See Sections B.6 and G.9</i>)	9796			-
b. Restricted Net Position	9797			-
c. Unrestricted Net Position	9791			-

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name: **Innovations Academy**
 CDS #: **37-68338-0118083**
 Charter Approving Entity: **San Diego Unified School District 37-68338**
 County: **San Diego**
 SBE Charter #: **1,024.00**

Instructions:

Column G " PY Estimated Actual" - manual input (data source: Est. Actual for FY ending 6/30/26)
 Column H "Preliminary Budget" - will automatically populate (linked to Prelim Budget Template tab)
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 Column J "% Change" - will automatically populate
 Column K "Explanation" - provide an explanation if Column J is highlighted in **RED**

Description	Object Code	Estimated Actual for FY Ending 6/30/26 (A)	Preliminary Budget (B)	\$ Change (B - A) (C)	% Change (C / A) (D)	Explanation (e.g. enrollment increase; one-time purchase of 100 chrome books, etc.) =>10% and =>(-10%) change
A. REVENUES (8000-8799)						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) (Res 0000)	8011	646,918	953,413	\$ 306,495	47%	State Issues SuperCOLA
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	84,170	81,700	\$ (2,470)	-3%	
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	-	-	\$ -	0%	
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	4,163,430	3,925,229	\$ (238,201)	-6%	
Other LCFF Transfers	8091, 8097	-	-	\$ -	0%	
Total, LCFF Sources		4,894,518	4,960,342	\$ 65,824	1%	
2. Federal Revenues (8100-8299)						
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	65,863	65,863	\$ -	0%	
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290	11,119	11,119	\$ -	0%	
ESEA (ESSA) : Title III, English Learner Student Program (Res 4203)	8290	-	-	\$ -	0%	
ESEA (ESSA) : Title III, Immigrant Student Program (Res 4201)	8290	-	-	\$ -	0%	
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290	-	-	\$ -	0%	
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290	10,000	10,000	\$ -	0%	
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290	-	-	\$ -	0%	
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	56,810	56,810	\$ -	0%	
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182	4,997	4,997	\$ -	0%	
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220	41,403	41,403	\$ -	0%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	\$ -	0%	
Other Federal Revenues (All other resources not reported separately)	8100-8299	-	-	\$ -	0%	
Total - Federal Revenues		190,192	190,192	\$ -	0%	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792	372,071	372,071	\$ -	0%	
State Special Education Mental Health Services (Res 6512)	8590	34,455	35,000	\$ 545	2%	
Mandate Block Grant (Res 0000)	8550	8,648	8,382	\$ (266)	-3%	
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-	-	\$ -	0%	
Common Core Standards Implementation (Res 7405)	8590	-	-	\$ -	0%	
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-	-	\$ -	0%	
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-	-	\$ -	0%	
Lottery, Unrestricted (Res 1100)	8560	80,382	79,093	\$ (1,289)	-2%	
Lottery, Restricted - Prop 20 (Res 6300)	8560	34,510	32,428	\$ (2,082)	-6%	
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	\$ -	0%	
Other State Revenues (All other resources not reported separately)	8300-8599	923,740	884,754	\$ (38,986)	-4%	
Total - Other State Revenues		1,453,806	1,411,728	\$ (42,078)	-3%	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	224,944	224,944	\$ -	0%	
Total - Local Revenues		224,944	224,944	\$ -	0%	
5. TOTAL REVENUES		6,763,460	6,787,206	\$ 23,746	0%	
B. EXPENDITURES AND OTHER OUTGO (1000-7499)						
1. Certificated Salaries						
Teachers' Salaries	1100	2,403,269	2,682,582	\$ 279,313	12%	
Pupil Support Salaries	1200	216,000	219,500	\$ 3,500	2%	
Supervisors' and Administrators' Salaries	1300	245,000	245,000	\$ -	0%	
Other Certificated Salaries	1900	-	-	\$ -	0%	
Total, Certificated Salaries		2,864,269	3,147,082	\$ 282,813	10%	

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name: **Innovations Academy**
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Description	Object Code	Estimated Actual for FY Ending 6/30/26 (A)	Preliminary Budget (B)	\$ Change (B - A) (C)	% Change (C / A) (D)	Explanation (e.g. enrollment increase; one-time purchase of 100 chrome books, etc.) =>10% and >(-10%) change
2. Classified Salaries						
Instructional Salaries	2100	262,276	256,058	\$ (6,218)	-2%	
Support Salaries	2200	222,788	258,007	\$ 35,219	16%	
Supervisors' and Administrators' Salaries	2300	-	-	\$ -	0%	
Clerical and Office Salaries	2400	200,917	172,828	\$ (28,089)	-14%	
Other Classified Salaries	2900	28,263	-	\$ (28,263)	-100%	
Total, Classified Salaries		714,243	686,893	\$ (27,350)	-4%	
3. Employee Benefits						
STRS	3101-3102	478,567	567,859	\$ 89,292	19%	
PERS	3201-3202	-	-	\$ -	0%	
OASDI/Medicare (Social Security)	3301-3302	118,410	108,968	\$ (9,442)	-8%	
Health and Welfare Benefits	3401-3402	336,000	345,000	\$ 9,000	3%	
Unemployment Insurance	3501-3502	27,694	29,964	\$ 2,270	8%	
Workers' Compensation Insurance	3601-3602	17,893	19,170	\$ 1,277	7%	
OPEB, Allocated	3701-3702	-	-	\$ -	0%	
OPEB, Active Employees	3751-3752	-	-	\$ -	0%	
Other Employee Benefits	3901-3902	-	-	\$ -	0%	
Total, Employee Benefits		978,563	1,070,961	\$ 92,397	9%	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	21,000	21,000	\$ -	0%	
Books and Other Reference Materials	4200	13,000	13,000	\$ -	0%	
Materials and Supplies	4300	85,000	85,000	\$ -	0%	
Non-capitalized Equipment	4400	130,000	115,000	\$ (15,000)	-12%	
Food (Food used in food-service activities for which the purpose is nutrition)	4700	110,000	110,000	\$ -	0%	
Total, Books and Supplies		359,000	344,000	\$ (15,000)	-4%	
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	177,395	177,395	\$ -	0%	
Travel and Conferences	5200	35,000	10,000	\$ (25,000)	-71%	
Dues and Memberships	5300	12,000	12,000	\$ -	0%	
Insurance	5400	75,000	75,000	\$ -	0%	
Operations and Housekeeping Services	5500	295,000	295,000	\$ -	0%	
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	86,620	86,620	\$ -	0%	
Transfer of Direct Costs (MUST net to zero)	5700	-	-	\$ -	0%	
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	890,416	732,390	\$ (158,025)	-18%	
Communications	5900	32,000	32,000	\$ -	0%	
Total, Services and Other Operating Expenditures		1,603,431	1,420,405	\$ (183,025)	-11%	
6. Capital Outlay						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	90,000	90,000	\$ -	0%	
Total, Capital Outlay		90,000	90,000	\$ -	0%	
7. Other Outgo						
Tuition to Other Schools (<i>Include contribution to unfunded cost of Sp Ed.</i>)	7110-7143	-	-	\$ -	0%	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-	-	\$ -	0%	
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-	-	\$ -	0%	
All Other Transfers	7280-7299	-	-	\$ -	0%	
Transfers of Indirect Costs (MUST net to zero)	7300-7399	-	-	\$ -	0%	
Debt Service - Interest	7430-7439	-	-	\$ -	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	\$ -	0%	
Total, Other Outgo		-	-	\$ -	0%	
8. TOTAL EXPENDITURES		6,609,505	6,759,341	\$ 149,836	2%	

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name:	Innovations Academy
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1,024.00

Instructions:

Column G " PY Estimated Actual" - manual input (data source: Est. Actual for FY ending 6/30/26)
 Column H "Preliminary Budget" - will automatically populate (linked to Prelim Budget Template tab)
 Column I "\$ Change" - will automatically populate
 Column J "% Change" - will automatically populate
 Column K "Explanation" - provide an explanation if Column J is highlighted in **RED**

Description	Object Code	Estimated Actual for FY Ending 6/30/26 (A)	Preliminary Budget (B)	\$ Change (B - A) (C)	% Change (C / A) (D)	Explanation <i>(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)</i> =>10% and =>(-10%) change
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		153,955	27,865	\$ (126,090)	-82%	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)						
1. All Other Financing Sources	8930-8979	-	-	\$ -	0%	
2. Other Uses	7630-7699	-	-	\$ -	0%	
3. Contributions between unrestricted and restricted accounts (<i>MUST net to zero</i>) (Include contribution to the unfunded cost of Special Education)	8980-8999	-	-	\$ -	0%	
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	\$ -	0%	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		153,955	27,865	\$ (126,090)	-82%	
F. FUND BALANCE/NET POSITION						
1. Beginning Fund Balance/Net Position						
a. July 1 (Projected Ending Fund Balance for FY ending 06/30/26)	9791	4,304,473	4,458,428	\$ 153,955	4%	
b. Adjustments/Restatements	9793, 9795		-	\$ -	0%	
c. Adjusted Beginning Fund Balance/Net Position		4,304,473	4,458,428	\$ 153,955	4%	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		4,458,428	4,486,293	\$ 27,865	1%	
Components of Ending Net Position						
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796		-	\$ -	0%	
b. Restricted Net Position	9797		-	\$ -	0%	
c. Unrestricted Net Position	9791		-	\$ -	0%	

Net Operating Profit (Revenue > Expenses)	MET	MET
Required Unrestricted Fund Balance (3% of expenses)	198,285	202,780
Reserve for Economic Uncertainty	MET	MET

Innovations Academy (118083)

2023-24

General Assumptions

COLA & Augmentation	8.22%
Base Grant Proration Factor	0.00%
Add-on, ERT & MSA Proration Factor	0.00%
Student Assumptions:	
Enrollment Count	434
Unduplicated Pupil Count (UPC)	141
Unduplicated Pupil Percentage (UPP)	27.68%
Current Year LCFF Average Daily Attendance (ADA)	416.85
Funded LCFF ADA	416.85
LCFF ADA Funding Method	Current Year
Current Year Necessary Small School (NSS) ADA	-
Funded NSS ADA	-

LCFF Entitlement Summary

Base Grant	\$4,195,786
Grade Span Adjustment	188,618
<i>Adjusted Base Grant</i>	\$4,384,404
Supplemental Grant	242,721
Concentration Grant	-
Total Base, Supplemental and Concentration Grant	\$4,627,125
Allowance: Necessary Small School	-
Add-on: Targeted Instructional Improvement Block Grant	-
Add-on: Home-to-School Transportation	-
Add-on: Small School District Bus Replacement Program	-
Add-on: Economic Recovery Target	-
Add-on: Transitional Kindergarten	-
Total Allowance and Add-On Amounts	\$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$4,627,125
Miscellaneous Adjustments	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 4,627,125
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,100
Additional State Aid	-
Total LCFF Entitlement with Additional State Aid	4,627,125

LCFF Sources Summary

Funding Source Summary

Local Revenue and In-Lieu of Property Taxes (<i>net for school districts</i>)	\$ 3,839,789
Education Protection Account Entitlement (<i>includes \$200/minimum per ADA</i>)	\$ 83,370
Net State Aid (<i>excludes Additional State Aid</i>)	\$ 703,966
Additional State Aid	\$ -
Total Funding Sources	\$ 4,627,125

Funding Source by Resource-Object

State Aid (Resource Code 0000, Object Code 8011)	\$ 703,966

EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	\$	83,370
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	\$	-
Property Taxes (Object 8021 to 8089) % Change	\$	-
In-Lieu of Property Taxes (Object Code 8096)		3,839,789
Entitlement and Source Reconciliation		
Basic Aid/Excess Tax District Status	\$	-
Total LCFF Entitlement	\$	4,627,125
Additional State Aid	\$	-
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	-
Excess Taxes before Minimum State Aid	\$	-
Total Funding Sources	\$	4,627,125
LCAP Percentage to Increase or Improve Services Calculation		
Base Grant (<i>Excludes add-ons for TIIG & Transportation</i>)	\$	4,384,404
Supplemental and Concentration Grant funding in the LCAP year	\$	242,721
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	-
Percentage to Increase or Improve Services		5.54%
Necessary Small School Allowance by School		
District Current Year Necessary Small School (NSS) ADA		-
District Funded NSS ADA		-
District NSS Allowance	\$	-
NSS #1		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		Current Yr
CY ADA (Actual)		-
Funded ADA for NSS		-
Funded NSS Allowance	\$	-
NSS #2		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		Current Yr
CY ADA (Actual)		-
Funded ADA for NSS		-
Funded NSS Allowance	\$	-
NSS #3		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		Current Yr
CY ADA (Actual)		-
Funded ADA for NSS		-
Funded NSS Allowance	\$	-
NSS #4		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		Current Yr
CY ADA (Actual)		-
Funded ADA for NSS		-
Funded NSS Allowance	\$	-
NSS #5		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		Current Yr
CY ADA (Actual)		-
Funded ADA for NSS		-
Funded NSS Allowance	\$	-

PER-ADA FUNDING LEVELS**Base, Supplemental and Concentration Rate per ADA**

Grades TK-3	\$	11,557.25
Grades 4-6	\$	10,626.42
Grades 7-8	\$	10,940.92
Grades 9-12	\$	13,009.42

Base Grants

Grades TK-3	\$	9,919
Grades 4-6	\$	10,069
Grades 7-8	\$	10,367
Grades 9-12	\$	12,015

Grade Span Adjustment

Grades TK-3	\$	1,032
Grades 9-12	\$	312

Prorated Base, Supplemental and Concentration Rate per ADA

Grades TK-3	\$	10,951
Grades 4-6	\$	10,069
Grades 7-8	\$	10,367
Grades 9-12	\$	12,327

Prorated Base Grants

Grades TK-3	\$	9,919
Grades 4-6	\$	10,069
Grades 7-8	\$	10,367
Grades 9-12	\$	12,015

Prorated Grade Span Adjustment

Grades TK-3	\$	1,032
Grades 9-12	\$	312

Supplemental Grant

20%

Maximum - 1.00 ADA, 100% UPP

Grades TK-3	\$	2,190
Grades 4-6	\$	2,014
Grades 7-8	\$	2,073
Grades 9-12	\$	2,465

Actual - 1.00 ADA, Local UPP as follows:

27.68%

Grades TK-3	\$	606
Grades 4-6	\$	557
Grades 7-8	\$	574
Grades 9-12	\$	682

Concentration Grant (>55% population)

65%

Maximum - 1.00 ADA, 100% UPP

Grades TK-3	\$	7,118
Grades 4-6	\$	6,545
Grades 7-8	\$	6,739
Grades 9-12	\$	8,013

Actual - 1.00 ADA, Local UPP >55% as follows:

0.0000%

Grades TK-3	\$	-
Grades 4-6	\$	-

Grades 7-8	\$	-
Grades 9-12	\$	-

2024-25		2025-26		2026-27		2027-28		2028-29	
1.07%		2.30%		4.31%		3.30%		3.09%	
0.00%		0.00%		0.00%		0.00%		0.00%	
0.00%		0.00%		0.00%		0.00%		0.00%	
436		437		430		430		430	
187		156		159		166		159	
32.46%		37.03%		38.54%		37.08%		37.55%	
417.60		420.74		408.50		408.50		408.50	
417.60		420.74		408.50		408.50		408.50	
Current Year		Current Year		Current Year		Current Year		Current Year	
-		-		-		-		-	
-		-		-		-		-	
\$4,241,325		\$4,382,241		\$4,445,701		\$4,592,345		\$4,734,250	
196,793		181,571		159,660		164,824		169,989	
\$4,438,118		\$4,563,812		\$4,605,361		\$4,757,169		\$4,904,239	
288,123		337,996		354,981		352,792		368,308	
-		-		-		-		-	
\$4,726,241		\$4,901,808		\$4,960,342		\$5,109,961		\$5,272,547	
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\$-		\$-		\$-		\$-		\$-	
\$4,726,241		\$4,901,808		\$4,960,342		\$5,109,961		\$5,272,547	
-		-		-		-		-	
\$	4,726,241	\$	4,901,808	\$	4,960,342	\$	5,109,961	\$	5,272,547
\$	11,318	\$	11,650	\$	12,143	\$	12,509	\$	12,907
-		-		-		-		-	
4,726,241		4,901,808		4,960,342		5,109,961		5,272,547	
\$	4,104,741	\$	4,199,082	\$	3,925,229	\$	3,925,229	\$	3,925,229
\$	83,520	\$	84,148	\$	81,700	\$	81,700	\$	81,700
\$	537,980	\$	618,578	\$	953,413	\$	1,103,032	\$	1,265,618
\$	-	\$	-	\$	-	\$	-	\$	-
\$	4,726,241	\$	4,901,808	\$	4,960,342	\$	5,109,961	\$	5,272,547
\$	537,980	\$	618,578	\$	953,413	\$	1,103,032	\$	1,265,618

\$	83,520	\$	84,148	\$	81,700	\$	81,700	\$	81,700
\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-
	0.0000%		0.0000%		0.0000%		0.0000%		0.0000%
	4,104,741		4,199,082		3,925,229		3,925,229		3,925,229

\$	-	\$	-	\$	-	\$	-	\$	-
\$	4,726,241	\$	4,901,808	\$	4,960,342	\$	5,109,961	\$	5,272,547
\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-
\$	4,726,241	\$	4,901,808	\$	4,960,342	\$	5,109,961	\$	5,272,547

\$	4,438,118	\$	4,563,812	\$	4,605,361	\$	4,757,169	\$	4,904,239
\$	288,123	\$	337,996	\$	354,981	\$	352,792	\$	368,308
\$	-	\$	-	\$	-	\$	-	\$	-
	6.49%		7.41%		7.71%		7.42%		7.51%

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\$	-	\$	-	\$	-	\$	-	\$	-
	Current Yr		Current Yr		Current Yr		Current Yr		Current Yr
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	Current Yr		Current Yr		Current Yr		Current Yr		Current Yr
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	Current Yr		Current Yr		Current Yr		Current Yr		Current Yr
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	Current Yr		Current Yr		Current Yr		Current Yr		Current Yr
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	-		-		-		-		-
\$	-	\$	-	\$	-	\$	-	\$	-

\$	11,786.53	\$	12,161.58	\$	12,721.39	\$	13,104.75	\$	13,521.53
\$	10,837.69	\$	11,182.04	\$	11,697.09	\$	12,049.93	\$	12,433.53
\$	11,158.23	\$	11,512.85	\$	12,042.83	\$	12,406.55	\$	12,801.22
\$	13,268.90	\$	13,689.97	\$	14,319.78	\$	14,752.51	\$	15,222.34
\$	10,025	\$	10,256	\$	10,698	\$	11,051	\$	11,392
\$	10,177	\$	10,411	\$	10,860	\$	11,218	\$	11,565
\$	10,478	\$	10,719	\$	11,181	\$	11,550	\$	11,907
\$	12,144	\$	12,423	\$	12,958	\$	13,386	\$	13,800
\$	1,043	\$	1,067	\$	1,113	\$	1,149	\$	1,185
\$	316	\$	323	\$	337	\$	348	\$	359
\$	11,068	\$	11,323	\$	11,811	\$	12,200	\$	12,577
\$	10,177	\$	10,411	\$	10,860	\$	11,218	\$	11,565
\$	10,478	\$	10,719	\$	11,181	\$	11,550	\$	11,907
\$	12,460	\$	12,746	\$	13,295	\$	13,734	\$	14,159
\$	10,025	\$	10,256	\$	10,698	\$	11,051	\$	11,392
\$	10,177	\$	10,411	\$	10,860	\$	11,218	\$	11,565
\$	10,478	\$	10,719	\$	11,181	\$	11,550	\$	11,907
\$	12,144	\$	12,423	\$	12,958	\$	13,386	\$	13,800
\$	1,043	\$	1,067	\$	1,113	\$	1,149	\$	1,185
\$	316	\$	323	\$	337	\$	348	\$	359
	20%		20%		20%		20%		20%
\$	2,214	\$	2,265	\$	2,362	\$	2,440	\$	2,515
\$	2,035	\$	2,082	\$	2,172	\$	2,244	\$	2,313
\$	2,096	\$	2,144	\$	2,236	\$	2,310	\$	2,381
\$	2,492	\$	2,549	\$	2,659	\$	2,747	\$	2,832
	32.46%		37.03%		38.54%		37.08%		37.55%
\$	719	\$	839	\$	910	\$	905	\$	945
\$	661	\$	771	\$	837	\$	832	\$	869
\$	680	\$	794	\$	862	\$	857	\$	894
\$	809	\$	944	\$	1,025	\$	1,019	\$	1,063
	65%		65%		65%		65%		65%
\$	7,194	\$	7,360	\$	7,677	\$	7,930	\$	8,175
\$	6,615	\$	6,767	\$	7,059	\$	7,292	\$	7,517
\$	6,811	\$	6,967	\$	7,268	\$	7,508	\$	7,740
\$	8,099	\$	8,285	\$	8,642	\$	8,927	\$	9,203
	0.0000%		0.0000%		0.0000%		0.0000%		0.0000%
\$	-	\$	-	\$	-	\$	-	\$	-
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\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-

User Notes

2029-30		2030-31	
3.11%		3.12%	
0.00%		0.00%	
0.00%		0.00%	
430		430	
161		162	
37.72%		37.45%	
408.50		408.50	
408.50		408.50	
Current Year		Current Year	
-		-	
-		-	
\$4,881,466		\$5,033,685	
175,296		180,747	
\$5,056,762		\$5,214,432	
381,482		390,561	
-		-	
\$5,438,244		\$5,604,993	
-		-	
-		-	
-		-	
-		-	
-		-	
\$-		\$-	
\$5,438,244		\$5,604,993	
-		-	
\$	5,438,244	\$	5,604,993
\$	13,313	\$	13,721
-		-	
5,438,244		5,604,993	
\$	3,925,229	\$	3,925,229
\$	81,700	\$	81,700
\$	1,431,315	\$	1,598,064
\$	-	\$	-
\$	5,438,244	\$	5,604,993
\$	1,431,315	\$	1,598,064

\$	81,700	\$	81,700
\$	-	\$	-
\$	-	\$	-
	0.0000%		0.0000%
	3,925,229		3,925,229

\$	-	\$	-
\$	5,438,244	\$	5,604,993
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	5,438,244	\$	5,604,993

background color on rows 63-66 can be removed to see calculation if nee

\$	5,056,762	\$	5,214,432
\$	381,482	\$	390,561
\$	-	\$	-
	7.54%		7.49%

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\$	-	\$	-
	Current Yr		Current Yr
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\$	-	\$	-
	Current Yr		Current Yr
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\$	-	\$	-
	Current Yr		Current Yr
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\$	-	\$	-
	Current Yr		Current Yr
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	-		-
\$	-	\$	-

\$	13,946.31	\$	14,373.56
\$	12,824.62	\$	13,218.05
\$	13,203.18	\$	13,608.23
\$	15,700.35	\$	16,181.54
\$	11,746	\$	12,112
\$	11,925	\$	12,297
\$	12,277	\$	12,660
\$	14,229	\$	14,673
\$	1,222	\$	1,260
\$	370	\$	381
\$	12,968	\$	13,372
\$	11,925	\$	12,297
\$	12,277	\$	12,660
\$	14,599	\$	15,054
\$	11,746	\$	12,112
\$	11,925	\$	12,297
\$	12,277	\$	12,660
\$	14,229	\$	14,673
\$	1,222	\$	1,260
\$	370	\$	381
	20%		20%
\$	2,594	\$	2,674
\$	2,385	\$	2,459
\$	2,455	\$	2,532
\$	2,920	\$	3,011
	37.72%		37.45%
\$	978	\$	1,002
\$	900	\$	921
\$	926	\$	948
\$	1,101	\$	1,128
	65%		65%
\$	8,429	\$	8,692
\$	7,751	\$	7,993
\$	7,980	\$	8,229
\$	9,489	\$	9,785
	0.0000%		0.0000%
\$	-	\$	-
\$	-	\$	-

\$	-	\$	-
\$	-	\$	-

Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: [_how to hide-unhide r](#)



CASH FLOW Preliminary		BUDGET
		1
	Budget	JULY
Revenue		
Revenue Limit Sources		Distrivution tab in
8011 LCFF Revenues	\$ 953,413.00	\$ 47,670.65
8012 Education Protection Account Revenue	\$ 81,700.00	\$ -
8019 Prior Year Income/Adjustments	\$ -	\$ -
8096 Charter Schools Funding In-Lieu of Property Taxes	\$ 3,925,228.83	\$ 196,261.44
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
Total Revenue Limit Sources	\$ 4,960,341.83	\$ 243,932.09
Federal Revenue		
8181 Special Education - Entitlement	\$ 56,810.00	\$ 3,408.60
8182 Special Education - Mental Health	\$ 4,997.00	\$ 416.42
8220 Federal Child Nutrition Programs	\$ 41,403.00	\$ -
8285 LAUSD Federal SPED	\$ -	\$ -
8290 All Other Federal Revenue	\$ -	\$ -
8291 Title I Federal Revenue	\$ 65,863.00	\$ -
8292 Title II	\$ 11,119.00	\$ -
8293 Title III Federal Revenue	\$ -	\$ -
8294 Title IV	\$ 10,000.00	\$ -
8295 Title V Federal Revenue	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
80XX ---	\$ -	\$ -
Total Federal Income	\$ 190,192.00	\$ 3,825.02
State Revenue		
8520 State Child Nutrition Program	\$ 51,754.00	\$ -
8550 Mandated Block Grant	\$ 8,382.42	\$ -
8560 State Lottery Revenue	\$ 111,520.50	\$ -
8590 All Other State Revenues	\$ 868,000.00	\$ 17,360.00

8591 SB 740 Revenue	\$	-	\$	-
8599 Prior Year State Income	\$	-	\$	-
8791 SPED State/Other Transfers of Apportionments from D	\$	-	\$	-
8792 SPED State/Other Transfers of Apportionments from C	\$	372,071.00	\$	18,603.55
8596 ASES	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
Total State Revenue	\$	1,411,727.92	\$	35,963.55
Local Revenue				
8639 Student Lunch revenue	\$	-	\$	-
8650 Rental Income	\$	-	\$	-
8660 Interest Income	\$	100,000.00	\$	9,724.25
8662 Net Increase/Decrease in Investment	\$	-	\$	-
8677 State Local SPED Revenue	\$	-	\$	-
8682 Foundation Grants/Donations	\$	-	\$	-
8684 Student Body (ASB) Fundraising Revenue	\$	-	\$	-
8685 School Site fundraising	\$	124,944.00	\$	-
8688 In Kind Contributions	\$	-	\$	-
8694 Field Trip Revenues	\$	-	\$	-
8698 E-rate Revenues	\$	-	\$	-
8699 All Other Local Revenue	\$	-	\$	-
8798 Income (Loss) from Ownership in Subsidiary	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
80XX ---	\$	-	\$	-
Total Local Revenues	\$	224,944.00	\$	9,724.25
TOTAL REVENUE	\$	6,787,205.75	\$	293,444.91
EXPENSES				
Certified Salaries				
1100 Teachers' Salaries	\$	2,682,582.00	\$	29,267.97
1105 Teachers' Bonuses	\$	-	\$	-

[illegible]

20XX ---	\$ -	\$ -
20XX ---	\$ -	\$ -
Total Classified Salaries	\$ 686,892.75	\$ 46,168.27
Employee Benefits		
3101 State Teachers' Retirement System, certificated position	\$ 567,858.66	\$ 7,084.95
3102 Employer STRS Classified	\$ -	\$ -
3201 Employer PERS Certificated	\$ -	\$ -
3202 Public Employees' Retirement System, classified position	\$ -	\$ -
3301 OASDI/Medicare Certificated, Unrestricted	\$ 56,420.69	\$ 1,069.75
3302 OASDI/Medicare Classified	\$ 52,547.30	\$ 3,731.03
3401 Health & Welfare Benefits, Certificated	\$ 345,000.00	\$ 30,517.29
3402 Health & Welfare Benefits Classified	\$ -	\$ -
3501 State Unemployment Insurance Certificated	\$ 20,430.00	\$ 130.97
3502 State Unemployment Insurance Classified	\$ 9,534.00	\$ 131.29
3601 Worker Compensation Insurance	\$ 15,735.41	\$ 497.25
3602 Worker Compensation Insurance	\$ 3,434.46	\$ 164.14
3701 OPEB benefits	\$ -	\$ -
3702 OPEB benefits	\$ -	\$ -
3901 Other Employee Benefits	\$ -	\$ -
3902 Other Employee Benefits Classified	\$ -	\$ -
3903 Other Employee Benefits	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
30XX ---	\$ -	\$ -
Total Employee Benefits	\$ 1,070,960.52	\$ 43,326.65
Books and Supplies		
4100 Approved Textbooks and Core Curriculum	\$ 21,000.00	\$ 6,963.95
4101 Curriculum Assessment and Software	\$ -	\$ -
4102 Supplemental Curriculum	\$ -	\$ -
4200 Books and Other Reference Materials	\$ 13,000.00	\$ 1,276.22
4215 CSI Materials	\$ -	\$ -
4300 Materials and Supplies	\$ 25,000.00	\$ 2,701.00
4315 Classroom Materials and Supplies	\$ 40,000.00	\$ 4,811.10
4342 Materials for School Sponsored Athletics	\$ -	\$ -
4381 Materials for Plant Maintenance	\$ 20,000.00	\$ 592.80
4400 Noncapitalized Equipment	\$ 25,000.00	\$ 1,678.51
4407 Student Educational Software	\$ 10,000.00	\$ 833.33
4410 Software and Software Licensing	\$ 70,000.00	\$ 30,279.68

4430 Noncapitalized Student Equipment	\$	10,000.00	\$	1,548.71
4440 Student Event Materials	\$	-	\$	-
4700 Food and Food Supplies	\$	110,000.00	\$	6,206.51
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
40XX ---	\$	-	\$	-
Total Books and Supplies	\$	344,000.00	\$	56,891.79
Services, Other Operating Expenses				
5100 Subagreements for Services	\$	177,395.00	\$	14,782.92
5200 Travel and Conferences	\$	5,000.00	\$	599.69
5206 Parking Expense	\$	-	\$	-
5210 Training and Development Expense	\$	5,000.00	\$	102.28
5300 Dues and Memberships	\$	12,000.00	\$	3,287.66
5400 Insurance	\$	75,000.00	\$	35,997.14
5450 Property Taxes	\$	-	\$	-
5500 Operation and Housekeeping Services	\$	85,000.00	\$	3,583.37
5501 Utilities	\$	210,000.00	\$	17,915.89
5505 Student Transportation/Field Trips	\$	-	\$	-
5600 Space Rental/Leases Expense	\$	120.00	\$	9.22
5601 Building Maintenance	\$	50,000.00	\$	6,086.79
5602 Other Space Rental	\$	1,500.00	\$	136.08
5603 Engagement Space Rental	\$	-	\$	-
5605 Equipment Rental/Lease Expense	\$	30,000.00	\$	2,859.56
5610 Equipment Repair	\$	5,000.00	\$	5.06
5621 Facilities Costs	\$	-	\$	-
5710 Transfer of Direct Costs	\$	-	\$	-
5800 Professional/Consulting Services and Operating Expenses	\$	45,000.00	\$	8,105.04
5803 Banking and Payroll Service Fees	\$	20,000.00	\$	593.75
5805 Legal Services	\$	65,000.00	\$	4,403.81
5806 Audit Services	\$	10,500.00	\$	1,800.94
5807 Legal Settlements	\$	30,000.00	\$	-
5809 Employee Tuition Reimbursement	\$	5,000.00	\$	416.67
5810 Educational Consultants	\$	150,000.00	\$	23,102.52
5811 Student Transportation	\$	7,000.00	\$	736.11
5812 Other Student Activities	\$	580.00	\$	48.33
5813 Residential Placement	\$	-	\$	-
5815 Advertising/Recruiting	\$	30,000.00	\$	3,045.97
5820 Fundraising Expense	\$	6,000.00	\$	-
5825 School Pathways	\$	-	\$	-

5830 Field Trip Expenses	\$	110,000.00	\$	2,926.62
5836 Transportation Services	\$	-	\$	-
5842 Services Student Athletics	\$	-	\$	-
5850 Scholarships Awarded	\$	-	\$	-
5873 Financial Services	\$	80,000.00	\$	13,333.33
5874 Personnel Services	\$	3,500.00	\$	291.67
5875 District Oversight Fee	\$	148,810.25	\$	7,678.76
5877 IT Services	\$	11,000.00	\$	644.72
5885 Summer School Expenses	\$	-	\$	-
5890 Interest Expense/Fees	\$	10,000.00	\$	959.20
5891 Charter School Capital Fees	\$	-	\$	-
5892 ASB Activities Expense	\$	-	\$	-
5894 ASB Activities Expense	\$	-	\$	-
5899 CMO Management Fee Expense	\$	-	\$	-
5900 Communications (Tele., Internet, Copies,Postage,Mess	\$	32,000.00	\$	2,729.27
5901 Scholar Internet Reimbursement	\$	-	\$	-
5998 Unallocated Credit Card Expense	\$	-	\$	-
5999 Expense Suspense	\$	-	\$	-
50XX ---	\$	-	\$	-
50XX ---	\$	-	\$	-
50XX ---	\$	-	\$	-
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50XX ---	\$	-	\$	-
50XX ---	\$	-	\$	-
50XX ---	\$	-	\$	-
50XX ---	\$	-	\$	-
Total Services, Other Operating Expenses	\$	1,420,405.25	\$	156,182.38
Capital Outlay				
6900 Depreciation Expense	\$	90,000.00	\$	7,500.00
6901 Amortization Expense	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
60XX ---	\$	-	\$	-
Total Capital Outlay	\$	90,000.00	\$	7,500.00

Other Outgoing Costs (Direct Support/Indirect Costs)

7000 Miscellaneous Expense	\$	-	\$	-
7141 Special Education Encroachment District	\$	-	\$	-
7200 Other Transfer	\$	-	\$	-
7201 Write Off of Prior year assets	\$	-	\$	-
7299 All other Transfers	\$	-	\$	-
7310 Transfer of Indirect Costs	\$	-	\$	-
7438 Debt Service - Interest	\$	-	\$	-
7439 Debt Service Amortization	\$	-	\$	-
7619 Other Interfund Transfers out	\$	-	\$	-
70XX ---	\$	-	\$	-
70XX ---	\$	-	\$	-
70XX ---	\$	-	\$	-
70XX ---	\$	-	\$	-
70XX ---	\$	-	\$	-
70XX ---	\$	-	\$	-
70XX ---	\$	-	\$	-
70XX ---	\$	-	\$	-
Total Other Outgoing Costs (Direct Support/Indirect Costs)	\$	-	\$	-

TOTAL EXPENDITURES

\$	6,759,340.52	\$	359,965.68

\$	27,865.22	\$	(66,520.77)

Cash, Beginning Period

4,972,810.32

Increase (Decrease) in Cash

Cash flows from operating activities	
Net Increase/(Decrease) in Net Assets	(66,520.77)
Accounts Receivable	-
Accounts Payable	-
Other Short Term Liabilities	-
Loans Payable Current	-
Accrued Liabilities	-
Other Assets	-
IntraCompany	-
Cash flows from operating activities	(66,520.77)
Cash flows from Assets/Depreciation	-
Cash flows from Long Term Investments	-
	-
Cash flows from financing activities	-
	-
Total Increase (Decrease) in Cash	(66,520.77)

Cash, End of Period	4,906,289.55

BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
2	3	4	5	6	7
AUGUST	SEPT	OCT	NOV	DEC	JAN

CY

\$ 47,670.65	\$ 85,807.17	\$ 85,807.17	\$ 85,807.17	\$ 85,807.17	\$ 85,807.17
\$ -	\$ -	\$ 20,425.00	\$ -	\$ -	\$ 20,425.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 431,775.17	\$ 353,270.59	\$ 353,270.59	\$ 274,766.02	\$ 274,766.02	\$ 274,766.02
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 479,445.82	\$ 439,077.76	\$ 459,502.76	\$ 360,573.19	\$ 360,573.19	\$ 380,998.19

\$ 4,544.80	\$ 4,544.80	\$ 4,544.80	\$ 4,544.80	\$ 4,544.80	\$ 4,544.80
\$ 416.42	\$ 416.42	\$ 416.42	\$ 416.42	\$ 416.42	\$ 416.42
\$ -	\$ -	\$ 3,726.27	\$ 4,554.33	\$ -	\$ 4,554.33
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 16,465.75	\$ -	\$ 32,931.50
\$ -	\$ -	\$ -	\$ 2,779.75	\$ -	\$ 5,559.50
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 2,500.00	\$ -	\$ 5,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 4,961.22	\$ 4,961.22	\$ 8,687.49	\$ 31,261.05	\$ 4,961.22	\$ 53,006.55

\$ -	\$ -	\$ 4,657.86	\$ 5,692.94	\$ -	\$ 5,692.94
\$ -	\$ -	\$ -	\$ -	\$ 8,382.42	\$ -
\$ -	\$ -	\$ 5,209.84	\$ -	\$ -	\$ 26,320.95
\$ 17,360.00	\$ 86,800.00	\$ 43,400.00	\$ 43,400.00	\$ 86,800.00	\$ 52,080.00

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\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-
\$	22,796.93	\$	19,072.76	\$	21,772.88	\$	21,028.41	\$	19,053.70
\$	19,227.59	\$	18,227.45	\$	20,681.38	\$	15,773.51	\$	22,846.18
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\$	-	\$	-	\$	-	\$	-	\$	-
\$	335,987.94	\$	288,879.55	\$	289,171.63	\$	287,751.81	\$	284,283.40

[illegible]

\$	2,317.44	\$	732.70	\$	773.28	\$	765.76	\$	172.43	\$	468.18
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	9,676.69	\$	9,974.66	\$	1,814.77	\$	12,739.63	\$	4,806.38	\$	4,161.29
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
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\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	34,142.06	\$	28,716.84	\$	17,270.38	\$	30,360.94	\$	23,082.34	\$	16,845.15

\$	14,782.92	\$	14,782.92	\$	14,782.92	\$	14,782.92	\$	14,782.92	\$	14,782.92
\$	74.49	\$	291.77	\$	624.20	\$	442.22	\$	280.13	\$	353.57
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	374.19	\$	322.16	\$	75.78	\$	1,915.20	\$	1,647.61	\$	6.26
\$	2,690.05	\$	128.07	\$	4,138.88	\$	72.83	\$	203.92	\$	843.12
\$	4,128.53	\$	4,128.53	\$	6,410.86	\$	4,128.52	\$	4,128.52	\$	3,692.36
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	4,473.42	\$	18,969.48	\$	3,583.37	\$	6,259.71	\$	5,139.06	\$	2,812.11
\$	19,244.65	\$	23,396.08	\$	20,417.94	\$	17,978.69	\$	16,103.82	\$	14,390.90
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	9.32	\$	18.45	\$	9.23	\$	9.23	\$	9.23	\$	9.23
\$	5,828.78	\$	1,061.57	\$	2,109.16	\$	5,236.88	\$	3,004.36	\$	3,771.12
\$	90.48	\$	166.38	\$	99.96	\$	172.48	\$	144.95	\$	72.56
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	1,526.33	\$	3,182.09	\$	2,153.65	\$	1,571.60	\$	2,735.85	\$	2,184.73
\$	942.61	\$	1,144.96	\$	1,741.14	\$	900.07	\$	-	\$	19.94
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	3,365.84	\$	2,784.62	\$	3,855.57	\$	3,662.99	\$	1,909.75	\$	1,791.42
\$	640.52	\$	1,347.98	\$	973.05	\$	3,371.21	\$	1,362.63	\$	1,381.90
\$	7,465.45	\$	3,833.97	\$	6,135.59	\$	4,249.77	\$	614.10	\$	703.98
\$	194.76	\$	2,168.68	\$	2,336.28	\$	1,336.39	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	416.67	\$	416.67	\$	416.67	\$	416.67	\$	416.67	\$	416.67
\$	8,412.56	\$	13,524.66	\$	10,072.42	\$	10,473.44	\$	7,673.23	\$	8,142.90
\$	271.37	\$	342.59	\$	113.62	\$	841.73	\$	250.51	\$	424.57
\$	48.33	\$	48.33	\$	48.33	\$	48.33	\$	48.33	\$	48.33
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	3,002.60	\$	3,873.19	\$	2,160.37	\$	3,896.53	\$	4,674.64	\$	2,060.06
\$	-	\$	-	\$	-	\$	3,000.00	\$	3,000.00	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

\$	74.49	\$	291.77	\$	624.20	\$	442.22	\$	280.13	\$	353.57

\$ - \$ - \$ - \$ - \$ -

\$	374.19	\$	322.16	\$	75.78	\$	1,915.20	\$	1,647.61	\$	6.26

\$	2,690.05	\$	128.07	\$	4,138.88	\$	72.83	\$	203.92	\$	843.12

\$	4,128.53	\$	4,128.53	\$	6,410.86	\$	4,128.52	\$	4,128.52	\$	3,692.36

\$	-	\$	-	\$	-	\$	-	\$	-

\$	4,473.42	\$	18,969.48	\$	3,583.37	\$	6,259.71	\$	5,139.06	\$	2,812.11

\$	19,244.65	\$	23,396.08	\$	20,417.94	\$	17,978.69	\$	16,103.82	\$	14,390.90

\$	-	\$	-	\$	-	\$	-	\$	-
+	0.00	+	0.00	+	0.00	+	0.00	+	0.00

\$	9.32	\$	18.45	\$	9.23	\$	9.23	\$	9.23	\$	9.23
+	5,333.53	+	1,331.55	+	3,133.13	+	5,333.33	+	3,331.33	+	3,551.13

\$	5,828.78	\$	1,061.57	\$	2,109.16	\$	5,236.88	\$	3,004.36	\$	3,771.12
\$	88.18	\$	166.88	\$	88.86	\$	173.18	\$	111.85	\$	73.56

\$	90.48	\$	166.38	\$	99.96	\$	172.48	\$	144.95	\$	72.56
\$		\$		\$		\$		\$		\$	

\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,526.33	\$ 2,183.00	\$ 2,153.65	\$ 1,571.60	\$ 2,325.85
				\$ 2,184.73

\$	1,526.33	\$	3,182.09	\$	2,153.65	\$	1,571.60	\$	2,735.85	\$	2,184.73
\$	943.61	\$	1,144.06	\$	1,741.14	\$	900.07	\$		\$	10.04

\$	942.61	\$	1,144.96	\$	1,741.14	\$	900.07	\$	-	\$	19.94
\$		\$		\$		\$		\$		\$	

\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

\$	3 365 84	\$	2 784 62	\$	3 855 57	\$	3 662 99	\$	1 909 75	\$	1 791 42

\$	3,565.84	\$	2,784.82	\$	3,853.37	\$	3,002.55	\$	1,505.75	\$	1,751.42
\$	640.52	\$	1,347.98	\$	973.05	\$	3,371.21	\$	1,362.63	\$	1,381.90

\$	646.52	\$	1,347.58	\$	373.63	\$	3,371.21	\$	1,582.63	\$	1,581.58
\$	7,465.45	\$	3,833.97	\$	6,135.59	\$	4,249.77	\$	614.10	\$	703.98

\$	1,768.15	\$	3,333.57	\$	3,133.55	\$	1,213.77	\$	317.13	\$	1,631.55
\$	194.76	\$	2,168.68	\$	2,336.28	\$	1,336.39	\$	-	\$	-

\$	-	\$	-	\$	-	\$	-	\$	-

\$	416.67	\$	416.67	\$	416.67	\$	416.67	\$	416.67	\$	416.67

\$	8,412.56	\$	13,524.66	\$	10,072.42	\$	10,473.44	\$	7,673.23	\$	8,142.90

\$	271.37	\$	342.59	\$	113.62	\$	841.73	\$	250.51	\$	424.57

\$	48.33	\$	48.33	\$	48.33	\$	48.33	\$	48.33	\$	48.33

\$ - \$ - \$ - \$ - \$ -

\$	3,002.60	\$	3,873.19	\$	2,160.37	\$	3,896.53	\$	4,674.64	\$	2,060.06

\$	-	\$	-	\$	-	\$	3,000.00	\$	3,000.00	\$	-

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\$	652,261.31	\$	572,509.32	\$	579,133.44	\$	560,517.66	\$	596,875.71	\$	528,012.72

\$	(122,124.44)	\$	13,140.00	\$	(2,773.88)	\$	(65,619.29)	\$	(82,026.67)	\$	44,214.64

4,906,289.55	4,784,165.11	4,797,305.10	4,794,531.22	4,728,911.94	4,646,885.27

(122,124.44)	13,140.00	(2,773.88)	(65,619.29)	(82,026.67)	44,214.64
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(122,124.44)	13,140.00	(2,773.88)	(65,619.29)	(82,026.67)	44,214.64
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-	-	-	-	-	-
-	-	-	-	-	-
(122,124.44)	13,140.00	(2,773.88)	(65,619.29)	(82,026.67)	44,214.64

4,784,165.11	4,797,305.10	4,794,531.22	4,728,911.94	4,646,885.27	4,691,099.91

BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	ACCRUAL
8	9	10	11	12	
FEB	MARCH	APRIL	MAY	JUNE	JULY
\$ 85,807.17	\$ 85,807.17	\$ 85,807.17	\$ 85,807.17	\$ -	\$ 85,807.17
\$ -	\$ -	\$ 20,425.00	\$ -	\$ -	\$ 20,425.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 510,279.75	\$ 549,532.04	\$ 274,766.02	\$ 274,766.02	\$ 157,009.15	\$ -
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\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 596,086.92	\$ 635,339.21	\$ 380,998.19	\$ 360,573.19	\$ 157,009.15	\$ 106,232.17
\$ 7,953.40	\$ 4,544.80	\$ 4,544.80	\$ 4,544.80	\$ 4,544.80	\$ -
\$ 416.42	\$ 416.42	\$ 416.42	\$ 416.42	\$ 416.42	\$ -
\$ 6,210.45	\$ 2,898.21	\$ -	\$ 4,968.36	\$ 4,968.36	\$ 9,522.69
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ 13,172.60	\$ -	\$ 3,293.15	\$ -
\$ -	\$ -	\$ 2,223.80	\$ -	\$ 555.95	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ 2,000.00	\$ -	\$ 500.00	\$ -
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\$ 14,580.27	\$ 7,859.43	\$ 22,357.62	\$ 9,929.58	\$ 14,278.68	\$ 9,522.69
\$ 7,763.10	\$ 3,622.78	\$ -	\$ 6,210.48	\$ 6,210.48	\$ 11,903.42
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ 28,731.39	\$ -	\$ 51,258.32	\$ -
\$ 52,080.00	\$ 60,760.00	\$ 26,040.00	\$ 26,040.00	\$ 355,880.00	\$ -

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\$ 33,486.39	\$ 33,486.39	\$ 33,486.39	\$ 33,486.39	\$ 33,486.39	\$ 33,486.39	\$ -
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\$ 93,329.49	\$ 97,869.17	\$ 88,257.78	\$ 65,736.87	\$ 446,835.19	\$ 11,903.42	
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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\$ 7,270.22	\$ 7,717.32	\$ 7,654.20	\$ 8,028.18	\$ 7,799.41	\$ -	\$ -
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\$ 12,494.40	\$ 12,494.40	\$ 12,494.40	\$ 12,494.40	\$ 12,494.40	\$ 12,494.40	\$ -
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\$ 19,764.62	\$ 20,211.72	\$ 20,148.60	\$ 20,522.58	\$ 20,293.81	\$ -	\$ -
\$ 723,761.29	\$ 761,279.52	\$ 511,762.18	\$ 456,762.21	\$ 638,416.83	\$ 127,658.28	
\$ 251,860.45	\$ 247,125.67	\$ 250,734.48	\$ 296,288.24	\$ 44,289.36	\$ -	\$ -
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\$ 54,272.02	\$ 55,457.43	\$ 65,893.79	\$ 59,078.71	\$ 45,747.76	\$ -	\$ -
\$ 35,793.78	\$ 35,585.89	\$ 36,322.05	\$ 40,821.00	\$ 200,759.50	\$ -	\$ -
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\$ 5,333.43	\$ 5,179.29	\$ 5,151.82	\$ 6,053.64	\$ 1,363.89	\$ -	\$ -
\$ 4,151.15	\$ 4,331.81	\$ 4,622.62	\$ 4,888.53	\$ 3,960.18	\$ -	\$ -
\$ 46,635.37	\$ 27,242.09	\$ 22,930.25	\$ 27,556.90	\$ 23,623.06	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 750.88	\$ 558.68	\$ 477.76	\$ 310.49	\$ 238.30	\$ -	\$ -
\$ 659.13	\$ 484.70	\$ 178.81	\$ 112.28	\$ 47.85	\$ -	\$ -
\$ 1,697.80	\$ 1,642.93	\$ 1,269.92	\$ 1,277.00	\$ 1,181.37	\$ -	\$ -
\$ 283.26	\$ 313.65	\$ 234.36	\$ 223.25	\$ 565.77	\$ -	\$ -
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\$ 95,304.80	\$ 75,339.04	\$ 71,187.60	\$ 81,243.09	\$ 231,739.92	\$ -	\$ -
\$ 307.85	\$ 172.28	\$ 64.38	\$ 58.38	\$ 2,933.74	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 448.53	\$ 189.00	\$ 308.20	\$ 1,163.84	\$ 788.66	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,920.27	\$ 2,340.52	\$ 1,946.72	\$ 3,638.22	\$ 2,734.51	\$ -	\$ -
\$ 2,572.81	\$ 1,256.04	\$ 1,398.08	\$ 6,767.54	\$ 10,592.59	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,389.54	\$ 1,352.42	\$ 1,784.83	\$ 1,508.41	\$ 2,753.21	\$ -	\$ -
\$ 886.58	\$ 2,651.43	\$ 820.75	\$ 1,683.42	\$ 2,072.59	\$ -	\$ -
\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ -	\$ -
\$ 2,256.44	\$ 2,137.22	\$ 946.49	\$ 2,444.98	\$ 2,391.81	\$ -	\$ -

[illegible]

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\$	574,303.40	\$	594,564.34	\$	587,468.84	\$	623,875.26	\$	529,852.85	\$	-

\$	149,457.89	\$	166,715.18	\$	(75,706.66)	\$	(167,113.05)	\$	108,563.99	\$	127,658.28

4,691,099.91	4,840,557.80	5,007,272.99	4,931,566.32	4,764,453.27	4,873,017.26

149,457.89	166,715.18	(75,706.66)	(167,113.05)	108,563.99	127,658.28
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149,457.89	166,715.18	(75,706.66)	(167,113.05)	108,563.99	127,658.28
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-	-	-	-	-	-
149,457.89	166,715.18	(75,706.66)	(167,113.05)	108,563.99	127,658.28

4,840,557.80	5,007,272.99	4,931,566.32	4,764,453.27	4,873,017.26	5,000,675.54

P1-12 Total	ACCRUAL

\$	867,605.83	85,807
\$	61,275.00	20,425
\$	-	0
\$	3,925,228.83	0
\$	-	0
\$	-	0
\$	-	0
\$	-	0
\$	-	0
\$	-	0
\$	-	0
\$	-	0
\$	4,854,109.66	106,232

\$	56,810.00	0
\$	4,997.00	0
\$	31,880.31	9,523
\$	-	0
\$	-	0
\$	65,863.00	0
\$	11,119.00	0
\$	-	0
\$	10,000.00	0
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\$	-	0
\$	-	0
\$	180,669.31	9,523

\$	39,850.58	11,903
\$	8,382.42	0
\$	111,520.50	0
\$	868,000.00	0

\$	-	0
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\$	372,071.00	0
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\$	1,399,824.50	11,903

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\$	100,000.00	0
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\$	124,944.00	0
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\$	-	0
\$	224,944.00	0

\$	6,659,547.47	127,658.28

\$	2,682,582.00	0
\$	-	0

\$	-	0
\$	-	0
\$	686,892.75	0

\$	567,858.66	0
\$	-	0
\$	-	0
\$	-	0
\$	56,420.69	0
\$	52,547.30	0
\$	345,000.00	0
\$	-	0
\$	20,430.00	0
\$	9,534.00	0
\$	15,735.41	0
\$	3,434.46	0
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\$	1,070,960.52	0

\$	21,000.00	0
\$	-	0
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\$	13,000.00	0
\$	-	0
\$	25,000.00	0
\$	40,000.00	0
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\$	20,000.00	0
\$	25,000.00	0
\$	10,000.00	0
\$	70,000.00	0

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\$	6,759,340.52	0

\$	(99,793.06)	127,658

PROJECTED YEAR-END TOTALS

Copy & Paste (without links)

Include enrollment, ADA rate, a

Description
A. REVENUES (8000-8799)
1. Local Control Func
LCFF State
Education
State Aid -
Transfers
Other LCF
Total, LCFF Sources
2. Federal Revenues
ESEA (ESS
ESEA (ESS
ESEA (ESS
ESEA (ESS
ESEA (ESS
ESEA (ESS
ESSA: Titl
Special Ed
Special Ed
Child Nutr
Maintenar
Other Fed
Total - Federal Rev
3. Other State Reven
State Spec
State Spec
Mandate F
After Scho
Common (
Charter Sc
COVID-19
Lottery, U
Lottery, R
Propositio
Other Stat
Total - Other State l
4. Local Revenue (86
All Local F
Total - Local Reven

5. TOTAL REVENUE
B. EXPENDITURES AND OTHER
1. Certificated Salaries
Teachers'
Pupil Support
Supervisors
Other Certificated
Total, Certificated Salaries
2. Classified Salaries
Instructional
Support Staff
Supervisors
Clerical and
Other Classified
Total, Classified Salaries
3. Employee Benefits
STRS
PERS
OASDI/Medicare
Health and Dental
Unemployment
Workers' Compensation
OPEB, All Employees
OPEB, Actuarial
Other Employee Benefits
Total, Employee Benefits
4. Books and Supplies
Approved
Books and
Materials
Non-capital
Food (Food Service)
Total, Books and Supplies
5. Services and Other
Subagreements
Travel and
Dues and
Insurance
Operation
Rentals, Leases
Transfer of
Prof/Consultants
Communications
Total, Services and Other
6. Capital Outlay
Depreciation
Total, Capital Outlay

7. Other Outgo
Tuition to
Transfers
Transfers
All Other T
Transfers
Debt Servi
Debt Servi
Total, Other Outgo
8. TOTAL EXPENDI
C. EXCESS (DEFICIENCY) OF RE
BEFORE OTHER FIN.
D. OTHER FINANCING SOURCE
1. All Othe
2. Other U
3. Contribu
<i>(Include c</i>
4. TOTAL
E. NET INCREASE (DECREASE)

your MYP Budget for FY26-27 thru FY28-29 or use template provided
and lines for each revenue and expenditure account utilized

	Projected Enrollment
	ADA Rate
	Projected ADA
	Projected Unduplicated Pupil Count
ding Formula (LCFF) Sources - (8011-8097)	
e Aid - Current Year (CY) (Res 0000)	
Protection Account State Aid (EPA) - CY (Res 1400)	
Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	
to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	
F Transfers	
;	
(8100-8299)	
A): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	
A): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	
A) : Title III, English Learner Student Program (Res 4203)	
A) : Title III, Immigrant Student Program (Res 4201)	
A): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	
A) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	
e IV, Part C, Public Charter Schools Grant Program (Res 4610)	
: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	
: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	
ition - Federal (NSLP) (Res 5310 and others)	
nce and Operations (Public Law 81-874) (Res 0000)	
eral Revenues (All other resources not reported separately)	
enues	
ues (8300-8599)	
ial Education (Res 6500)	
ial Education Mental Health Services (Res 6512)	
Block Grant (Res 0000)	
ol Education and Safety (ASES) (Res 6010)	
Core Standards Implementation (Res 7405)	
hool Facility Grant Program (SB 740) (Res 6030)	
LEA Response Funds (SB 117) (Res 7388)	
nrestricted (Res 1100)	
stricted - Prop 20 (Res 6300)	
n 39 - California Clean Energy Jobs Act (Res 6230)	
e Revenues (<i>All other resources not reported separately</i>)	
Revenues	
00-8799)	
Revenues	
ues	

[illegible]

Object Code	FY26-27 Preliminary Budget	FY27-28	FY28-29
	430.00	430	430
	95%	95%	95%
	408.50	408.50	408.50
	159.00	159	159
8011	953,413	984,876	1,015,308
8012	81,700	84,396	87,004
8019	-	-	-
8096	3,925,229	4,054,761	4,180,054
8091, 8097	-	-	-
	4,960,342	5,124,033	5,282,366
8290	65,863	68,036	70,139
8290	11,119	11,486	11,841
8290	-	-	-
8290	-	-	-
8290	-	-	-
8290	10,000	10,330	10,649
8290	-	-	-
8181	56,810	58,685	60,498
8182	4,997	5,162	5,321
8220	41,403	42,769	44,091
8110	-	-	-
8100-8299	-	-	-
	190,192	196,468	202,539
8792	372,071	384,349	396,226
8590	35,000	36,155	37,272
8550	8,382	8,659	8,927
8677, 8590	-	-	-
8590	-	-	-
8590	-	-	-
8590	-	-	-
8560	79,093	81,703	84,228
8560	32,428	33,498	34,533
8590	-	-	-
8300-8599	884,754	366,461	377,785
	1,411,728	910,825	938,971
8600-8799	224,944	232,367	239,547
	224,944	232,367	239,547

	6,787,206	6,463,693	6,663,423
1100	2,682,582	2,695,995	2,709,475
1200	219,500	220,598	221,700
1300	245,000	246,225	247,456
1900	-		
	3,147,082	3,162,817	3,178,631
2100	256,058	257,339	258,625
2200	258,007	259,297	260,593
2300	-	-	-
2400	172,828	173,692	174,560
2900	-	-	-
	686,893	690,327	693,779
3101-3102	567,859	570,698	573,551
3201-3202	-	-	-
3301-3302	108,968	109,513	110,060
3401-3402	345,000	346,725	348,459
3501-3502	29,964	30,114	30,264
3601-3602	19,170	19,266	19,362
3701-3702	-		
3751-3752	-		
3901-3902	-		
	1,070,961	1,076,315	1,081,697
4100	21,000	21,210	21,422
4200	13,000	13,130	13,261
4300	85,000	85,850	86,709
4400	115,000	116,150	117,312
4700	110,000	111,100	112,211
	344,000	347,440	350,914
5100	177,395	179,169	180,961
5200	10,000	10,100	10,201
5300	12,000	12,120	12,241
5400	75,000	75,750	76,508
5500	295,000	297,950	300,930
5600	86,620	87,486	88,361
5700	-	-	-
5800	732,390	739,714	747,111
5900	32,000	32,320	32,643
	1,420,405	1,434,609	1,448,955
6900	90,000	90,900	91,809
	90,000	90,900	91,809

7110-7143	-	-	-
7211-7213	-	-	-
7221-7223	-	-	-
7280-7299	-	-	-
7300-7399	-	-	-
7430-7439	-	-	-
7439	-	-	-
	6,759,341	6,802,409	6,845,786
	27,865	(338,716)	(182,363)
8930-8979	-		
7630-7699	-		
8980-8999	-		
	-	-	-
	27,865	(338,716)	(182,363)

2025-26 and 2026-27 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

Innovations Academy

BACKGROUND:

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

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

ACTION:

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

FY 2026-27 in the amount of approximately \$81,700 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

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

on June 16, 2026

In 2025-26, the school received approximately \$84,170 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

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

RECOMMENDATION: Approve application for the 2026-27 Consolidated Application Funds listed below.

BACKGROUND INFORMATION:

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

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

CURRENT INFORMATION:

Title I, Part A Basic Grant- ESSA

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

Title II, Part A, Teacher Quality

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

Title IV. Part A, Student Support

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

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



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy is an independent LEA authorized by the San Diego Unified School District

CDS Code: 37683380118083

School Year: 2026-27

LEA contact information:

Christine Kuglen

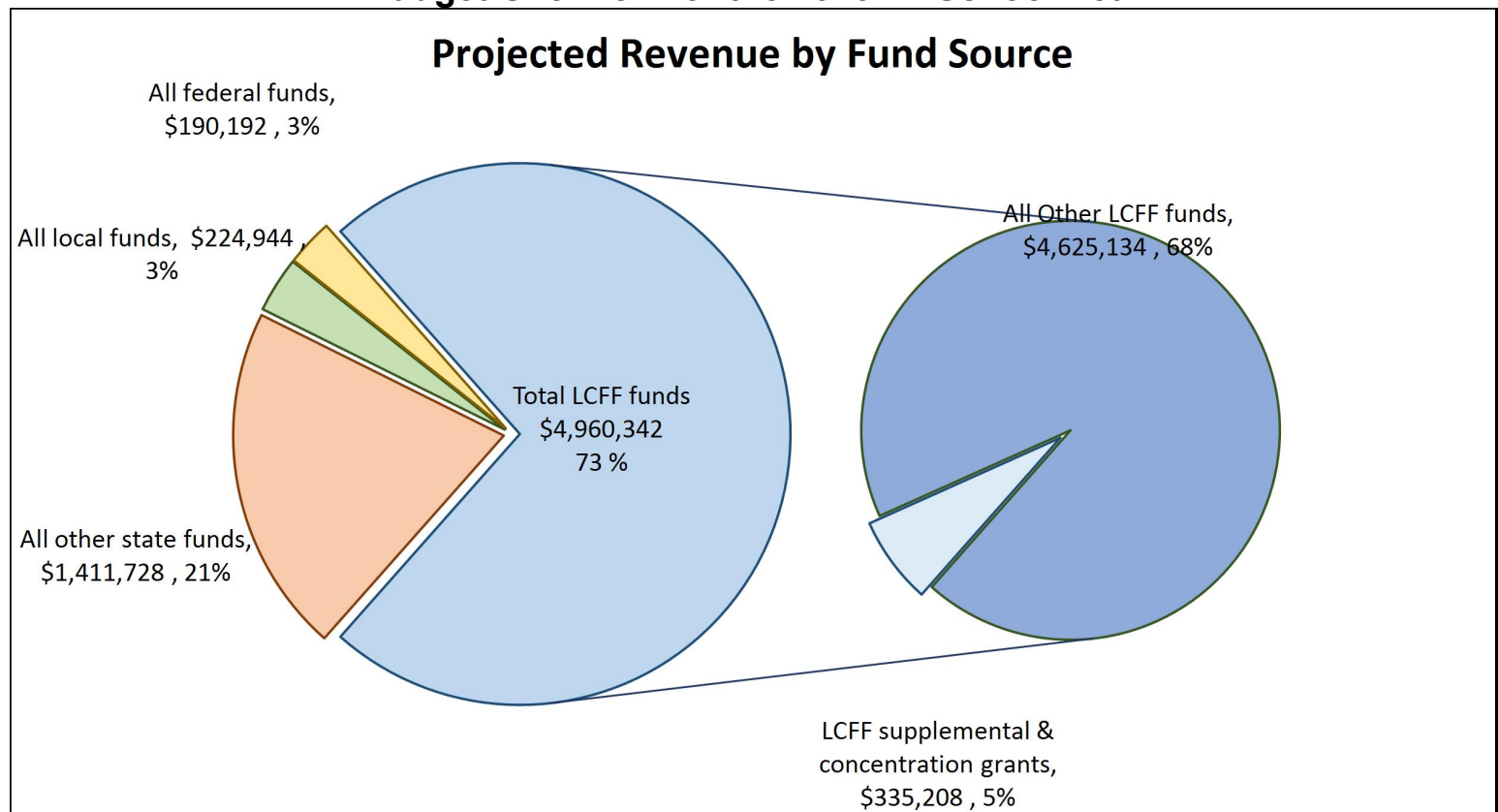
Director

christine@innovationsacademy.org

858-271-1414

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

Budget Overview for the 2026-27 School Year



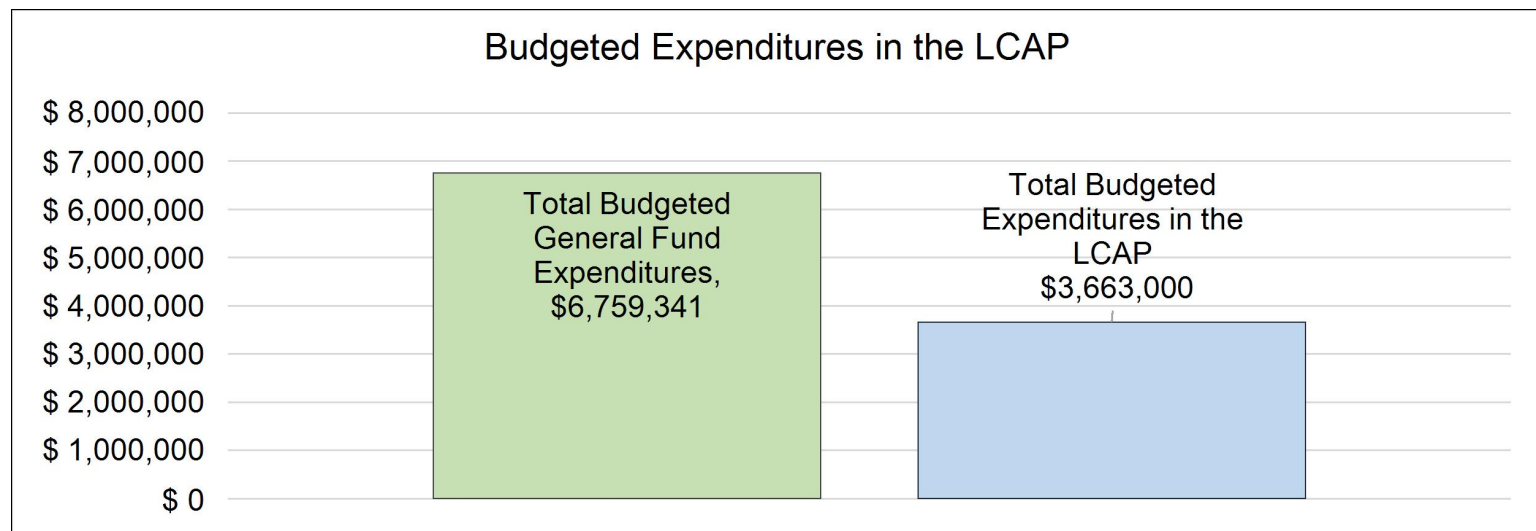
This chart shows the total general purpose revenue Innovations Academy is an independent LEA authorized by the San Diego Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Innovations Academy is an independent LEA authorized by the San Diego Unified School District is \$6,787,206, of which \$4960342 is Local Control Funding Formula (LCFF), \$1411728 is other state funds, \$224944 is local funds, and \$190192 is federal

funds. Of the \$4960342 in LCFF Funds, \$335208 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Innovations Academy is an independent LEA authorized by the San Diego Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Innovations Academy is an independent LEA authorized by the San Diego Unified School District plans to spend \$6759341 for the 2026-27 school year. Of that amount, \$3663000 is tied to actions/services in the LCAP and \$3,096,341 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses related to general operations (Utilities, Insurance, Professional Consultants, etc) were not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

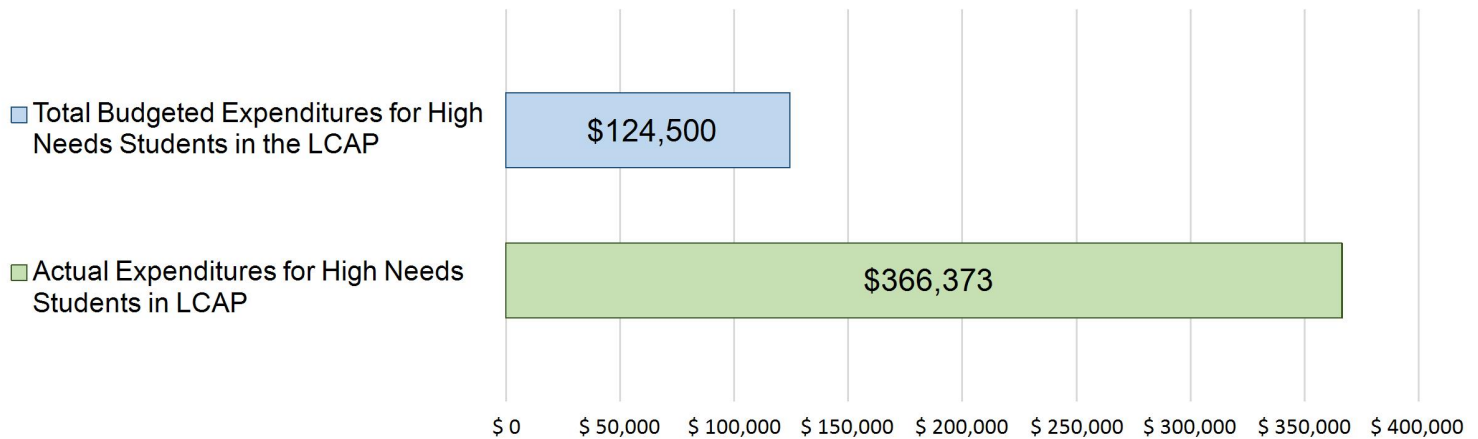
In 2026-27, Innovations Academy is an independent LEA authorized by the San Diego Unified School District is projecting it will receive \$335208 based on the enrollment of Foster Youth, English learner, and low-income students. Innovations Academy is an independent LEA authorized by the San Diego Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Innovations Academy is an independent LEA authorized by the San Diego Unified School District plans to spend \$230600 towards meeting this requirement, as described in the LCAP.

We were able to cut the costs of specialized consultants for the high needs population by bringing those positions in-house. Still providing the services to those students, but in a non-contributing action.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Innovations Academy is an independent LEA authorized by the San Diego Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Innovations Academy is an independent LEA authorized by the San Diego Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Innovations Academy is an independent LEA authorized by the San Diego Unified School District's LCAP budgeted \$124500 for planned actions to increase or improve services for high needs students. Innovations Academy is an independent LEA authorized by the San Diego Unified School District actually spent \$366373 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy is an independent LEA authorized by the San Diego Unified School District	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Innovations Academy is a K-8 public charter school whose charter was written to establish a school where hands-on, experiential, interactive, high-quality learning is accessible to all learners in an environment that respects the interconnected academic and social-emotional needs of all learners. Innovations Academy opened our doors in September 2008 and relocated four times in our first five years. We remained stable in Scripps Ranch for nine years and finally moved into our forever home in August of 2020, in the midst of the pandemic. Our new facility in Kearny Mesa was built to meet our needs and goals.

DEMOGRAPHIC

The school's 2024-25 Census Day demographics show a diverse student body with White students at 45.2%, followed by Hispanic (28.7%), Two or More Races (13.8%), Asian (5.5%), and smaller percentages of African American (2.3%), Filipino (1.1%), Pacific Islander (0.7%), and American Indian (0.5%). Unduplicated groups and special education include 42% socioeconomically disadvantaged, 23.2% students with disabilities, 2.8% English Learners, and 0.2% foster youth. Compared to the 2022-23 baseline, the profile remains relatively stable with no major shifts, despite San Diego's high cost of living placing increasing economic pressure on many working-class families of all backgrounds. Many face hardship even without qualifying as low-income and rely heavily on extended family support.

PHILOSOPHY AND APPROACH TO LEARNING

Innovations Academy is dedicated to supporting students to powerfully create their lives through self-expression, compassionate connection, and purposeful learning. Guided by a constructivist philosophy, our community values interactive learning and a strong social-emotional

curriculum. The diversity of personalities, abilities, religions, family cultures, world views, and ethnicities enriches our environment and brings a wide range of viewpoints into daily learning.

As open-minded constructivist educators, we believe every student brings background, context, skills, and knowledge that shape how they construct their learning and support others' learning. Our role is to provide experiences that provoke thought and invite action, recognizing that each person's journey is unique and practically immeasurable. Post-pandemic, and in response to increasing inappropriate use of technology, we place greater emphasis on helping students build focus, motivation, self-regulation, and resilience. Our social-emotional program, in place since 2008, continues to support students amid rising mental health needs.

Innovations Academy students learn the same content, standards, and skills as all other students, but our approach is rooted in inquiry, deep project work, experiences, and hands-on exploration. Students wonder, build, discuss, debate, create, research, diagnose, interview, and explore in collaboration with one another and the real world. We have stayed true to these values through recessions, a pandemic, multiple location changes, and students' overexposure to technology, providing the resources, guidance, and expertise needed for meaningful learning.

SOCIAL-EMOTIONAL APPROACH

How we interact is also different. Our behavior management is community-centered and designed to promote doing the right thing when no one is looking. Our social-emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically designed from a behaviorist perspective. The lack of extrinsic motivators is supported by solid research on its destructive tendencies. How we assess whether our school has achieved its goals is crucial to determining the overall effectiveness of our program's components and structure. Frequent and varied assessments, both summative and formative, provide teachers with insights for planning instruction and serve as relevant data for school leadership in making decisions that inform program evaluation and improvement. Regular assessment and reporting of student outcomes also provide parents, students, and teachers with the information needed to guide and make decisions about paths in the educational journey.

ASSESSMENT AND EVALUATION

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

INNOVATIONS ACADEMY PERSPECTIVE ON ASSESSMENT AND EDUCATIONAL ROLES

Over the past 25 years, public education has emphasized testing and data collection, assuming standardized assessments can simplify working with children and provide precise insights. At the same time, schools have been expected to take on expanded responsibilities, including academic instruction, meals, values, parenting support, and "cradle to career" guidance roles once held by families.

Innovations Academy believes a different path is more effective. We offer parent education to empower families in their vital role and honor the responsibilities and strengths that belong within the family. While schools support children from diverse backgrounds, no single institution can address all the life factors that shape learning.

We hold that children are not data points; they are unique individuals shaped by their own timelines, readiness, and experiences. Collaboration and teamwork, creativity and imagination, deep critical thinking, and problem-solving are central to our program and interwoven with content learning. Our approach differs significantly from typical public school models and cannot always be evaluated through traditional data-driven methods.

TITLE I, PART A

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Innovations Academy started the 25-26 school year with \$287,374 in unexpended funds. Innovations Academy will carry forward approximately \$150,000 in unexpended funds in 26-27. LREBG planning requirements are addressed in Goal 1.2.

Reflections: Annual Performance

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

ANNUAL PERFORMANCE AND NEEDS ASSESSMENT

Innovations Academy's annual performance reflection is based on a comprehensive review of the California School Dashboard and other relevant local data, including input from educational partners. It highlights successes and challenges over the past year and outlines how the school is responding to identified needs, particularly those of unduplicated student groups identified for low performance.

OVERALL SUCCESSES

Innovations demonstrated strong progress across multiple goals. Goal 1 showed significant gains on NWEA MAP mathematics (Metric 1.2), with schoolwide proficiency increasing from 60.4% at baseline to 73.3%, and Hispanic students improving from 54.0% to 66.6%. The school achieved 100% on both standards implementation and English Learner access to ELD standards, a 6% increase from baseline (Metric 1.6). CAASPP Math (Metric 1.1) also showed a modest recovery, with schoolwide scores rising from 45.05% to 47.82%.

Goal 2 maintained full inclusion for Students with Disabilities (Metric 2.2), with 100% of students spending at least 80% of the day in general education. Suspension and expulsion rates remained 0% schoolwide (Metric 2.3). Student social awareness (Metric 2.5) showed strong improvement, with the percentage of students scoring 80% or higher increasing by 25 percentage points from baseline to 86.6%.

Goal 3 outcomes remained strong. The school maintained full access to standards-aligned materials across core subject areas (Metric 3.1), ensured that all facilities remained in good repair (Metric 3.3), and successfully maintained Fly Five website resources to support the continued implementation of the SEL curriculum (Metric 3.4).

Goal 4 demonstrated improvement in overall attendance (Metric 4.2), with P-1 ADA rising to 98.1% and the percentage of students attending 96% or more of days increasing by 2 percentage points from baseline. Staff attendance also improved significantly (Metric 4.5), increasing from 63% to 88.8% attending 96% or more of days.

Goal 5 showed strong progress. Communication increased substantially (Metric 5.1), with 100% of weekly messages including parent education and school information. The school held 12 Parent Connection meetings (Metric 5.3) with strong volunteer opportunities, and all Parent Advisory seats were filled (Metric 5.7).

OVERALL CHALLENGES

Several challenges remain across the goals. Goal 1 metrics reflect continued areas of concern. CAASPP proficiency in Mathematics (Metric 1.1) and English Language Arts (Metric 1.3) remains low, with schoolwide proficiency at 10% in Math and 6% in ELA, and larger declines for students with disabilities (Math 14%, ELA 17%) and students classified as low-income (Math 40%). NWEA MAP Reading (Metric 1.4) also declined substantially for Hispanic students, dropping 20% to 52.6%.

Goal 2 data highlight areas needing focused attention. Responsible Decision Making, Self-Awareness, and Self-Management all declined from baseline (-16%, -17%, and -29%, respectively; Metric 2.5), and several categories remain below Year 3 targets. A data discrepancy also exists between internal clear credential data (100%) and the CA Dashboard report (69%).

Goal 4 continues to highlight significant challenges with chronic absenteeism. Rates remain elevated for key student groups, including Hispanic students (23%), students with disabilities (21%), and students classified as low-income (16%).

Goals 3 and 5 reported no challenges.

ADDRESSING IDENTIFIED NEEDS

Based on reflection with educational partners, their input, and recent data outcomes, Innovations Academy will focus on addressing identified needs by strengthening academic growth, deepening student agency and responsible decision-making, improving daily engagement and family partnership, and refining systems that support early identification, tiered supports, and accurate reporting. These efforts will prioritize unduplicated students and student groups experiencing the greatest barriers, ensuring that instructional practices, social-emotional supports, and operational systems work together to promote belonging, purpose, and consistent progress for every learner.

NEXT STEPS: 2026-2027

To close the current three-year cycle in 2026-27, staff will continue implementing the actions and services in the existing LCAP goals and organize improvement efforts around three priorities:

Priority 1: Strengthen Core Instruction and Targeted Supports

Staff will deepen alignment among assessments, instruction, and interventions to further strengthen outcomes in ELA and reading, as well as for key student groups. This includes strengthening the connection between in-house assessments/IABs and SBAC expectations through Goal 1.1 (Assessment Plan), providing targeted ELA and reading professional development and interventions through 1.2 (Support for Academic Instruction), and beginning intervention cycles earlier and more systematically through 1.3 (Data Analysis, Reflection, and

Tracking). This work will also support families' requests for clearer, more consistent visibility into student progress and the connection between instruction and assessment. Instructional planning and differentiation procedures will also explicitly incorporate belonging and emotional safety, ensuring that interventions and project-based learning are designed to support students' academic needs while reinforcing a sense of inclusion and emotional safety, consistent with the instructional expectations in Goal 2.2 (Monitoring Student Work).

Priority 2: Strengthen Student Well-Being, Agency, and Engagement

To address declines in SEL competencies, staff will reinforce consistent routines for self-regulation, decision-making, and self-management across classrooms, aligned with Goal 3.4 (SEL Curriculum and Small-Group Supports). Advisory time will be used more intentionally to support SEL growth, and SEL strategies that worked well for Social Awareness will be intentionally used to improve Responsible Decision-Making, Self-Awareness, and Self-Management. The school will also expand opportunities for student voice and leadership to strengthen engagement and a sense of belonging, consistent with the engagement and communication structures outlined in Goal 5.2 (Parent and Student Engagement). Expanded student leadership and community-connected projects will reflect family and student interest in increased agency and meaningful roles on campus. This includes expanding student voice and leadership through refined advisory structures, student-driven advisory discussions, and consistent SEL routines that build on existing Social Awareness strengths to improve belonging and emotional safety.

Priority 3: Strengthen Systems for Reporting Accuracy, Communication, and Attendance

Staff will refine key operational systems to resolve the credentialing data discrepancy and ensure accurate reporting, in alignment with Goal 2.1 (Incident Tracking and Reporting Systems) and Goal 3, Action 3.1 (Operational Systems and Facilities Support). Staff will deepen targeted attendance outreach for student groups that would benefit from more focused attendance support through Goal 4.2 (Absence Follow-Up) and 4.3 (Support for Absent Students), and will continue to align Monday make-up routines closely with classroom expectations. Staff will refine attendance and communication procedures, as needed, to include proactive outreach focused on engagement and belonging, consistent with the communication expectations in Goal 5.1 (Communication Systems). These refinements will also address family feedback regarding accessibility and predictability.

Reflections: Technical Assistance

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

Innovations Academy is not required to participate in technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Educational partners are engaged in developing the LCAP through a structured, multi-meeting process and annual staff climate survey administered each spring. Multiple meetings and follow-up sessions are held early each spring semester. These sessions, combined with survey responses, provide opportunities for input on goals, actions, services, and budget priorities. The LEA's approach emphasizes inclusive, transparent dialogue to incorporate diverse perspectives into the final LCAP.
Other Staff	As a small LEA, all staff participate in the same process described above.
Administrators	The administrative team is engaged in LCAP development through targeted consultation meetings. Key meetings with administrators are once each fall and spring. These sessions allowed the administrative team to provide feedback on proposed goals, actions, services, and resource allocation throughout the LCAP development timeline. The LEA prioritized collaborative discussions with leadership to ensure alignment of administrative priorities and shape a realistic and effective plan designed to meet the needs of the population served.
Parents, Guardians	Parents and guardians are engaged in developing the LCAP through a comprehensive, multi-faceted process that includes dedicated meetings, an annual spring survey, and public presentations to gather broad input.

Educational Partner(s)	Process for Engagement
	Key engagement activities include: -Parent LCAP and report card meetings each spring. -Parent Connections meetings (all invited to attend via Parent Square) and plays a central role in fostering communication, building community, and supporting meaningful input into school priorities. Meetings are held on the 3rd Wednesday of each month. -Parent survey administration each spring. -The LEA presents the LCAP for review and elicits community input during a Board presentation each May. -Ongoing volunteer opportunities (classroom, office, fundraising, field trip coordination, campus safety, after-school performing arts support). This approach enables meaningful consultation with parents and the broader community, fostering inclusive dialogue about priorities, goals, actions, and resources to support student success.
Students	Students are engaged in developing the LCAP through structured feedback mechanisms. Student perspectives are gathered annually through a fall climate survey that addresses academics, engagement, safety, and related areas. The LEA's approach emphasizes accessible, anonymous opportunities for student voice to ensure their experiences and needs meaningfully inform the plan.

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

SPRING 2026 PARENT INPUT AND LCAP SURVEY

Educational partner feedback from the 2025-26 parent surveyS directly shaped multiple goals, metrics, actions, and budgeted expenditures in the LCAP. Parents were invited to provide input on the development of the 2026-27 LCAP. Six to ten percent of families participated. Although this represents a small portion of the school community, their feedback offered meaningful qualitative insight into instructional practices, student engagement, facilities, communication, and family partnership. Responding parents highlighted strengths such as literacy initiatives, hands-on learning, positive classroom environments, engaging field trips, and supportive communication from teachers. They also shared ideas for deepening visibility into student learning, strengthening alignment between instruction and assessment, and expanding opportunities for academic challenge, differentiation, and student leadership. Families described ways to further support student agency through leadership roles, community-connected projects, and clear communication about learning experiences and attendance.

Parents who participated offered perspectives on facilities, resources, and engagement practices. They expressed appreciation for the school's learning environment and family-inclusive culture, while suggesting continued attention to thoughtful use of technology, hands-on experiences, and safety during off-campus activities. Families valued weekly updates, workshops, and opportunities to be involved, and shared ideas for making communication more centralized, concise, and accessible, especially regarding academic progress, staffing changes, and schoolwide decisions. Respondents noted that surveys, newsletters, and parent meetings are meaningful avenues for family voice, and they identified common barriers to participation, such as work schedules, meeting times, parking, and the challenges of being a 'commuter' school. Parents also expressed interest in more accessible forums, predictable scheduling, and streamlined communication to support ongoing partnership. While these reflections represent a small subset of families, they provide valuable qualitative input that complements other engagement efforts informing the LCAP.

STUDENT CLIMATE SURVEY

Student climate survey data also played a significant role in shaping the adopted LCAP. Feedback from 289 students in grades 3-8 highlighted strong peer relationships and positive teacher support, while also identifying opportunities to strengthen a sense of belonging, emotional safety, and feeling valued in the classroom. These findings are included in three focused priorities for 2026–27, and are outlined in the LCAP Reflection.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Our school recognizes the importance of providing targeted support to students who require support and challenge in all population groups. Our staff emphasized the significance of equipping our team with the knowledge and transparency in what's going on in each classroom and offering ample opportunities for staff to collaborate and brainstorm supports and challenges for students based on assessment data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of grade 3-8 students meeting/ exceeding standards on the Math SBAC Priority 4a Source: CDE CAASPP Test Results	2022-2023 School Year Schoolwide: 57.82% Hispanic: 47.54% SED: 78.95% SWD: 59.70% White: 60.00%	2023-2024 School Year Schoolwide: 45.05% Hispanic: 40.57% SED: 32.97% SWD: 39.48% White: 48.51%	2024-2025 Schoolwide: 47.82% Hispanic: 45.97% SED: 39.45% SWD: 45.33% White: 48.03%	Schoolwide: 62% Hispanic: 52% SED: 80% SWD: 62% White: 65%	Schoolwide: -10% Hispanic: -2% SED: -40% SWD: -14% White: -12%
1.2	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment Priority 8 Source: Locally Tracked (MAP)	2023-2024 School Year Schoolwide: 60.4% Hispanic: 54.0% Other: 65.7%	MAP test in progress. Will update in June	2024-2025 Schoolwide: 73.3% Hispanic: 66.6% Other: 76.6%	Schoolwide: 65.0% Hispanic: 57.0% Other: 67.0%	Schoolwide: +13% with similar increases for reported groups-Met
1.3	% of grade 3-8 students meeting/ exceeding standards on the ELA SBAC Priority 4a Source: CDE CAASPP Test Results	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%	2024-2025 Schoolwide: 63.33% Hispanic: 60.22% SED: 57.8% SWD: 51.32% White: 63.78%	Schoolwide: 72.0% Hispanic: 66.0% SED: 71.0% SWD: 71.0% White: 77.0%	Schoolwide: -6% Hispanic: -3% SED: -3% SWD: -17% White: -11%
1.4	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment Priority 8	2023-2024 School Year Schoolwide: 74% Hispanic: 71% Other: 75%	MAP test in progress. Will update in June	2024-2025 Schoolwide: 75% Hispanic: 52.6% Other: 51.6%	Schoolwide: 77.0% Hispanic: 75.0% Other: 78.0%	Nominal change schoolwide; substantial decrease (approx 20%) for each student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Locally Tracked (MAP)					
1.5	% of ELs making progress toward English proficiency Priority 4e Source: CA Dashboard	2022-2023 Too few students to publicly report		2024-2025 Too few students to publicly report	100% of students will make progress toward English proficiency	No data reported
1.6	State standards implementation EL access to State and ELD standards (avg 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool	2022-2023 Standards Implementation average of 5 out of 5; 100% EL access to State and ELD Standards average of 5 out of 4.7; 94%		2024-2025 Standards Implementation average of 5 out of 5; 100% EL access to State and ELD Standards average of 5 out of 5; 100%	On a 5-point self-reflection tool maintain at least 90%	Increased 6%- Met

Goal Analysis [2025-26]

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

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

Innovations Academy continued to implement Goal 1 actions with consistency, maintaining a strong focus on assessment, instructional support, data analysis, and intervention. While each action was carried out as planned, the year also highlighted areas where implementation evolved in practice.

1.1 Streamlined Assessment Plan

Innovations Academy fully implemented the 2025-26 assessment plan. Monthly benchmark mini-assessments and structured testing schedules remained in place. Although the plan called for streamlining assessments, the IA ultimately did not streamline or reduce the assessment suite. After multiple meetings, the staff determined that no assessments could be removed without losing essential data. The volume of assessments remains a challenge, but implementation is consistent and supports strong progress monitoring.

1.2 Support for Academic Instruction

This action was fully implemented. Staff use CAASPP, MAP, and additional in-house assessment data to identify trends and guide professional development. PD is delivered through staff meetings, collaboration meetings, and targeted training. Teachers continue taking

data-driven notes on their own students to support planning. Additional professional learning included advisory collaboration with a Los Angeles school, multiple SPED trainings, and participation in the CCSA conference. (LREBG) Instructional aides provided instructional support as directed by classroom teachers.

1.3 Data Analysis, Reflection, and Tracking

This action was fully implemented, with collaborative meetings occurring every Monday, exceeding the planned monthly frequency. During these meetings, teachers analyze student work and assessment data, select students to focus on each week, and update shared tracking documents. The EL and Title I coordinator monitored services and progress, and students who were not making progress were referred to the SST process. Weekly meetings require sustained time and consistent documentation, but they also strengthen instructional responsiveness and improve the alignment of supports for EL, Title I, and SST students.

1.4 Intervention Plans

This action was fully implemented. Teachers received ongoing training on intervention strategies during August professional development and monthly sessions. Intervention strategies were documented in the weekly data tracker, and students not meeting goals or showing improvement were referred to the SST process. The SST coordinator and support staff provided resources and guidance, and this work remained closely connected to

Action 1.3.

There were no substantive differences from the adopted plan. While some students required more intensive intervention and teachers needed continued support with documentation, the LEA strengthened its intervention system and consistently embedded strategies into weekly tracking.

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

All estimated actual expenditures met or exceeded projections.

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

Assessment Systems, Data Use, and Instructional Alignment (Actions 1.1, 1.2, 1.3)

The assessment, data-use, and instructional support actions were partially effective. MAP Mathematics showed strong improvement, rising from 60.4% to 73.3% schoolwide, with Hispanic students increasing from 54.0% to 66.6%. These gains reflect effective use of the cohesive assessment plan, IABs, and monthly collaborative meetings to guide instruction and address identified needs. CAASPP Math also showed a modest recovery, suggesting early progress in aligning instruction to statewide expectations.

CAASPP ELA and MAP Reading have not yet shown similar improvement, particularly among student groups. These results indicate that, while the assessment structures are functioning well, the next step is to deepen alignment among ELA instruction, in-house assessments, and the specific skills measured on statewide assessments so that the strengths seen in mathematics extend across content areas.

Intervention Systems and Targeted Student Support (Action 1.4)
 The intervention plan was partially effective. Foundational systems are in place, contributing to strong MAP Math growth and supporting teachers' increased use of whole-class and small-group interventions. These structures helped reinforce core instruction and supported students needing additional practice.

CAASPP Math, CAASPP ELA, and MAP Reading outcomes, especially for students classified as low-income, Hispanic students, and students with disabilities, did not show the same level of improvement and indicate a need to refine intervention protocols so supports begin earlier, are more consistently implemented, and are more closely aligned with the skills reflected in statewide assessments.

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

Minor adjustments were made to the metrics to add required data points. Goal 1 was inadvertently marked 'Focus Goal' when it is a 'Broad Goal.' Updated to meet compliance requirements. Additionally, LREBG planning requirements were not previously addressed and have been added to the LCAP Goal 1.2.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Streamlined Assessment Plan	2024-25 We will continue to implement our current assessment plan which specifies implementation of the following assessments; NWEA Map, CAASPP, IABs, Dibels, Spelling Inventory, Writing Assessment, Math Facts Fluency and our SEL survey. We will continue to assess students at the beginning and end of year following this plan. Teachers will be required to give 2 IABs per month (one for math and one for ELA) beginning in January to prepare students for the CAASPP - a total of 6 IABs will be given. We will also create benchmark mini-assessments for teachers to utilize in their classrooms once a month so we can monitor progress more closely. This plan will also include structured testing times and designate students to test with specified staff members. The costs associate with this might include NWEA, Spellography curriculum, OTUS for processing the SEL data, and potentially paying a staff member to develop new writing assessments, score assessments or manage data. 2025-26 We will streamline the specific assessments, including their design, to facilitate implementation of the plan and to support the use of a	\$16,500.00	No

Action #	Title	Description	Total Funds	Contributing
		quantity of data that is not overwhelming. We will continue to utilize assessments in a variety of subject areas and the same number of IABs.		
1.2	Support for Academic Instruction	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 identified areas of need, we will tailor professional development in staff 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 in student growth to help facilitate mentorship within the school. The costs associated with these 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. LREBG funds will be used to support instructional aide salaries and select instructional materials that directly contribute to strengthening academic instruction and learning recovery. The impact of LREBG-funded instructional aide support will be monitored using CAASPP ELA and math, and local assessment progress. Instructional aide support was selected based on needs-assessment data from CAASPP, MAP, and local assessments, which showed that students benefit from increased opportunities for guided practice, feedback, and small-group instructional support. Funding instructional aide salaries through LREBG ensures consistent, high-impact assistance aligned to identified instructional needs and strengthens the school's capacity to provide timely, targeted academic support. In addition, select curriculum and instructional materials purchased with LREBG funds are intended to directly support instructional aides with learning recovery by reinforcing core concepts, providing scaffolded practice, and increasing access to high-quality instructional resources. Research demonstrates that well-trained instructional aides improve student learning when they reinforce core instruction, provide scaffolded practice, and participate in coordinated professional development. Integrating aides into a unified instructional system increases instructional coherence and improves academic outcomes.	\$197,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$10,000.00	Yes
1.4	Intervention Plans	2024-25 We will create opportunities during August professional development and once a month for teachers to review and learn intervention strategies and techniques that should be used with students who are not achieving at grade level. These strategies and techniques will 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.	\$34,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers that are appropriately credentialed for the students they are assigned to teach. Priority 1a Source: SARC/CA Dashboard	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.	2024-2025 100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a specific area	100% of classroom and enrichment teachers hold a credential in their area of assignment.	Rate of change undetermined based on data discrepancy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				credential based on internal calculations. 2024-2025 CA Dashboard reporting 2023-2024 data reflects that the school 69% clear.		
2.2	Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day. Priority 7c Source: Locally Tracked	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.	2025-2026 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	No change- Maintained
2.3	Suspension rate Priority 6a Source: CA Dashboard	0.2% schoolwide suspension rate	0.2% schoolwide suspension rate	2024-2025 0% schoolwide suspension rate	0% schoolwide suspension rate	Nominal change- Met
2.4	Expulsion rate Priority 6b Source: DataQuest	0% schoolwide expulsion rate	0% schoolwide expulsion rate	2024-2025 0% schoolwide expulsion rate	0% schoolwide expulsion rate	No change- Met
2.5	Percentage of students who feel connected/part of their school Priority 8 Source: Locally Tracked	According to the September 2023 in house Social Emotional Survey: 62% of students scored 80% or higher in the social awareness category	According to the September 2024 in house SEL Survey 57% of students scored 80% or higher in the social awareness category	According to the September 2025 in house SEL Survey 86.6 % of students scored 80% or higher in the social awareness category	Based on SEL survey: 70% of students score 80% or higher in the social awareness category	Social Awareness +25% Decision Making - 16% Self Awareness - 17% Relationship Skills -3% Self Management - 29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		57% of students scored 80% or higher in the responsible decision making category 50% of students scored 80% or higher in the self awareness category 51% of students scored 80% or higher in the relationship skills category 57% of students scored 80% or higher in the self management category.	56% of students scored 80% or higher in the responsible 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.	41.3% of students scored 80% or higher in the responsible 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.	65% of students score 80% or higher in the responsible decision making category 60% of students score 80% or higher in the self awareness category 60% of students score 80% or higher in the relationship skills category 65% of students scored 80% or higher in the self management category.	
2.6	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2022-2023 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to all enrolled students as measured by the UCP.		2024-2025 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to all enrolled students as	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to all enrolled students as measured by the UCP.	No change- Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				measured by the UCP.		
2.7	Broad Course of Study Percentage of 6-8 students with access to a broad course of study Priority 7a Source: SIS	2022-2023 100% of students have access to a broad course of study.		2025-2026 100% of students have access to a broad course of study.	100% of enrolled students will have access to a broad course of study.	No change- Met
2.8	Rate of Student Agreement on Safety and School Connectedness Priority 6c Source: Locally Tracked Student Climate Survey			2025-2026 80% of students in grades 3-8 agree that they feel safe and connected to their school/learning community.	Greater than 85% of students will agree they feel safe and connected to their school/learning community. 25-26 serves as the baseline for this organization of student survey questions.	No data to report

Goal Analysis [2025-26]

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

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

The LEA implemented Goal 2 actions consistently, strengthening systems for tracking behavior, monitoring student work, supporting the middle school redesign, and providing ongoing professional development. While several actions required refinement or adjustments in tools and processes, implementation remained focused on improving coherence, responsiveness, and instructional support across the school.

2.1 Incident Tracking Program

This action was partially implemented as intended. The tracker used last year was not comprehensive enough, and the school piloted Cariina but discontinued it because it proved ineffective. The school is currently using a locally created communication tool as a tracker while continuing to explore software that is customizable, gathers data, sends reminders, and provides analytics. Staff continues to monitor and share information about incidents within the organization.

2.2 Monitoring Student Work

This action was fully implemented. The portfolio-aligned report card generated significant attention and supported clearer alignment between student work and grading. Portfolio requirements were refined, and staff further defined which assignments to include. The school transitioned to PowerSchool to better support report card management and distribution, and will continue exploring SIS improvements over time.

2.3 Middle School Redesign

This action was fully implemented. The restructuring of the middle school continued to be successful, with improved student independence, stronger cohesion, and more effective collaboration among the teaching team. The school is refining advisory structures, adjusting the schedule to provide more time for ELA, and clarifying roles and responsibilities for Explorations teachers. Teachers will visit a Los Angeles school to collaborate on strengthening the model.

2.4 Professional Development

This action was fully implemented. Training occurred prior to the start of the school year and continued on Mondays throughout the year, focusing on proactive and intentional intervention strategies and supports. Teachers were observed regularly and received feedback, and opportunities were arranged for peer observations. New teachers received planning support, curriculum expectations, and an orientation to the school's philosophy before the year began. Teachers in induction were additionally observed by program staff.

Overall, Goal 2 actions were implemented as planned throughout 2025-26, with refinements made only to strengthen systems and improve effectiveness. There were no material changes to the planned actions, and all adjustments remained aligned to the original intent and scope of the adopted LCAP.

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

All estimated actual expenditures met or exceeded projections.

[FINALIZE AFTER BUDGET UPDATE COMPLETE]

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

Conditions for Learning, Inclusion, and Access (Actions 2.1, 2.2, 2.3)

The actions supporting instructional conditions, inclusion, and access were largely effective in making progress toward the goal. Year 2 outcomes show that the school maintained 100% inclusion for students with disabilities, with all students with disabilities spending at least

80% of the day in general education. Suspension and expulsion rates also remained at 0%, reflecting the continued strength of proactive behavior supports and classroom management systems in sustaining a safe and supportive environment. Access metrics remained strong as well, with 100% of unduplicated students and students with disabilities having access to all programs and services, and all students continuing to receive a broad course of study.

Actions related to credentialing appear to be less effective; however, the data point reflects a reporting accuracy issue rather than a change in teacher qualifications. The Dashboard reported that 69% of teachers were “clear,” while internal records confirm 100%. This discrepancy highlights an opportunity to refine verification and reporting processes so that state data accurately reflects the school’s staffing strengths.

Social-Emotional Learning and Student Agency (Action 2.4)
Actions designed to strengthen social-emotional competencies and student agency were partially effective, with one area showing strong growth and others identifying clear opportunities for continued development. Social Awareness improved substantially, rising 25 percentage points to 86.6% of students scoring 80% or higher. This growth suggests that collaboration, advisory structures, and SEL lessons are effectively supporting students’ ability to understand others’ perspectives and engage positively with peers.

Responsible Decision-Making, Self-Awareness, and Self-Management declined by 16%, 17%, and 29%, respectively. These shifts point to areas where students would benefit from additional scaffolds and more consistent SEL routines, particularly as they navigate a high-choice, inquiry-based environment.

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

Minor adjustments were made to the metrics to add missing data points.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Incident Tracking Program	2024-25 We will either create, purchase or utilize an already existing software so that staff can track behavioral incidents that occur in their classrooms and on the playground. We will insure that procedures for doing so are documented and that there is accountability for accurate and consistent documentation. We will provide a short period of time during each collaboration meeting for staff to update and communicate about any possible concerns. The associated costs that could accompany this action are paying a staff member to monitor tracking and follow up with	\$17,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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 analytics. We will monitor and share information about incidents within our organization.		
2.2	Monitoring Student Work	2024-25 This action is to align student work with report cards and to create a consistent school structure for portfolio assessment. We will create a protocol for collecting work each week (one core subject per week). Work will then be placed in a portfolio. Portfolio work will be used to develop grades on report cards, to demonstrate student growth and to track improvement in core subject areas throughout the year. Basic requirements for portfolios will be established. With the establishment of this protocol, we plan to redesign our report cards into a point system that will identify clear designation of mastery or not. The cost associated with this action item might include a software system to store grades/report card data, a digital platform to store portfolio work, and physical supplies to store portfolio work. 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.	\$30,000.00	No
2.3	Middle School Redesign	2024-25 We will restructure our middle school in order to allow for more inquiry based learning and project based learning to take place as well as increase motivation and to grow academic rigor. This restructuring will allow for teachers to become responsible for two subject areas rather than all subject areas. By using this format, we hope to attract more middle school candidates that can execute our projects and make them a reality. This restructure will also create more independent learners who are critical thinkers. The associated cost with this goal might include staff salaries, standards-based projects, field study opportunities, guest speaker fees, and materials needed to execute the projects.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.4	Professional Development	2024-25 Educators deserve to be supported in a variety of ways and deserve to continually grow, learn, develop their practice, set goals and receive training. All students deserve teachers who are well trained and equipped to manage the complex dynamics of classroom learning. Training and professional development will be provided to equip our staff and teachers with proactive techniques and methods rather than reactive interventions. We will utilize collaboration time and staff meetings to provide mentoring and share best practices. We will seek and provide professional development as needs arise. The associated costs for this action might include, stipends, curriculum, specialists/trainers, and conferences. 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.	\$57,800.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students and teachers with access to standards-based instructional materials. Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula Priority 1b/2b	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,	2025-2026 100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns	100% of students and teachers have access to quality standards aligned resources in all subject areas.	No change- Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SARC		ELD, and Social Science standards	with CCSS, NGSS, ELD, and Social Science standards		
3.2	All students will access field trips that are meaningfully connected to learning, guest experts and quality enrichment classes Priority 7a Source: Locally Tracked	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.	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.	We decreased the expectation for field trips due to rising costs and still offered robust educational excursions- Goal Met
3.3	Percentage of facilities that are in “good repair” Priority 1c Source: SARC	100% of facilities are in good repair	100% of facilities are in good repair	2025-2026 100% of facilities are in good repair	100% if facilities are in good repair.	No change- Goal Met
3.4	Social Emotional Support and Curriculum Priority 6c Source: Locally Tracked	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.	An organized library of activities with a set timeline for implementation throughout the year.	Maintained
3.5	Teacher Retention Rate Priority 6c Source: Locally Tracked	78% of credentialed staff are staying at IA following the 2023-24 school year.	75% of credentialed staff are staying at IA	100% of eligible credentialed staff are staying at IA	85% of credentialed staff stay for the following year.	Exceed- Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			following the 2024-2025 school year.	following the 2025-2026 school year.		

Goal Analysis [2025-26]

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

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

Implementation of Goal 3 Actions aligned with the adopted plan, with minor deviations.

3.1 High Quality Curriculum Resources

During 2025-26, teachers continued to use at least two high-quality, standards-aligned resources per subject to design instruction and project-based learning. The project library expanded, and Beast Academy implementation was successfully extended through 5th grade. Beast Academy staff observed classrooms and provided feedback, strengthening instructional consistency. Successes included improved coherence across grade levels and stronger teacher confidence with the math program. The primary challenge involved sorting through the volume of available resources to identify the most effective ones, but this work ultimately improved alignment.

3.2 Field Trips, Guest Experts, and Enrichment

Implementation remained strong in 2025-26. Teachers intentionally planned field trips that directly supported academic projects, resulting in approximately one field trip per month. Guest experts were incorporated into each project, and all students continued to receive weekly enrichment in art and science. Successes included high engagement and strong connections between classroom learning and real-world experiences.

3.3 Facility Costs

The LEA continued to maintain and repair the facility as planned, addressing utilities, HVAC, landscaping, and general upkeep. Major repairs were completed through district bond funding, reducing the financial impact on the school. Innovations did not explore solar options. These remain long-term goals but were not initiated during 2025-26 due to competing priorities.

3.4 Social and Emotional Curriculum

In 2025-26, the SEL program was streamlined and strengthened. The SEL resource library was reorganized to improve teacher access and alignment, and SEL practices were extended to playground and lunch areas. Part-time staff and a counselor provided small-group support for students with behavioral needs. Successes included improved consistency in SEL implementation and increased targeted support for students.

3.5 Teacher Salaries and Benefits

The LEA continued to offer competitive salaries and benefits and gathered comparative data from local charter schools to inform long-term compensation planning. Budget constraints made it challenging to sustain ongoing salary increases. As a result, Innovations was unable to

fully explore or implement long-term sustainability strategies. Discussions about temporary caps or freezes emerged as the LEA worked to balance teacher quality with fiscal responsibility.

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

All estimated actual expenditures met or exceeded projections.

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

Standards-Aligned Instructional Materials and Facilities (Goal 3 Actions 3.1, 3.3)
The actions supporting access to standards-aligned materials and maintaining safe, well-repaired facilities were fully effective in making progress toward the goal. Year 2 outcomes show that the school maintained 100% access to standards-aligned instructional materials across all core subject areas, demonstrating that procurement systems, curriculum review processes, and classroom distribution procedures continue to function reliably. Facilities also remained in good repair, indicating that ongoing maintenance routines, inspection cycles, and response systems are effective in ensuring a safe and functional learning environment for all students. These consistently strong results reflect well-established operational structures that are producing the intended outcomes and require only continued monitoring rather than major adjustments.

Social-Emotional Curriculum and Student Supports (Goal 3 Action 3.4)
The action supporting the implementation of the SEL curriculum was partially effective. The school successfully maintained access to Fly Five SEL resources, ensuring that teachers had the materials needed to deliver the curriculum. However, the Year 2 SEL outcomes under Goal 2 indicate that while Social Awareness improved significantly, other SEL competencies (e.g., Responsible Decision-Making, Self-Awareness, and Self-Management) declined. This suggests that although the SEL curriculum infrastructure is in place, implementation is not yet producing consistent gains across all domains. With SEL materials successfully established, the school is now positioned to strengthen the consistency and intentionality of SEL practices, enabling students to experience more balanced growth across all competencies.

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

No changes were made to the plan.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	High Quality Curriculum Resources	2024-25 Teachers will have access to at least 2 high quality, standards based resources for each subject area from which to create their own curriculum and projects for class. These will continue to build and develop our project library that will incorporate rigorous standards based resources and activities so that there are ultimately four projects per grade level as options for future teachers. We will continue to extend our implementation of the Beast Academy curriculum to our K-5 classrooms over the next few years. We expect that by the year 2027, all classrooms (K-5) will be using the Beast Academy curriculum, and online support software. Beast Academy staff will train, collaborate and offer feedback to teachers as they apply this program to their every day classrooms. The associated costs for this action might include paying staff to participate in extra trainings, the possible purchase of curriculum and resources and any materials needed for Beast Academy. 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.	\$20,500.00	No
3.2	Students will access field trips, guest experts and quality enrichment classes	2024-25 Interactive inquiry and projects involve extending learning outside the classroom. All students will have access to field trips that support their learning. Experts in various fields of study will be included in all projects. Our students will access enrichment classes each week. The costs to implement this action might include fees associated with experts, costs for bus maintenance and use, costs of entrance to venues, materials and supplies for enrichment classes and salaries of enrichment teachers. 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.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Facility Costs	2024-25 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair, as well as upgrades. 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.	\$463,000.00	No
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
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.	\$2,518,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of parents who open ParentSquare communications regarding absences. Priority 8 (In support of student outcomes) Source: Locally-Tracked	100% of parents are contactable via ParentSquare	99.5% of parents were contactable.	Spring 2026 99.3% of our parents were contactable in January 2026	100% of parents are contactable.	Nominal change-Met
4.2	Percentage of students attending 96% of school days	84.8% of students attended 96% or more	Our P-2 ADA for 24-25 had increased from	2025-2026 Our P-1 ADA is 98.1%	95% of students attend 96% of school days.	Increased 2%- Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5a Source: CALPADS	of school days in 2023-24	94.6% in the previous year to 95.1% for 24-25			
4.3	Percentage of students who are chronically absent (defined as missing 10% Priority 5b Source: CA Dashboard	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. 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.	2024-2025 Schoolwide: 12% Low Income: 16% English Learner: 4% Disabilities: 21% Hispanic: 23% Asian: 13% White: 7% Two or More Races: 8%	5% of students considered chronically absent	Schoolwide: nominal change
4.4	Number of students attending make up time per week Priority 8 Source: Locally Tracked	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.	2025-2026 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%	Maintained or increased slightly from baseline.
4.5	Percentage of staff attending 96% of school days Priority 6c Source: Locally Tracked	63% of staff attended 96% or more school days in 2023-24	87.5% of teaches attended 96% or more of school days.	2025-2026 88.8% of teachers attended 96% or more of school days.	75% of staff attend 96% or more school days	Increase 25%- Met
4.6	% of middle school students reported as dropouts Priority 5c Source: CALPADS			2024-2025 Schoolwide: 0 of 69 students 2023-2024 (Baseline)	Less than 3% of middle school students will be identified as dropouts	Nominal change-Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Schoolwide: 1 of 89 students		
4.7	Annual parent invitation to provide input on satisfaction and decision-making process Priority 3a-3c Source: Locally tracked			2025-2026 (Baseline) 100% of parents/guardians are invited to participate in the annual survey and 1:1/small group meetings for input into the decision-making process.	100% of parents/guardians will be invited to participate in the annual survey and 1:1/small group meetings for input into the decision-making process.	Baseline data-Met

Goal Analysis [2025-26]

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

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

Implementation of Goal 4 Actions aligned with the adopted plan, with minor deviations.

4.1 Whole School Absence Communication

The LEA used PowerSchool and ParentSquare to communicate attendance information consistently throughout the year. Families received regular updates on absence trends, and whole-school messaging supported awareness. Lower-than-expected use of independent study (IS) contracts was documented, despite efforts to make them accessible online. Successes included improved communication and consistent use of the digital tool.

4.2 Absence Follow-Up

The LEA continued weekly follow-up with families of absent students and monitored students who reached chronic absenteeism thresholds. Monday make-up time for students not on IS contracts was fully implemented and became a consistent support structure. Successes included stronger communication with families and improved accountability for missed work. A substantive difference from the adopted plan was the decision not to assign homework for each day of absence due to the school's no-homework policy, which required adjustments to how make-up work was provided.

4.3 Absent Student Support

This action was fully implemented in 2025-26. Teachers provided mandatory Monday make-up time for students who missed work and posted assignments in accessible formats for families to support completion at home. Successes included consistent routines and improved

student accountability. Implementation was fully aligned with the adopted plan, with minimal challenges related to repeated absences among some students.

4.4 Teacher/Staff Attendance

Calendar adjustments, staff appreciation activities, and team-building meetings continued during 2025-26. Teacher attendance improved significantly, demonstrating the effectiveness of the revised calendar and increased staff support.

Implementation aligned fully with the adopted plan. Successes included stronger staff morale and improved attendance. Challenges were minimal and focused on ongoing communication about paid time off and attendance expectations.

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

All estimated actual expenditures met or exceeded projections.

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

Attendance Communication, Monitoring, and Family Engagement (Actions 4.1, 4.2)

The actions supporting attendance communication and monitoring were largely effective. Parent Square contact ability remained extremely high at 99.3%, and overall attendance improved, with P-1 ADA rising to 98.1% and more students attending 96% or more of school days. These results reflect strong communication systems and consistent follow-up practices. Chronic absenteeism remained higher among some student groups, highlighting an opportunity to build on existing systems by strengthening targeted outreach and individualized supports. While chronic absenteeism rates are not yet as low as the school would like, additional supports have increased student performance in both ELA and Mathematics, indicating that when students are present, they benefit from strong instructional practices and targeted supports. On the 2025 CA Dashboard, all reported groups were at or above standard, except for English learners, who remained slightly below standard (-15 points). In math, all reported student groups, including English learners, showed positive gains and are within 20 points of standard.

Student Attendance Supports and Staff Attendance (Actions 4.3, 4.4)

Actions supporting student make-up work and staff attendance were partially effective. The Monday make-up system provided a clear structure for students to complete missed assignments, with steady participation each week. Staff attendance improved significantly, rising from 63% to 88.8%, suggesting that calendar adjustments and appreciation efforts positively influenced consistency. These strong foundations position the school well to continue refining supports that help students and staff maintain regular engagement.

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

There are no changes to goals or actions. Adjustments were made to metrics to fully align with LCAP requirements.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Whole School Absence Communication	2024-25 We will be sharing absence data weekly with families so they can stay informed about the trends we are seeing in regards to absences. This will include weekly communication through Parent Square as well as using a sign visible in the drop off and pick up line to share percentages of students attending school each day. Teachers will share information about absence percentages in their weekly communication to families. The associated costs with this might include ParentSquare, and any costs associated with the upkeep of the sign board. 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.	\$73,000.00	No
4.2	Absence Follow Up	2024-25 We will create a communication and follow up protocol for any student that is absent each week, as well as students who fall within the threshold of being chronically absent at any point in the year. Each week, we will call families of absent students who neglect to notify the school. Once a student crosses the threshold of chronic absenteeism, the director will call to emphasize the importance of attendance. Once that phone call has been made, we will monitor their attendance. We will hold quarterly mandatory meetings for all families of chronically absent students to attend. The associated cost with this action item might include staff salaries who are helping with communication and meetings as well as possible software for monitoring attendance. 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.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Absent Student Support	2024-25 We will closely monitor student absences weekly and provide mandatory make up work and a time during the school day when the work will be completed. We will select specific times for make up work such as Monday electives, end of the day and other flexible schedule times for students with recent absences. The associated costs with this action item might include educational software such as ST Math, Reading Eggs, Reflex Math, etc. 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.	\$16,700.00	No
4.4	Teacher/ Staff Attendance	2024-25 We will alter our calendar adding one extra vacation week and days in front of winter break to allot for staff travel as requested by teachers. Our goal is for teachers to focus their days off on regularly scheduled breaks. Additionally we will shorten August professional development to lengthen summer break based on teacher input. We will also include more opportunities through out the year to appreciate staff with coffee, treats, and activities. We will be using one staff meeting a month to create team building activities for staff. The associated costs with this action item might include food, drinks, supplies and other materials. 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.	\$18,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Weekly director communications and weekly teacher communications with parent education, financial information and school event information Priority 8 (In support of pupil outcomes) Source: Locally Tracked	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.	2025-2026 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	Increased 50%-Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Number of school trainings for parents on academic and social emotional initiatives Priority 3b/3c Source: Locally Tracked	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.	2025-2026 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. A parent library is housed near the front desk with education books for parents.	An annual combined parent advisory, LCAP and parent education seminar will be held. One parent education opportunity will be offered regarding parenting.	Minor system changes- Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Parent Connection meetings Priority 3b/3c Source: Locally Tracked	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.	2025-2026 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.	12 meetings held-Met

Goal Analysis [2025-26]

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

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

Implementation of Goal 5 Actions aligned with the adopted plan, with minor deviations.

5.1 Parent Communication

The LEA continued weekly ParentSquare messages in a consistent format and provided detailed learning updates. Teachers followed a structured template for weekly communication. The LEA shifted from quarterly LCAP updates to a mid-year update, which still met the intent of transparency but differed from the adopted plan. Successes included strong family engagement and predictable communication routines. The quarterly updates were replaced with a mid-year update.

5.2 Parent Engagement Through Education

Parent engagement expanded significantly in 2025-26. The LEA held Exhibition Nights, provided parent education on portfolio review, and offered multiple learning opportunities, including Raising Resilient Children sessions, a literacy campaign featuring a poetry walk, math-focused events, and Positive Discipline classes. Additional activities helped families connect learning at home with school expectations. Successes included high participation and a broad range of offerings.

5.3 Parent Connection

The LEA collaborated closely with Parent Connection leaders throughout the year, meeting regularly and co-creating a family-centered school calendar. Families were offered multiple ways to participate beyond attending meetings.

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

All estimated actual expenditures met or exceeded projections.

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

Family Engagement, Communication, and Participation (Actions 5.1, 5.2)
The actions supporting family engagement and communication were largely effective in strengthening relationships between the school and its families. Participation in schoolwide events, conferences, and surveys remained strong, indicating that families are connected to the school community and responsive to engagement opportunities. These results show that the school’s outreach routines and family-facing structures continue to support meaningful communication and partnership. The consistency of these patterns provides a solid foundation for deepening family involvement in ways that further support student learning and engagement.

School Climate, Student Voice, and Engagement (Actions 5.3, 5.4)
Actions designed to support school climate and student engagement were partially effective, with several indicators demonstrating stability and others highlighting opportunities for continued growth. Students continued to report positive relationships with staff and peers, and participation in schoolwide activities remained strong. Survey results also suggest that students would benefit from additional opportunities to share their perspectives, contribute to decision-making, and engage more deeply in shaping their school experience.

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

No changes were made to the plan.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Communication	2024-25 The director's weekly messages through our school platform (ParentSquare) will be organized in a predictable and consistent format. Messages will include quarterly updates on LCAP including spending and additionally provide information on fundraising events. This communication will also highlight any important school wide events and upcoming deadlines pertinent to families plus provide parent education on how to support their child at home. Teachers will also share a weekly communication update similarly with a predictable format and timing that includes information on deadlines, family events, classroom subject matter	\$13,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
5.2	Parent Engagement through Education	2024-25 Two Exhibition Nights will be held which will coincide with student portfolio work reviews, one at the end of first semester and the other just before spring break. Parent education in the form of how to review portfolio work will be provided. Parents will have access to student portfolios throughout the year. We will also utilize Open House as a time for parents to both view classrooms and participate in educational opportunities. For additional parent education, we will offer S.P.A.C.E. training for parents of anxious children and 2 Positive Discipline classes. The associated costs for this might include salaries for staff to help with babysitting, leading topics, as well as purchasing food and drinks for the events. 2025-26 We will provide parent education on support to improve numeracy, literacy, read report cards, the school protocols for completing make up work and Positive Discipline.	\$9,000.00	No
5.3	Parent Connection	2024-25 IA staff will work closely with the Parent Connection (our parent organization) throughout the year to consistently increase parent participation. We will work with the Parent Connection to create a school calendar with events that serve our family population. Meeting times and agenda will be shared with all families ahead of time while also including other ways for families to get involved other than going to a meeting.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$335,208	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.680%	0.000%	\$0.00	7.680%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	teachers with intervention for non or slow progressing students with a focus on socioeconomically disadvantaged students who had a more serious decline in test scores.	
1.4	Action: Intervention Plans Need: Intervention plans are a solid way to track progress and provide unique support to students with unique situations. The monthly tracking of students will provide staff with an ongoing focus. Scope: Schoolwide	Interventions are provided on a schoolwide basis because it is the only way to identify specific students based on data. Otherwise it would be a subjective review and a student could be missed. For math interventions, a study of the CAASPP scores shows that the most significant populations with declining scores were socioeconomically disadvantaged, English language learners and Hispanic students. We will therefore look more closely at these populations while creating intervention plans and continue to involve the ELL coordinator and Title 1 coordinator to look at non just ELA progress but math progress.	improved scores on MAP and CAASPP
2.4	Action: Professional Development Need: Unduplicated pupils have a higher need for highly qualified teachers. Scope: Schoolwide	This is provided as a schoolwide/LEA wide action because truly all students benefit when teachers are provided professional development, even when the training is specific towards the needs of unduplicated students. Using designated LREBG funds, our teachers will be provided professional development to notice and own their areas of challenge as teachers and then be provided support and monitoring to improve in those areas. We will focus on all areas where ELA and math are being learned, including project development and implementation.	The continued inclusion of students with disabilities in the classroom and increased engagement, connectedness and decreased suspension rates.
3.2	Action: Students will access field trips, guest experts and quality enrichment classes Need:	Parents are provided the amount it costs for a field trip and they contribute voluntarily. Unduplicated students more often do not have the funds to pay for field trips and so the school provides them these learning opportunities. The trips are offered	100% of students will have access to field trips with no barriers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	financially costly, field trips would outprice a financially challenged family if not provided by the school. Scope: Schoolwide	and provided to all students, so it is still addressed schoolwide. LREBG funds will be used to help pay for learning experiences outside the classroom, especially for our Title1/SED students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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

We will utilize LRBEF funding for goals 1.3, 1.4, 2.4, 3.2, with a focus on academic scores for our lowest scoring students who have been identified to be our socioeconomically disadvantaged students, and our ELL students, especially in the area of math where we will focus our efforts on assessment analysis, intervention strategies and preparation of teachers to provoke progress for them.

Additional Concentration Grant Funding

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

We will be adding training for our instructional assistants in managing behaviors in a non behaviorist environment and using supportive questioning techniques to provoke independence and deeper thinking for students. In our outreach for new teachers, we seek experienced teachers and apply funds to hiring these more expensive teachers. Additionally, we are maintaining our education specialist caseload and targeting each one to a reasonable grade level span. We are providing professional development for a lead education specialist to support the team.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,364,638.00	\$335,208	7.680%	0.000%	7.680%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,459,300.00	\$150,000.00	\$0.00	\$53,700.00	\$3,663,000.00	\$3,112,700.00	\$550,300.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Streamlined Assessment Plan	All	No			All Schools		\$9,500.00	\$7,000.00	\$14,500.00			\$2,000.00	\$16,500.00	0
1	1.2	Support for Academic Instruction	All	No			All Schools		\$197,500.00	\$0.00	\$45,000.00	\$150,000.00		\$2,500.00	\$197,500.00	0
1	1.3	Data Analysis, Reflection and Tracking	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$10,000.00	\$0.00	\$5,000.00			\$5,000.00	\$10,000.00	
1	1.4	Intervention Plans	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$34,500.00	\$0.00	\$27,300.00			\$7,200.00	\$34,500.00	
2	2.1	Incident Tracking Program	All	No			All Schools		\$5,000.00	\$12,500.00	\$12,500.00			\$5,000.00	\$17,500.00	
2	2.2	Monitoring Student Work	All Students with Disabilities	No			All Schools		\$20,000.00	\$10,000.00	\$30,000.00				\$30,000.00	5%
2	2.3	Middle School Redesign	All	No			All Schools		\$3,000.00	\$7,000.00	\$7,000.00			\$3,000.00	\$10,000.00	10
2	2.4	Professional Development	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$55,000.00	\$2,800.00	\$53,300.00			\$4,500.00	\$57,800.00	10%
3	3.1	High Quality Curriculum Resources	All	No			All Schools		\$1,500.00	\$19,000.00	\$19,000.00			\$1,500.00	\$20,500.00	
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Low Income	Yes	Schoolwide	Low Income	All Schools		\$10,000.00	\$140,000.00	\$145,000.00			\$5,000.00	\$150,000.00	
3	3.3	Facility Costs	All	No			All Schools		\$123,000.00	\$340,000.00	\$463,000.00				\$463,000.00	
3	3.4	Social and Emotional Curriculum	All	No			All Schools									10
3	3.5	Teacher Salaries and Benefits	All	No			All Schools		\$2,518,000.00	\$0.00	\$2,500,000.00			\$18,000.00	\$2,518,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Whole School Absence Communication	All	No			All Schools		\$73,000.00	\$0.00	\$73,000.00				\$73,000.00	
4	4.2	Absence Follow Up	All	No			All Schools		\$8,000.00	\$0.00	\$8,000.00				\$8,000.00	0
4	4.3	Absent Student Support	All	No			All Schools		\$16,700.00	\$0.00	\$16,700.00				\$16,700.00	
4	4.4	Teacher/ Staff Attendance	All	No			All Schools		\$18,000.00	\$0.00	\$18,000.00				\$18,000.00	
5	5.1	Parent Communication	All	No			All Schools		\$10,000.00	\$3,000.00	\$13,000.00				\$13,000.00	
5	5.2	Parent Engagement through Education	All English Learners Low Income	No		English Learners Low Income	All Schools		\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	0
5	5.3	Parent Connection	All	No			All Schools									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,364,638.00	\$335,208	7.680%	0.000%	7.680%	\$230,600.00	35.000%	40.283 %	Total:	\$230,600.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$230,600.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Support for Academic Instruction				All Schools	\$45,000.00	0
1	1.3	Data Analysis, Reflection and Tracking	Yes	Schoolwide	English Learners Low Income	All Schools	\$5,000.00	
1	1.4	Intervention Plans	Yes	Schoolwide	English Learners Low Income	All Schools	\$27,300.00	
2	2.2	Monitoring Student Work				All Schools	\$30,000.00	5%
2	2.4	Professional Development	Yes	Schoolwide	English Learners Low Income	All Schools	\$53,300.00	10%
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Yes	Schoolwide	Low Income	All Schools	\$145,000.00	
5	5.2	Parent Engagement through Education			English Learners Low Income	All Schools	\$9,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,291,900.00	\$4,215,345.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Streamlined Assessment Plan	No	\$16,500.00	\$16,576.00
1	1.2	Support for Academic Instruction	No	\$47,500.00	\$250,880.00
1	1.3	Data Analysis, Reflection and Tracking	Yes	\$12,200.00	\$27,500.00
1	1.4	Intervention Plans	Yes	\$21,200.00	\$36,962.00
2	2.1	Incident Tracking Program	No	\$14,500.00	\$17,510.00
2	2.2	Monitoring Student Work	No	\$35,000.00	\$36,000.00
2	2.3	Middle School Redesign	No	\$3,000.00	\$13,328.00
2	2.4	Professional Development	Yes	\$57,800.00	\$136,887.00
3	3.1	High Quality Curriculum Resources	No	\$21,500.00	\$20,529.00
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Yes	\$54,000.00	\$165,024.00
3	3.3	Facility Costs	No	\$363,000.00	\$462,991

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Social and Emotional Curriculum	No		
3	3.5	Teacher Salaries and Benefits	No	\$2,518,000.00	\$2,858,006.00
4	4.1	Whole School Absence Communication	No	\$73,000.00	\$90,586.00
4	4.2	Absence Follow Up	No	\$8,000.00	\$15,556.00
4	4.3	Absent Student Support	No	\$6,700.00	\$25,210.00
4	4.4	Teacher/ Staff Attendance	No	\$18,000.00	\$18,500.00
5	5.1	Parent Communication	No	\$13,000.00	\$14,200.00
5	5.2	Parent Engagement through Education	No	\$9,000.00	\$9,100.00
5	5.3	Parent Connection	No		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$328,140.00	\$124,500.00	\$366,373.00	(\$241,873.00)	35.000%	0.000%	-35.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Data Analysis, Reflection and Tracking	Yes	\$7,200.00	\$27,500.00		
1	1.4	Intervention Plans	Yes	\$14,000.00	\$36,962.00		
2	2.4	Professional Development	Yes	\$53,300.00	\$136,887.00	10%	
3	3.2	Students will access field trips, guest experts and quality enrichment classes	Yes	\$50,000.00	\$165,024.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,382,907.00	\$328,140.00	0	7.487%	\$366,373.00	0.000%	8.359%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

2026-27 Local Control and Accountability Plan for Innovations Academy is an independent LEA authorized by the San Diego Unified School District

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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

School Year

2025-26

Date of Board Approval

06/17/2025

LEA Name

Innovations Academy is an independent LEA authorized by the San Diego Unified School District

CDS Code:

37683380118083

Link to the LCAP:

(optional)

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

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

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

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

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

Alignment

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

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

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

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

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

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

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

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

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

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

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

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Engagement through awareness of academic and social-emotional progress

Engagement through a variety of volunteer opportunities

Engagement through attendance in parent education experiences

Engagement through whole school events held throughout the school year

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

-Families are provided a variety of means to volunteer and participate actively in school events and daily school life.

Some examples include volunteering in classrooms, in support of school and classroom events (such as parties, dances, performances), as guest speakers in class, driving on field trips and participating in the Parent Association.

-We purchase a parent communication platform (Parent Square) to facilitate seamless communication with our families in their preferred format. Communication goes out from teachers about class topics of study and other class events on a weekly basis. Communication from the director also occurs on a weekly basis in both English and Spanish and all ParentSquare communications are easily received in a variety of preferred translations for parents.

- We provide opportunities for parent education that involve regular meetings with our director (at a minimum monthly), online Zoom meetings in person or to be viewed at a time convenient for parents, sessions with our counselor, articles shared monthly with parents and meetings with teachers.
- We invite parent input via an open door policy with the director, various surveys throughout the year, LCAP meetings offered at a variety of times and feedback forms after school events.
- We believe that parents are primary educators of their children and the most important people in a child's life, need to be informed of progress. All parents receive assessment information in writing at least twice per year in addition to the report card.
- We have a permanent board position designated for a parent.

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

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

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

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

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

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

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Formal Agreements

ESSA SECTION 1423(2)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

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

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

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

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

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

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

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

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

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

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

Innovations Academy partners with many nonprofit organizations for the implementation of our program. Through these partnerships, our students are provided guidance, information and mentors while they explore academic content through an applied approach. Our students interacted with 50 guest speakers representing community organizations and nonprofits during the 2024-25 school year. Innovations Academy also utilizes nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Each class has the assignment of participation in field

study experience monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. In the 24-25 school year our students attended a total of 108 field trip experiences. Technology is one way to connect with outside organizations. Students send emails, remote interviews and presentations, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. Students at Innovations Academy also utilize multiple online curricular resources for their learning.

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

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

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

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

Effective Use of Technology (ESSA Section 4109)

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

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

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

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

Date of LEA's last conducted needs assessment:

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

California Department of Education
February 2022



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Authorized by the San Deigo Unified School District	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	27.5	69.1%	7.3%	7.3%	12.7%	3.7%	0%	0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

N/A

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

The LEA demonstrates strong and sustained progress in building relationships between school staff and families, reflected in consistently positive educational partner input and high implementation ratings. Families report feeling welcomed and respected through frequent in-person engagement opportunities such as back-to-school night/open house, 6th-week conferences, the Halloween carnival, annual book fair, high school information night, Exhibition Nights, drama performances, family participation events and volunteer opportunities, the talent show, promotion ceremonies, and regular field trips. Weekly director and teacher communications provide timely information and resources that reinforce parents' roles as their children's primary educators, and families regularly contribute input on schoolwide events and the annual school calendar. The LEA's Parent Connection structure further strengthens relationships by offering monthly meetings on the third Wednesday at 7 p.m. and ongoing communication through ParentSquare.

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

The LEA's focus centers on continuing to provide parent support and deep relationships between school staff and families. We maintain a campus culture that encourages parents to visit classrooms, participate in the parent reading

volunteers program, serve as chaperones on field trips, and attend educational opportunities (e.g., support for parents of anxious children and a parenting workshop). We remain committed to providing clear education about our program, our philosophical perspectives, and the expected parent involvement and commitment to learning, while ensuring open communication so parents can access the information they need to support their child’s progress. As part of this work, the LEA monitors communication systems to ensure updates are centralized, predictable, and accessible, reflecting parent feedback about clarity, progress visibility, and scheduling barriers. These improvements support the 2026-27 LCAP Reflection Priority 3 by strengthening systems for accuracy and access and ensuring families receive timely, consistent information and multiple ways to connect with staff.

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

Based on educational partner input and local data, the LEA continues to strengthen engagement of underrepresented families by expanding accessible supports and increasing personalized outreach. To deepen participation among underrepresented families, we maintain targeted outreach efforts, including individualized invitations and phone calls to parents of underrepresented groups, ensuring information is accessible and engagement opportunities feel welcoming. We continue encouraging families to participate actively in their child(ren)’s education, including reinforcing the importance of consistent attendance as part of building strong school-family relationships.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

The LEA demonstrates strong progress in Building Partnerships for Student Outcomes, supported by consistent input from educational partners and full implementation across all practices. Families receive clear, regular information through weekly teacher newsletters outlining learning in each subject area and a weekly whole-school communication that provides updates and specific ways parents can support learning at home. Conferences, report cards, student-led conferences, and exhibition nights further strengthen shared understanding of student progress, and all families benefit from an open-door meeting policy that supports timely, two-way communication.

The LEA uses designated communication software that allows parents and guardians to choose how they receive information, ensuring accessibility for all families. Our director maintains a hands-on approach to partnering with families to elevate student outcomes and engage all families in multiple ways to support skill development. These practices reflect a strong, sustainable approach to partnering with families to improve student learning and development.

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

The LEA's focus centers on maintaining the way student progress is communicated so families can easily understand and use the information to support learning at home, including continuing to refine these tools to ensure they clearly reflect student learning (e.g., portfolio-based reporting, in-person conversations, and parent educational opportunities) to deepen shared understanding of student progress. As part of this continuous improvement work, the LEA will provide clear, consistent updates that reflect parents' requests for real-time insights and optional learning supports. These refinements directly support the 2026-27 LCAP Reflection Priority 1 by strengthening core instruction and targeted supports and reinforcing home-school collaboration around student learning.

In addition, we continue to solicit and incorporate parent input to refine our work-make-up system so it remains responsive to family needs and supports improved student outcomes. These efforts reflect our ongoing commitment to strengthening partnerships with families and ensuring that communication about student learning is meaningful, accessible, and supportive of strong home-school collaboration.

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

Based on input from educational partners and local data, the LEA continues to engage underrepresented families through personalized outreach and coordinated support. We maintain a designated staff role to monitor engagement patterns, collaborate with teachers, and help develop strategies that support students' academic growth in partnership with their families. We continue to communicate directly with underrepresented families to understand their needs and share supportive approaches that align with their children's goals.

We encourage full participation in school activities by ensuring communication remains accessible, offering support when needed, and making staff readily available to families. These efforts reflect our ongoing commitment to fostering strong, inclusive partnerships that elevate student outcomes and ensure all families feel connected to and engaged in the school community.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

The LEA demonstrates strong progress in Seeking Input for Decision-Making, supported by consistent input from educational partners and full implementation across all practices. Families have multiple accessible avenues to share feedback, including in-person conversations/meetings, surveys, open office hours, and engagement at school events. Staff actively invite input during daily interactions, such as drop-off and pick-up, and maintain an open-door meeting culture that encourages ongoing dialogue. Parents also participate through chaperoning field trips, volunteering in classrooms, and helping organize school social events, all of which provide additional opportunities for staff to gather meaningful input.

The LEA's communication systems strengthen engagement by allowing families to choose how they receive information and by ensuring timely updates about school decisions and upcoming opportunities for involvement. Parents consistently express satisfaction with weekly educational information and appreciate the availability of staff, including the option to connect discreetly by phone when preferred. These practices reflect a strong, responsive approach to ensuring all families have meaningful opportunities to contribute to school decision-making.

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

The LEA's focus centers on input-gathering opportunities and communication so all families feel informed and empowered to contribute to decision-making. We strive for broad participation in surveys and educational opportunities, and we continue to offer multiple accessible ways to receive information and provide input as we share

updates on key initiatives. The LEA will continue to monitor ways to make input opportunities more accessible and to streamline communication about decisions, reflecting parent feedback on scheduling, parking availability, and commuter-school realities. While some factors are outside the school's control, the LEA will continue to refine communication and engagement structures, where possible, so that participation remains predictable, inclusive, and easy for families to navigate, consistent with the 2026-27 LCAP Reflection Priorities 2 and 3.

We encourage families to contribute to schoolwide decision-making by ensuring communication remains clear, timely, and responsive to their preferences. These efforts reflect our commitment to sustaining a strong, inclusive culture where all families have meaningful opportunities to share their perspectives and partner with the school.

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

Based on input from educational partners and local data, the LEA continues to engage underrepresented families by expanding personalized, relationship-based outreach. In-person connections, such as conversations at after-school pick-up, during after-care transitions, and when families check in with teachers, remain effective touchpoints. We continue to use these opportunities to invite participation and gather input. Our designated staff member conducts targeted outreach to underrepresented families to ensure they receive direct invitations to events and opportunities for input.

We continue using multiple communication methods, including phone calls and text messages, when families prefer or respond more readily to those formats. In addition, we strengthen coordination with after-school program staff, who often serve as key points of contact for many underrepresented families, to support consistent message exchange and ensure families have clear, accessible opportunities to engage in decision-making.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

The 2025-26 Student Climate and SEL Survey enabled 289 students in grades 3-8 to provide input on the educational program. Using a 1-5 agreement scale (where a score of 4.3 out of 5 equates to less than 85% satisfaction), the survey yielded an overall average of 4.2. This indicates generally positive perceptions across major domains but also highlights clear opportunities for growth that align closely with family input.

Specifically, students are asked to respond to statements regarding:

- Their learning experience
- Climate and Culture
- Safety and Connectedness
- Self-Awareness and Management
- Social Awareness & Relationship Skills, and
- Out-of-School Habits and Well-Being.

For the purpose of Local Indicator Priority 6, only Safety and Connectedness are reported, with an overall average agreement of 80%. The following are the individual statement agreement rates:

- 70% I feel safe sharing my thoughts and feelings with a trusted adult.
- 76% I feel safe sharing my thoughts and feelings at school with my friends.
- 80% I feel safe and supported in my classroom.
- 84% I think my teacher notices when I try my best.
- 80% I think my teacher understands me.
- 84% I think my teacher likes having me in class.
- 92% I have at least one friend at school.
- 82% I feel included when I play with others.
- 80% I feel included when I work with others.
- 82% I feel like I belong in my class.
- 80% I feel comfortable being myself at school.
- 78% I feel respected by others in my class.
- 76% I feel that I am an important member of my class.
- 76% I think my classmates like having me in class.

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

Analysis of the individual statements in this domain reveals the following key learnings:

Areas of Strength

Peer relationships and friendships are a notable strength. 92% of students agreed they have at least one friend at school, with 82% feeling included when playing with others and 80% feeling included when working with others. These results highlight that students experience a solid foundation of peer connection.

Teacher support and caring relationships also scored well: 84% agreed that their teacher notices when they try their best; 84% felt their teacher likes having them in class; 80% believed their teacher understands them; and 80% felt comfortable being themselves at school and felt safe and supported in their classroom. These findings demonstrate positive adult-student relationships that serve as a strong foundation for student experience.

Opportunities for Continued Growth

Students reported strong inclusion in activities, along with opportunities to further strengthen a sense of belonging and feeling valued. 76% of students agreed they feel like an important member of their class, and 76% agreed that their classmates like having them in class. Additionally, 78% felt respected by others in their class. Building on the existing sense of inclusion can help more students feel deeply valued and central to their classroom community.

Emotional safety when sharing thoughts and feelings presents an opportunity for growth, with 70% agreement to share with a trusted adult and 76% with friends at school. Strengthening this area can help students feel even more confident expressing themselves openly.

When viewed alongside the broader survey results in other categories, this feedback reinforces the idea that teacher caring and peer inclusion are foundational strengths. Continuing to build on these strengths in belonging, emotional safety, and feeling valued will further support student well-being, engagement, and the overall school climate.

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

While peer relationships and teacher support remain notable strengths, opportunities exist to deepen a sense of belonging, feeling valued/respected, and emotional safety when sharing thoughts/feelings. Findings provide quantitative evidence validating three 2026-27 LCAP priorities.

Aligned 2026-27 Priorities Outlined in the LCAP Reflection:

-Priority 1: Instructional planning and differentiation procedures explicitly incorporate belonging and emotional safety when designing interventions and project-based learning.

-Priority 2: Expand student voice and leadership through revised advisory structures, new student-led forums, and consistent SEL routines that build on existing Social Awareness strengths to improve belonging and emotional safety.

-Priority 3: Refine attendance and communication procedures to include proactive outreach that is focused on engagement and belonging for identified student groups.

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

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

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

The LEA uses a set of locally selected tools to track the extent to which all students, including unduplicated student groups and students with exceptional needs, have access to a broad course of study. Teachers use shared documents to map and review standards addressed in projects, classwork, and enrichment courses throughout the year, ensuring that all students experience a wide range of content areas. Access to enrichment classes (art, ceramics, performing arts, engineering, and environmental studies), field experiences, and project topics is monitored through Google Docs, Sheets, and survey tools. These tools allow staff to track participation patterns, disaggregate data by student group, and make adjustments to ensure equitable access. All middle school students' participation in foreign language instruction and all students' participation in field trips are also recorded and reviewed as part of this system.

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

Using our locally selected tools, the LEA's review shows that all students have full access to, and are enrolled in, a broad course of study. Data tracked through shared documents, Google Docs/Sheets, and surveys confirm that 100 percent of students participate in core instruction, all five enrichment classes, project-based learning aligned to state standards, and field experiences that extend learning beyond the classroom. Because we operate a single school site, staff collaborate closely to review access patterns across grade spans and disaggregate participation data for unduplicated student groups and students with exceptional needs. These reviews consistently show equitable access across all student groups, with no differences in enrollment or opportunity.

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

Using our locally selected measures, the LEA has not identified substantive barriers to providing all students with access to a broad course of study. All students, including unduplicated student groups and students with exceptional needs, are enrolled in the full range of core instruction, enrichment classes, project-based learning, and field experiences. The only minor challenges we encounter relate to logistics and scheduling, which can be complex in a small school with a wide range of offerings. At times, newer teachers benefit from additional support as they learn to implement project-based learning routines and manage a student population that is new to them. We address these needs through coaching and collaboration to ensure continuity of experience across grade levels and maintain full access for all students.

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

Using the results of our locally selected measures, the LEA refines systems as needed to ensure all students have full access to a broad course of study. As a small, full-inclusion school, all students identified as unduplicated or those with exceptional needs participate in the same core instruction, enrichment classes, project-based learning, and field experiences as their peers. Teachers collaborate to align instruction with the California Common Core, Next Generation Science, and History-Social Science standards, ensuring comprehensive coverage across grade spans.

To address minor logistical challenges, we support staff in planning the effective use of time and resources to maximize instructional minutes. Ongoing collaboration and coaching help maintain consistent implementation of project-based learning routines and ensure continuity of experience across grade levels. These actions reinforce our commitment to sustaining equitable access to a broad course of study for every student.

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

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

Rating Scale (lowest to highest):

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

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

Coordinating Instruction	1	2	3	4	5
county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

INNOVATIONS ACADEMY
2026-27 Student Attendance Calendar

Month	M	T	W	TH	F	Reg	Min	Notes
August	10 17 24 31	11 18 25	12 19 26	13 20 27	14 21 28	8	3	8/13 Open House, 5:00-7:30 pm (Thursday before school starts) 8/17 First Day of School
September	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	18	3	9/7 Labor Day-No school 9/28, 10/5, 10/12 Conferences
October	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29 30	2 9 16 23	18	4	(continued 10/5, 10/12 Conferences) 10/30 October Carnival
November	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26 27	6 13 20	11	4	11/11 Veteran's Day (no school) 11/23-11/27 Thanksgiving Break (no school)
December	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	10	2	12/4-12/5 1st Semester School Performance 12/15 1st semester Exhibition Night + Portfolio Review 12/16 Report Card Distribution 12/17-1/4 Winter Break
January	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28 29	1 8 15 22	16	2	1/4 Staff Development Day- no school for students 1/5 Students return from winter break 1/18-Martin Luther King, Jr- No school
February	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	15	3	2/5 Valentine's Family Dance 2/12 & 2/15 Presidents Weekend (no school)
March	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	15	4	3/5 Talent Show 3/24 Second Exhibition Night/Portfolio Review
April	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29 30	2 9 16 23	16	3	3/26-4/5 Spring Break- no school 4/6 Students Return to School 4/15-4/17 2nd Semester School Performance 4/19 State Testing Begins (attendance required)
May	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	16	4	5/24--5/28 End of Year Academic Review/Portfolio 5/28 Last Day of School
June	7	1 8	2 9	3 10	4 11			Recess Breaks: 1st: 10:25-10:40, 2:00-2:15/ 4th 9:55-10:10, 1:45-2:00 2nd: 10:10-10:25, 2:00-2:15/ 5th 9:55-10:10, 1:45-2:00 3rd 10:10-10:25, 2:00-2:15
No School for Students						142	33	Board Approved on 6/16/26
								School Events/ Special Days see events calendar

2026- 2027Annual Instructional Minutes Schedule

School	Innovations Academy
Location	377
Track	T
Modified Day	Mondays

Minimum Requirements:

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

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)	2 Day Average
Kindergarten	Regular Day	08:30 AM	02:00 PM	330	40	45	265	1,060	142	37,630		
	Min/Modified Day	08:30 AM	12:30 PM	240	15	0	225	225	33	7,425		
									175	45,055	9,055	

Grade	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)
1-3	Regular Day	08:30 AM	03:00 PM	390	30	45	315	1,260	142	44,730	
	Min/Mod Day	08:30 AM	12:30 PM	240	15	0	225	225	33	7,425	
								1,485	175	52,155	1,755

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)
4 - 8	Regular Day	08:30 AM	03:00 PM	390	15	45	330	1,320	142	46,860	
	Min/Mod Day	08:30 AM	12:30 PM	240	15	0	225	225	33	7,425	
								1,545	175	54,285	285

I verify that the above is the correct schedule for the 2026-27 school year.

Christine Kuglen

6/16/2026

Dates: Min. Days

8/17/26 Mon	11/9/26 Mon	3/8/27 Mon
8/24/26 Mon	11/16/26 Mon	3/15/27 Mon
8/31/26 Mon	11/30/26 Mon	3/22/27 Mon
9/14/26 Mon	12/7/26 Mon	4/12/27 Mon
9/21/26 Mon	12/14/26 Mon	4/19/27 Mon
9/28/26 Mon	1/11/27 Mon	4/26/27 Mon
10/5/26 Mon	1/25/27 Mon	5/3/27 Mon
10/12/26 Mon	2/1/27 Mon	5/10/27 Mon
10/19/26 Mon	2/8/27 Mon	5/17/27 Mon
10/26/26 Mon	2/22/27 Mon	5/24/27 Mon
11/2/26 Mon	3/1/27 Mon	5/28/27 Fri



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-27

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Innovations Academy District CDS Code: 37-68338-0118083

Name of County: San Diego County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/16/26 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Christine Kuglen

Name

858-271-1418

Fax Number

Signature

858-271-1414

Telephone Number

Director

Title

06/17/2026

Date

5454 Ruffin Road San Diego, CA 92123

Mailing Address

Director@innovationsacademy.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>

_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

5

Bilingual Authorization (applicant already holds teaching credential)

0

List target language(s) for bilingual authorization:

Resource Specialist

5

Teacher Librarian Services

0

Emergency Transitional Kindergarten (ETK)

0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	5
Special Education	6
TOTAL	15

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	2
Art	2	Music	1
Business	0	Physical Education	2
Dance	0	Science: Biological Sciences	0
English	2	Science: Chemistry	0
Foundational-Level Math	2	Science: Geoscience	0
Foundational-Level Science	2	Science: Physics	0
Health	2	Social Science	2
Home Economics	0	Theater	2
Industrial & Technology Education	0	World Languages (specify)	1(Spanish)

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. We are too small and do not have approval for our own program

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 6

If yes, list each college or university with which you participate in an internship program.

King Chavez Teacher Intern Program

High Tech High District Intern Program

If no, explain why you do not participate in an internship program.

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INNOVATIONS ACADEMY CHARTER SCHOOL
BOARD INVESTMENT POLICY

1. PURPOSE

The purpose of this Investment Policy (this “Policy”) is to establish guidelines for the prudent investment of surplus funds held by **Innovations Academy Charter School**, a California nonprofit public charter school (the “School”).

Given the public nature of the School’s funds, this Policy is intended to reflect conservative public-funds investment principles generally applicable to California school districts and local agencies and is intended to ensure:

- Compliance with California Government Code (“Gov. Code”) sections 53600–53609, 53630 *et seq.*, and 53646
- Alignment with Education Code sections 41001–41003
- Protection of public funds consistent with fiduciary duties

The objectives of the School’s investment program, in order of priority, are:

1. **Safety of principal:** Safety of principal is the foremost goal. Investments must mitigate default risk, credit risk, and market volatility.
2. **Liquidity to meet operational needs:** The School’s investment portfolio must remain sufficiently liquid to ensure the School may seamlessly meet its immediate operational cash flows, payroll cycles, and facility expenses.
3. **Return on investment consistent with legal constraints:** The investment portfolio shall be designed with the objective of attaining a market rate of return over the course of budgetary and economic cycles, taking into account the investment risk, constraints and the cash flow characteristics of the school. This Policy is intended to govern reserve and liquidity management and is not intended to authorize speculative or investment-management activities.
4. **Mitigating Credit Risk & Market Risk:** Credit risk and market risk shall be mitigated through diversification among issuers, market sectors, investment types, and maturities, together with adherence to the limitations and objectives set forth in this Policy. Investment decisions shall be evaluated based upon the overall portfolio and the School’s liquidity requirements rather than the performance of any singular investment.

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2. SCOPE

This Policy applies to all funds of the School not required for immediate expenditure, including:

- Operating funds and reserves
- Board-designated reserves
- Facilities and capital reserves
- Restricted funds (to the extent investment thereof is consistent with applicable grant requirements, bond covenants, donor restrictions, contractual obligations, and applicable law)

3. STANDARD OF CARE

Investments shall be made in accordance with the **prudent investor standard** set forth in Gov. Code § 53600.3.

Officers and employees involved in the investment process shall:

- Act in the best interests of the School and its students
- Avoid speculation
- Comply with all applicable laws and this Policy

4. LIQUIDITY AND RESERVE PHILOSOPHY

The Board shall maintain sufficient liquidity to meet anticipated cash flow needs.

As a general guideline, the School shall seek to maintain **liquid reserves sufficient to cover approximately three (3) months of reasonably anticipated operating expenditures and contingencies**, subject to periodic review.

This benchmark:

- Is a minimum planning guideline, not a maximum reserve level
- May be adjusted based on enrollment, funding timing, and risk considerations

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5. DELEGATION OF AUTHORITY

5.1 Board Oversight

The Board retains ultimate fiduciary responsibility for the investment of School funds. The Board is responsible for formally approving this Policy, overseeing the Finance Committee, reviewing investment reports, and approving any material revisions to this Policy.

5.2 Finance Committee

The Board has established a Finance Committee, currently made up of two Board members, which in addition to its other duties shall:

- Oversee implementation of this Policy
- Review investment performance
- Report to the Board

5.3 Administrative Delegation

Day-to-day responsibility, including but not limited to overseeing external advisors, ensuring operational liquidity, and signing off on fund transfers, may be delegated to:

- The School's Executive Director
- The Board Treasurer

Such individuals shall act strictly in accordance with this Policy and under the supervision of the Board and the Finance Committee.

5.4 External Advisors

The School may retain external advisors only pursuant to a Board-approved written agreement.

Such advisors:

- Shall act in a non-discretionary or limited discretionary capacity consistent with applicable law and this Policy
- Shall act within the exact boundaries of this Policy and act in the best interests of the School consistent with applicable law and this Policy
- Shall not have authority to invest in non-permitted instruments

The Finance Committee may engage a qualified professional financial advisor (the "Advisor") to assist and advise with respect to investment planning, liquidity management, Policy review and maintenance, portfolio monitoring, asset allocations, coordinating efficient transfer of funds, and other related advisory services and compliance activities as

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necessary and appropriate. The Advisor will act as a fiduciary with regard to the oversight of School assets, and the Advisor shall have limited discretionary investment authority, pursuant to a Board-approved written agreement with the Advisor referencing and subject to all limitations contained in this Policy. Any such agreement shall be terminable by the School at any time for any reason.

The Advisor's investment duties shall be discharged with respect to the School solely in the interests of the School. The investment process shall be mindful of defraying reasonable expenses of administering the investments and assets of the School.

6. AUTHORIZED INVESTMENTS

The School may invest only in instruments specifically authorized hereunder or as authorized under the California Government Code sections applicable to California school districts and local agencies, subject to the above-established investment objectives. Such authorized investments include:

6.1 State and Local Government Pools

- Local Agency Investment Fund (LAIF) administered by the California State Treasurer (Gov. Code § 16429.1), subject to eligibility and participation requirements
- County Treasurer investment pools, subject to eligibility and participation requirements

6.2 U.S. Government Securities

- U.S. Treasury obligations (Gov. Code § 53601(b) – *e.g.*, U.S. Treasury notes, bonds, t-bills, certificates of indebtedness, or other obligations backed by the full faith and credit of the United States)
- Obligations of federal agencies and United States government-sponsored enterprises (Gov. Code § 53601(f))

6.3 Bank Deposits and Certificates of Deposit

- FDIC-insured deposits
- Collateralized deposits (Gov. Code § 53630 *et seq.*)
- FDIC market-linked CDs (if recommended by the Finance Committee or the Advisor and subject to pre-approval by the Board)

All deposits exceeding FDIC insurance limits shall be collateralized in accordance with applicable California law.

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6.4 Money Market Mutual Funds

Government money market mutual funds, permitted under Gov. Code § 53601(k), investing primarily in United States Treasury obligations, federal agency obligations, and Treasury-backed repurchase agreements

6.5 Commercial Paper

Commercial paper permitted under Gov. Code § 53601(g), subject to all applicable statutory rating, maturity, issuer concentration, and portfolio limitations, including the current statutory maximum maturity of 270 days.

6.6 Mutual Funds and Exchange Traded Funds

The School may invest in mutual funds and ETFs that invest exclusively in United States Treasury obligations, federal agency obligations, government-backed repurchase agreements, or other investments otherwise permitted under this Policy.

6.7 Corporate Debt Securities

Highly-rated bonds, debentures, and notes issued by corporations organized and operating within the United States. Securities eligible for investment pursuant to the subdivision shall be within the top three ratings of a nationally recognized statistical rating organization. (Gov. Code § 16430.)

6.8 Other Securities Listed in Gov. Code § 16430

Other securities listed in Gov. Code § 16430, if recommended by the Finance Committee or the Advisor and subject to pre-approval by the Board.

7. PROHIBITED INVESTMENTS

The School shall not invest in:

- Equities, equity ETFs, or equity mutual funds
- Derivatives, options, futures, commodities, or leveraged instruments
- Cryptocurrency or digital assets
- Hedge funds, venture capital, or private equity investments
- Leveraged or margin transactions
- Short sales or similar speculative trading strategies
- Private placements or non-publicly traded securities

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- Real estate acquired primarily for investment or speculative purposes, as distinguished from facilities or property acquired for School operational purposes
- Any instrument not expressly authorized by applicable law or this Policy

The School shall not engage in speculative investment activity or investment strategies primarily intended to achieve capital appreciation through market speculation.

At the time of purchase, all permitted investments shall conform in all respects with this Investment Policy, as may be amended from time to time upon Board approval. No investment prohibited by California Government Code shall be permitted hereby.

Any investment transactions, credit risk criterion, percentage limitations, or market valuation that are not in compliance with this Investment Policy and cannot be corrected without penalty at time of purchase must be documented and approved by the Finance Committee and the Board as soon as possible, and corrective action shall be taken by the Finance Committee and the Advisor, as necessary and appropriate, as soon as practical.

8. PERMITTED INVESTMENT STRUCTURES

To achieve liquidity and diversification, the School may utilize one or more of the following structures:

8.1 Pooled Liquidity Approach

Use of LAIF or county investment pool for core reserves.

8.2 Laddered Maturity Strategy

Use of certificates of deposit or government securities with staggered maturities.

8.3 Segmented Liquidity Buckets

Division of funds into:

- Immediate liquidity
- Short-term reserves
- Intermediate reserves

8.4 Hybrid Approach

Combination of the above strategies.

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The foregoing structures are illustrative permitted approaches and need not all be utilized at any given time. Investment maturities and liquidity structures shall be aligned with the School's reasonably anticipated cash flow needs.

9. DIVERSIFICATION

The portfolio shall be diversified by:

- Investment type
- Issuer
- Maturity

The School shall avoid excessive concentration in any single financial institution, issuer, or investment type.

Diversification decisions shall prioritize preservation of principal and liquidity over optimization of yield. The School's investment activities are intended for prudent cash management and not for speculative trading or active market timing.

The suitability of investment structures and diversification strategies shall be periodically reviewed based on the School's operational and financial circumstances.

10. MATURITY LIMITS

Unless otherwise authorized by the Board and permitted by law:

- No investment shall have a remaining term to maturity exceeding **five (5) years**
- Average maturity should align with cash flow needs

11. LIQUIDITY REQUIREMENTS

The School shall maintain sufficient liquidity to meet:

- Payroll obligations
- Vendor payments
- Emergency needs

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A portion of the portfolio, based on the School's reasonably anticipated operational requirements and contingencies, shall remain invested in highly liquid instruments capable of conversion to cash **within one business day**.

12. SAFEKEEPING AND CUSTODY

All securities shall be held by an independent third-party custodian and, where applicable, transactions shall be settled on a delivery-versus-payment (DVP) basis.

13. REPORTING

Quarterly reports shall be provided to the Board consistent with the reporting framework set forth in Gov. Code § 53646. Such reports shall include:

- Investment type and issuer
- Maturity dates
- Market value
- Compliance with Policy

Illustrative allocation examples, liquidity structures, or yield assumptions presented to the Board from time to time are intended for informational purposes only and shall not constitute guaranteed returns or mandatory investment targets.

14. ETHICS AND CONFLICTS

All persons involved in the investment process shall comply with applicable conflict-of-interest laws, fiduciary duties, and School policies, including any applicable Statement of Economic Interests filing requirements.

No person involved in investment decisions shall:

- use their position for personal financial benefit;
- engage in self-dealing or seek personal compensation, financial benefit, referral fees, or commissions; or
- participate in investment decisions in which they have a material financial interest.

Participants shall avoid personal business relationships or activities that could impair independent judgment or create the appearance of a conflict of interest in the management of School funds.

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Any actual or potential conflict relating to investment activities shall be disclosed promptly to the Board or Finance Committee.

15. POLICY REVIEW

This Policy shall be reviewed at least annually by the Board of Directors, or more frequently as deemed appropriate.

The review shall consider:

- changes in applicable law,
- the School's financial condition and operational needs,
- market conditions, and
- the effectiveness of the Policy in achieving its objectives.

Any material amendments to this Policy shall require approval by the Board of Directors. The Finance Committee may provide recommendations to the Board regarding proposed revisions to this Policy.

16. BOARD APPROVAL

This Policy was adopted by the Board of Directors on _____, 2026.



THE RALPH M. BROWN ACT AND RELATED STATUTES

(AS OF JANUARY 2026)

WHAT'S NEW?

A message from Procopio, Cory, Hargreaves & Savitch LLP:

The Ralph M. Brown Act ("Brown Act") requires the meetings of the governing bodies of local agencies to be open and public. This booklet is intended as a reference guide to assist local agencies in navigating the open meeting requirements, and exceptions, contained in the Brown Act and related statutes.

New in 2026, Senate Bill 707 (2025) now requires public agencies to distribute the Brown Act to their governing board members. Agencies are welcome to use and distribute this booklet to meet those requirements.

Agencies are also invited to use the "safe harbor" closed session descriptions on pages 15-17 of this booklet when agendizing closed session items.

This booklet contains the Brown Act in its entirety as of January 1, 2026. The changes and updates enacted by Senate Bill 707 were intended to modernize the Brown Act, including:

- New mandatory distribution of the Brown Act to board members, per Gov. Code § 54952.7.
- Codification of remote participation exception for board members with disabilities in Gov. Code § 54953.
- Changes to "just cause" remote participation rules, now contained in Gov. Code §§ 54953.8.3 and 54953.8.
- Changes to teleconferencing rules during emergencies, now contained in Gov. Code §§ 54953.8.2 and 54953.8.
- Extension of social media rules in Gov. Code § 54952.2.
- Clarity regarding oral report of executive compensation, per Gov. Code § 54953.
- Clarity regarding right to remove disruptive individuals, per Gov. Code §§ 54957.95 and 54957.96.
- Additional requirements in Gov. Code § 54953.4 applicable only to "eligible legislative bodies" as defined therein.

Please email or call any of the attorneys in our Education and Public Agencies practice groups if we can be of service to you or your organization.

Sincerely,

Greta Proctor
Procopio, Cory, Hargreaves, and Savitch
Practice Group Leader, Education and Public Agencies
greta.proctor@procopio.com
(310) 382-5321



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RALPH M. BROWN ACT (Government Code)

Section 54950

Declaration of intent

In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly. The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

Section 54950.5

Name of Law

This chapter shall be known as the Ralph M. Brown Act.

Section 54951

Local agency defined

As used in this chapter, "local agency" means a county, city, whether general law or chartered, city and county, town, school district, municipal corporation, district, political subdivision, or any board, commission or agency thereof, or other local public agency.

Section 54952

Legislative body defined

Committees

As used in this chapter, "legislative body" means:

(a) The governing body of a local agency or any other local body created by state or federal statute.

(b) A commission, committee, board, or other body of a local agency, whether permanent or temporary, decisionmaking or advisory, created by charter, ordinance, resolution, or formal action of a legislative body. However, advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies, except that standing committees of a legislative body, irrespective of their composition, which have a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body are legislative bodies for purposes of this chapter.

Nonprofits, LLCs

(c) (1) A board, commission, committee, or other multimember body that governs a private corporation, limited liability company, or other entity that either:

(A) Is created by the elected legislative body in order to exercise authority that may lawfully be delegated by the elected governing body to a private corporation, limited liability company, or other entity.

(B) Receives funds from a local agency and the membership of whose governing body includes a member of the legislative body of the local agency appointed to that governing body as a full voting member by the legislative body of the local agency.

(2) Notwithstanding subparagraph (B) of paragraph (1), no board, commission, committee, or other multimember body that governs a private corporation, limited liability company, or other entity that receives funds from a local agency and, as of February 9, 1996, has a member of the legislative body of the local agency as a full voting member of the governing body of that private corporation, limited liability company, or other entity shall be relieved from the public meeting requirements of this chapter by virtue of a change in status of the full voting member to a nonvoting member.

Hospital lessees

(d) The lessee of any hospital the whole or part of which is first leased pursuant to subdivision (p) of Section 32121 of the Health and Safety Code after January 1, 1994, where the lessee exercises any material authority of a legislative body of a local agency delegated to it by that legislative body whether the lessee is organized and operated by the local agency or by a delegated authority.

Section 54952.1

Duties of elected members before seated

Any person elected to serve as a member of a legislative body who has not yet assumed the duties of office shall conform his or her conduct to the requirements of this chapter and shall be treated for purposes of enforcement of this chapter as if he or she has already assumed office.

Section 54952.2

What is a meeting?

Meeting through technology

(a) As used in this chapter, "meeting" means any congregation of a majority of the members of a legislative body at the same time and location, including teleconference location as permitted by Section 54953, to hear, discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the legislative body.

(b) (1) A majority of the members of a legislative body shall not, outside a meeting authorized by this chapter, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body.

(2) Paragraph (1) shall not be construed as preventing an employee or official of a local agency, from engaging in separate conversations or communications outside of a meeting authorized by this chapter with members of a legislative body in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the local agency, if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body.

(3) (A) Paragraph (1) shall not be construed as preventing a member of the legislative body from engaging in separate conversations or communications on an internet-based social media platform to answer questions, provide information to the public, or to solicit information from the public regarding a matter that is within the subject matter jurisdiction of the legislative body provided that a majority of the members of the legislative body do not use the internet-based social media platform to discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the legislative body. A member of the legislative body shall not respond directly to any communication on an internet-based social media platform regarding a matter that is within the subject matter jurisdiction of the legislative body that is made, posted, or shared by any other member of the legislative body.

(B) For purposes of this paragraph, all of the following definitions shall apply:

(i) "Discuss among themselves" means communications made, posted, or shared on an internet-based social media platform between members of a legislative body, including comments or use of digital icons that express reactions to communications made by other members of the legislative body.

(ii) "Internet-based social media platform" means an online service that is open and accessible to the public.

(iii) "Open and accessible to the public" means that members of the general public have the ability to access and participate, free of charge, in the social media platform without the approval by the social media platform or a person or entity other than the social media platform, including any forum and chatroom, and cannot be blocked from doing so, except when the internet-based social media platform determines that an individual violated its protocols or rules.

(c) Nothing in this section shall impose the requirements of this chapter upon any of the following:

(1) Individual contacts or conversations between a member of a legislative body and any other person that do not violate subdivision (b).

(2) The attendance of a majority of the members of a legislative body at a conference or similar gathering open to the public that involves a discussion of issues of general interest to the public or to public agencies of the type represented by the legislative body, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the subject matter jurisdiction of the local agency. Nothing in this paragraph is intended to allow members of the public free admission to a conference or similar gathering at which the organizers have required other participants or registrants to pay fees or charges as a condition of attendance.

(3) The attendance of a majority of the members of a legislative body at an open and publicized meeting organized to address a topic of local community concern by a person or organization other than the local agency, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.

(4) The attendance of a majority of the members of a legislative body at an open and noticed meeting of another body of the local agency, or at an open and noticed meeting of a legislative body of another local agency, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled meeting, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.

(5) The attendance of a majority of the members of a legislative body at a purely social or ceremonial occasion, provided that a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.

(6) The attendance of a majority of the members of a legislative body at an open and noticed meeting of a standing committee of that body, provided that the members of the legislative body who are not members of the standing committee attend only as observers.

Section 54952.2
What is a meeting?
(continued)

Exceptions

Community meeting

Another agency

Social occasions

Observers

(a) A legislative body that has convened a meeting and whose membership constitutes a quorum of any other legislative body may convene a meeting of that other legislative body, simultaneously or in serial order, only if a clerk or a member of the convened legislative body verbally announces, prior to convening any simultaneous or serial order meeting of that subsequent legislative body, the amount of compensation or stipend, if any, that each member will be entitled to receive as a result of convening the simultaneous or serial meeting of the subsequent legislative body and identifies that the compensation or stipend shall be provided as a result of convening a meeting for which each member is entitled to collect compensation or a stipend. However, the clerk or member of the legislative body shall not be required to announce the amount of compensation if the amount of compensation is prescribed in statute and no additional compensation has been authorized by a local agency.

(b) For purposes of this section, compensation and stipend shall not include amounts reimbursed for actual and necessary expenses incurred by a member in the performance of the member's official duties, including, but not limited to, reimbursement of expenses relating to travel, meals, and lodging.

Section 54952.3
Simultaneous meetings

As used in this chapter, "action taken" means a collective decision made by a majority of the members of a legislative body, a collective commitment or promise by a majority of the members of a legislative body to make a positive or a negative decision, or an actual vote by a majority of the members of a legislative body when sitting as a body or entity, upon a motion, proposal, resolution, order or ordinance.

Section 54952.6
What is action?

A local agency shall provide a copy of this chapter to any person elected or appointed to serve as a member of a legislative body of the local agency.

Section 54952.7
Distributing copies

Section 54953

Meetings to be open and public; attendance

Traditional
teleconferencing

(a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. If the legislative body of a local agency elects to use teleconferencing, the legislative body of a local agency shall comply with all of the following:

(A) All votes taken during a teleconferenced meeting shall be by rollcall.

(B) The teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.

(C) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(D) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as expressly provided in this chapter.

(4) The teleconferencing requirements of this subdivision shall not apply to remote participation described in subdivision (c).

Disability accommodation
for board members

(c) (1) Nothing in this chapter shall be construed to prohibit a member of a legislative body with a disability from participating in any meeting of the legislative body by remote participation as a reasonable accommodation pursuant to any applicable law.

(2) A member of a legislative body participating in a meeting by remote participation pursuant to this subdivision shall do both of the following:

(A) The member shall participate through both audio and visual technology, except that any member with a disability, as defined in Section 12102 of Title 42 of the United States Code, may participate only through audio technology if a physical condition related to their disability results in a need to participate off camera.

(B) The member shall disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and the general nature of the member's relationship with any of those individuals.

(3) Remote participation under this subdivision shall be treated as in-person attendance at the physical meeting location for all purposes, including any requirement that a quorum of the legislative body participate from any particular location. The provisions of subdivision (b) and Sections 54953.8 to 54953.8.7, inclusive, shall not apply to remote participation under this subdivision.

(d) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

Oral report of
executive compensation

(3) (A) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of either of the following during the open meeting in which the final action is to be taken:

(i) A local agency executive, as defined in subdivision (d) of Section 3511.1.

(ii) A department head or other similar administrative officer of the local agency.

(B) This paragraph shall not affect the public's right under the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

Definitions

(e) For purposes of this section, both of the following definitions apply:

(1) "Disability" means a physical disability or a mental disability as those terms are defined in Section 12926 and used in Section 12926.1, or a disability as defined in Section 12102 of Title 42 of the United States Code.

(2) (A) "Teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both.

(B) Notwithstanding subparagraph (A), "teleconference" does not include one or more members watching or listening to a meeting via webcasting or any other similar electronic medium that does not permit members to interactively speak, discuss, or deliberate on matters.

(3) "Remote participation" means participation in a meeting by teleconference at a location other than any physical meeting location designated in the notice of the meeting.

The provisions of this chapter shall not be construed to prohibit the members of the legislative body of a local agency from giving testimony in private before a grand jury, either as individuals or as a body.

Section 54953.1
Testimony of members
before grand jury

All meetings of a legislative body of a local agency that are open and public shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

Section 54953.2
Compliance with ADA

A member of the public shall not be required, as a condition to attendance at a meeting of a legislative body of a local agency, to register his or her name, to provide other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to his or her attendance.

Section 54953.3
No conditions to attending
meeting

If an attendance list, register, questionnaire, or other similar document is posted at or near the entrance to the room where the meeting is to be held, or is circulated to the persons present during the meeting, it shall state clearly that the signing, registering, or completion of the document is voluntary, and that all persons may attend the meeting regardless of whether a person signs, registers, or completes the document.

Sign-in voluntary

(a) The Legislature finds and declares that public access, including through translation of agendas as required by this section, is necessary for an informed populace. The Legislature encourages local agencies to adopt public access requirements that exceed the requirements of this chapter by translating additional languages, employing human translators, and conducting additional outreach.

Section 54953.4
Public access
requirements
(operative until January 1,
2030)

(b) (1) In addition to any other applicable requirements of this chapter, a meeting held by a eligible legislative body pursuant to this chapter shall comply with both of the following requirements:

Telephonic or audiovisual
platforms

(A) (i) (I) (ia) All open and public meetings shall include an opportunity for members of the public to attend via a two-way telephonic service or a two-way audiovisual platform, except if adequate telephonic or internet service is not operational at the meeting location. If adequate telephonic or internet service is operational at the meeting location during only a portion of the meeting, the legislative body shall include an opportunity for members of the public to attend via a two-way telephonic service or a two-way audiovisual platform during that portion of the meeting.

Policy on disruptions

(ib) (Ia) On or before July 1, 2026, an eligible legislative body shall approve at a noticed public meeting in open session, not on the consent calendar, a policy regarding disruption of telephonic or internet service occurring during meetings subject to this sub-subclause. The policy shall address the procedures for recessing and reconvening a meeting in the event of disruption and the efforts that the eligible legislative body shall make to attempt to restore the service.

(Ib) If a disruption of telephonic or internet service that prevents members of the public from attending or observing the meeting via the two-way telephonic service or two-way audiovisual platform occurs during the meeting, the eligible legislative body shall recess the open session of the meeting for at least one hour and make a good faith attempt to restore the service. The eligible legislative body may meet in closed session during this period. The eligible legislative body shall not reconvene the open session of the meeting until at least one hour following the disruption, or until telephonic or internet service is restored, whichever is earlier.

(Ic) Upon reconvening the open session, if telephonic or internet service has not been restored, the eligible legislative body shall adopt a finding by rollcall vote that good faith efforts to restore the telephonic or internet service have been made in accordance with the policy adopted pursuant to sub-sub-subclause (Ia) and that the public interest in continuing the meeting outweighs the public interest in remote public access.

Exceptions

(II) Subclause (I) does not apply to a meeting that is held to do any of the following:

(ia) Attend a judicial or administrative proceeding to which the local agency is a party.

(ib) Inspect real or personal property provided that the topic of the meeting is limited to items directly related to the real or personal property.

(ic) Meet with elected or appointed officials of the United States or the State of California, solely to discuss a legislative or regulatory issue affecting the local agency and over which the federal or state officials have jurisdiction.

(id) Meet in or nearby a facility owned by the agency, provided that the topic of the meeting is limited to items directly related to the facility.

(ie) Meet in an emergency situation pursuant to Section 54956.5.

Call-in option and
automatic captioning

(ii) If an eligible legislative body elects to provide a two-way audiovisual platform, the eligible legislative body shall publicly post and provide a call-in option, and activate any automatic captioning function during the meeting if an automatic captioning function is included with the two-way audiovisual platform. If an eligible legislative body does not elect to provide a two-way audiovisual platform, the eligible legislative body shall provide a two-way telephonic service for the public to participate in the meeting, pursuant to subclause (I).

Public comment

(B) (i) All open and public meetings for which attendance via a two-way telephonic service or a two-way audiovisual platform is provided in accordance with paragraph (1) shall provide the public with an opportunity to provide public comment in accordance with Section 54954.3 via the two-way telephonic or two-way audiovisual platform, and ensure the opportunity for the members of the public participating via a two-way telephonic or two-way audiovisual platform to provide public comment with the same time allotment as a person attending a meeting in person.

Section 54953.4

Public access requirements

(continued)

Translation assistance

(2) (A) An eligible legislative body shall reasonably assist members of the public who wish to translate a public meeting into any language or wish to receive interpretation provided by another member of the public, so long as the interpretation is not disrupting to the meeting, as defined in Section 54957.95. The eligible legislative body shall publicize instructions on how to request assistance under this subdivision. Assistance may include any of the following, as determined by the eligible legislative body:

(i) Arranging space for one or more interpreters at the meeting location.

(ii) Allowing extra time during the meeting for interpretation to occur.

(iii) Ensuring participants may utilize their personal equipment or reasonably access facilities for participants to access commercially available interpretation services.

(B) This section does not require an eligible legislative body to provide interpretation of any public meeting, however, an eligible legislative body may elect to provide interpretation of any public meeting.

(C) The eligible legislative body is not responsible for the content or accuracy of any interpretation facilitated, assisted with, or provided under this subdivision. An action shall not be commenced or maintained against the eligible legislative body arising from the content or accuracy of any interpretation facilitated, assisted with, or provided under this subdivision.

Encouraging participation of underrepresented and non-English-speaking communities

(3) An eligible legislative body shall take the following actions to encourage residents, including those in underrepresented communities and non-English-speaking communities, to participate in public meetings:

(A) Have in place a system for electronically accepting and fulfilling requests for meeting agendas and documents pursuant to Section 54954.1 through email or through an integrated agenda management platform. Information about how to make a request using this system shall be accessible through a prominent direct link posted on the primary internet website home page of the eligible legislative body.

(B) (i) Create and maintain an accessible internet webpage dedicated to public meetings that includes, or provides a link to, all of the following information:

(i) A general explanation of the public meeting process for the eligible legislative body.

(ii) An explanation of the procedures for a member of the public to provide in-person or remote oral public comment during a public meeting or to submit written public comment.

(iii) A calendar of all public meeting dates with calendar listings that include the date, time, and location of each public meeting.

(iv) The agenda posted online pursuant to paragraph (2) of subdivision (a) of Section 54954.2.

(ii) The eligible legislative body shall include a link to the webpage required by subparagraph (A) on the home page of the eligible legislative body's internet website.

(C) (i) Make reasonable efforts, as determined by the legislative body, to invite groups that do not traditionally participate in public meetings to attend those meetings, which may include, but are not limited to, all the following:

(i) Media organizations that provide news coverage in the jurisdiction of the eligible legislative body, including media organizations that serve non-English-speaking communities.

(ii) Good government, civil rights, civic engagement, neighborhood, and community group organizations, or similar organizations that are active in the jurisdiction of the eligible legislative body, including organizations active in non-English-speaking communities.

(ii) Legislative bodies shall have broad discretion in the choice of reasonable efforts they make under this subparagraph. No action shall be commenced or maintained against an eligible legislative body arising from failing to provide public meeting information to any specific group pursuant to this subparagraph.

Agenda translation

(c) (1) (A) The agenda for each meeting of an eligible legislative body shall be translated into all applicable languages, and each translation shall be posted in accordance with Section 54954.2. Each translation shall include instructions in the applicable language describing how to join the meeting by the telephonic or internet-based service option, including any requirements for registration for public comment.

(B) The accessible internet webpage provided under subparagraph (B) of paragraph (3) of subdivision (b) shall be translated into all applicable languages, and each translation shall be accessible through a prominent direct link posted on the primary internet website home page of the eligible legislative body.

(2) A translation made using a digital translation service shall satisfy the requirements of paragraph (1).

(3) The eligible legislative body shall make available a physical location that is freely accessible to the public in reasonable proximity to the physical location in which the agenda and translations are posted as described in paragraph (1), and shall allow members of the public to post additional translations of the agenda in that location.

(4) The eligible legislative body is not responsible for the content or accuracy of any translation provided pursuant to this subdivision. No action shall be commenced or maintained against an eligible legislative body arising from the content, accuracy, posting, or removal of any translation provided by the eligible legislative body or posted by any person pursuant to this subdivision.

(5) For the purposes of this section, the agenda does not include the entire agenda packet.

(d) This section shall not be construed to affect or supersede any other applicable civil rights, nondiscrimination, or public access laws.

Definitions

(e) For purposes of this section, all of the following definitions apply:

(1) (A) “Applicable languages” means languages, according to data from the most recent American Community Survey, spoken jointly by 20 percent or more of the applicable population, provided that 20 percent or more of the population that speaks that language in that city or county speaks English less than “very well.”

(B) For the purposes of subparagraph (A), the applicable population shall be determined as follows:

(i) For an eligible legislative body that is a city council or county board of supervisors, the applicable population shall be the population of the city or county.

(ii) For an eligible legislative body of a special district, the applicable population shall be either of the following, at the discretion of the board of directors of the special district:

(I) The population of the county with the greatest population within the boundaries of the special district.

(II) The population of the service area of the special district, if the special district has the data to determine what languages spoken by the population within its service area meet the requirements of paragraph (A).

(C) If more than three languages meet the criteria set forth in subparagraph (A), “applicable languages” shall mean the three languages described in subparagraph (A) that are spoken by the largest percentage of the population.

(D) An eligible legislative body may elect to determine the applicable languages based upon a source other than the most recent American Community Survey if it makes a finding, based upon substantial evidence, that the other source provides equally or more reliable data for the territory over which the eligible legislative body exercises jurisdiction.

(2) “Eligible legislative body” means any of the following:

(A) A city council of a city with a population of 30,000 or more.

(B) A county board of supervisors of a county, or city and county, with a population of 30,000 or more.

(C) A city council of a city located in a county with a population of 600,000 or more.

(D) The board of directors of a special district that has an internet website and meets any of the following conditions:

(i) The boundaries of the special district include the entirety of a county with a population of 600,000 or more, and the special district has over 200 full-time equivalent employees.

(ii) The special district has over 1,000 full-time equivalent employees.

(iii) The special district has annual revenues, based on the most recent Financial Transaction Report data published by the California State Controller, that exceed four hundred million dollars (\$400,000,000), adjusted annually for inflation commencing January 1, 2027, as measured by the percentage change in the California Consumer Price Index from January 1 of the prior year to January 1 of the current year, and the special district employs over 200 full-time equivalent employees.

(3) “Two-way audiovisual platform” means an online platform that provides participants with the ability to participate in a meeting via both an interactive video conference and a two-way telephonic service.

(4) “Two-way telephonic service” means a telephone service that does not require internet access and allows participants to dial a telephone number to listen and verbally participate.

(f) This section shall become operative on July 1, 2026.

(g) This section shall remain in effect only until January 1, 2030, and as of that date is repealed.

Section 54953.4
Public access
requirements
(continued)
Definitions

Definition of “eligible
legislative body”

(a) Any person attending an open and public meeting of a legislative body of a local agency shall have the right to record the proceedings in the absence of a reasonable finding by the legislative body of the local agency that the recording cannot continue without noise, illumination, or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

(b) Any recording of an open and public meeting made for whatever purpose by or at the direction of the local agency shall be subject to inspection pursuant to the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1), but, notwithstanding Section 34090, may be erased or destroyed 30 days after the recording. Any inspection of an audio or video recording shall be provided without charge on equipment made available by the local agency.

Section 54953.5
Recording meetings
permitted unless disruptive

No legislative body of a local agency shall prohibit or otherwise restrict the broadcast of its open and public meetings in the absence of a reasonable finding that the broadcast cannot be accomplished without noise, illumination, or obstruction of view that would constitute a persistent disruption of the proceedings.

Section 54953.6
Broadcasts allowed
unless disruptive

Notwithstanding any other provision of law, legislative bodies of local agencies may impose requirements upon themselves which allow greater access to their meetings than prescribed by the minimal standards set forth in this chapter. In addition thereto, an elected legislative body of a local agency may impose those requirements on appointed legislative bodies of the local agency.

Section 54953.7
Greater openness
encouraged

(a) The legislative body of a local agency may use teleconferencing as authorized by subdivision (b) of Section 54953 without complying with the requirements of paragraph (3) of subdivision (b) of Section 54953 in any of the circumstances described in Sections 54953.8.1 to 54953.8.7, inclusive.

Section 54953.8
Teleconferencing
requirements in
enumerated scenarios

Section 54953.8
Teleconferencing
requirements in
enumerated scenarios
(continued)

Disruptions to
broadcasting or public
comment

(b) A legislative body that holds a teleconference meeting pursuant to this section shall, in addition to any other applicable requirements of this chapter, comply with all of the following:

(1) The legislative body shall provide at least one of the following as a means by which the public may remotely hear and visually observe the meeting, and remotely address the legislative body:

(A) A two-way audiovisual platform.

(B) A two-way telephonic service and a live webcasting of the meeting.

(2) In each instance in which notice of the time of the teleconference meeting held pursuant to this section is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option.

(3) In the event of a disruption that prevents the legislative body from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the legislative body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption that prevents the legislative body from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(4) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

(5) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(6) (A) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to paragraph (5), to provide public comment until that timed public comment period has elapsed.

(B) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to paragraph (5), or otherwise be recognized for the purpose of providing public comment.

(C) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to paragraph (5), until the timed general public comment period has elapsed.

(7) Any member of the legislative body who participates in a teleconference meeting from a remote location pursuant to this section and the specific provision of law that the member relied upon to permit their participation by teleconferencing shall be listed in the minutes of the meeting.

Disability accommodation
procedures

(8) The legislative body shall have and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and resolving any doubt in favor of accessibility. In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the procedure for receiving and resolving requests for accommodation.

(9) The legislative body shall conduct meetings subject to this chapter consistent with applicable civil rights and nondiscrimination laws.

Identification of meeting
locations

(c) A local agency shall identify and make available to legislative bodies a list of one or more meeting locations that may be available for use by the legislative bodies to conduct their meetings.

(d) (1) Nothing in this section shall prohibit a legislative body from providing the public with additional teleconference locations.

(2) Nothing in this section shall prohibit a legislative body from providing the public with additional physical locations in which the public may observe and address the legislative body by electronic means.

(e) A member of a legislative body who participates in a teleconference meeting from a remote location pursuant to this section shall publicly disclose at the meeting before any action is taken whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and the general nature of the member's relationship with those individuals.

(f) The teleconferencing provisions described in Section 54953 and Sections 54953.8.1 to 54953.8.7, inclusive, are cumulative. A legislative body may elect to use any teleconferencing provisions that are applicable to a meeting, regardless of whether any other teleconferencing provisions would also be applicable to that meeting.

Definitions

(g) For purposes of this section, the following definitions apply:

(1) "Remote location" means a location from which a member of a legislative body participates in a meeting pursuant to paragraph (7) of subdivision (b), other than any physical meeting location designated in the notice of the meeting. Remote locations need not be accessible to the public.

(2) "Teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both.

(3) "Two-way audiovisual platform" means an online platform that provides participants with the ability to participate in a meeting via both an interactive video conference and a two-way telephonic service. A two-way audiovisual platform may be structured to disable the use of video for the public participants.

(4) "Two-way telephonic service" means a telephone service that does not require internet access and allows participants to dial a telephone number to listen and verbally participate.

(5) "Webcasting" means a streaming video broadcast online or on television, using streaming media technology to distribute a single content source to many simultaneous listeners and viewers.

Section 54953.8
Teleconferencing
requirements in
enumerated scenarios
(continued)

(a) A health authority may conduct a teleconference meeting pursuant to Section 54953.8, provided that it complies with the requirements of that section.

(b) Nothing in this section or Section 54953.8 shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority.

(c) For purposes of this section, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

Section 54953.8.1
Health authority
teleconferencing

(a) A legislative body of a local agency may conduct a teleconference meeting pursuant to Section 54953.8 during a proclaimed state of emergency or local emergency, provided that it complies with the requirements of that section and the teleconferencing is used in either of the following circumstances:

(1) For the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) After a determination described in paragraph (1) is made that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(b) If the state of emergency or local emergency remains active, in order to continue to teleconference pursuant to this section, the legislative body shall, no later than 45 days after teleconferencing for the first time pursuant to this section, and every 45 days thereafter, make the following findings by majority vote:

(1) The legislative body has reconsidered the circumstances of the state of emergency or local emergency.

(2) The state of emergency or local emergency continues to directly impact the ability of the members to meet safely in person.

(c) This section shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(d) Notwithstanding paragraph (1) of subdivision (b) of Section 54953.8, a legislative body conducting a teleconference meeting pursuant to this section may elect to use a two-way telephonic service without a live webcasting of the meeting.

(e) For purposes of this section, the following definitions apply:

(1) "Local emergency" means a condition of extreme peril to persons or property proclaimed by the governing body of the local agency affected, in accordance with Section 8630 of the California Emergency Services Act (Chapter 7 (commencing with Section 8550) of Division 1 of Title 2), as defined in Section 8680.9, or a local health emergency declared pursuant to Section 101080 of the Health and Safety Code. Local emergency, as used in this section, refers only to local emergencies in the boundaries of the territory over which the local agency exercises jurisdiction.

(2) "State of emergency" means state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Chapter 7 (commencing with Section 8550) of Division 1 of Title 2).

Section 54953.8.2
Teleconferencing during
state or local emergency

Definitions

(a) A legislative body of a local agency may conduct a teleconference meeting pursuant to Section 54953.8 if, during the teleconference meeting, at least a quorum of the members of the legislative body participates in person from a singular physical location clearly identified on the agenda, which location shall be open to the public and situated within the boundaries of the territory over which the local agency exercises jurisdiction, provided that the legislative body complies with the requirements of Section 54953.8 and all of the following additional requirements:

(1) A member of the legislative body notifies the legislative body at the earliest opportunity possible, including at the start of a regular meeting, of their need to participate remotely for just cause, including a general description of the circumstances relating to their need to appear remotely at the given meeting.

(2) The member shall participate through both audio and visual technology.

(3) (A) The provisions of this subdivision shall not serve as a means for any member of a legislative body to participate in meetings of the legislative body solely by teleconference from a remote location for just cause for more than the following number of meetings, as applicable:

(i) Two meetings per year, if the legislative body regularly meets once per month or less.

(ii) Five meetings per year, if the legislative body regularly meets twice per month.

(iii) Seven meetings per year, if the legislative body regularly meets three or more times per month.

Section 54953.8.3
"Just-cause"
teleconferencing
(operative until January 1,
2030)

Section 54953.8.3
"Just-cause"
teleconferencing
(continued)

Definition of "just cause"

- (B) For the purpose of counting meetings attended by teleconference under this paragraph, a "meeting" shall be defined as any number of meetings of the legislative body of a local agency that begin on the same calendar day.
- (b) The minutes for the meeting shall identify the specific provision in subdivision (c) that each member relied upon to participate remotely. This subdivision shall not be construed to require the member to disclose any medical diagnosis or disability, or any personal medical information that is otherwise exempt under existing law, including, but not limited to, the Confidentiality of Medical Information Act (Chapter 1 (commencing with Section 56) of Part 2.6 of Division 1 of the Civil Code).
- (c) For purposes of this section, "just cause" means any of the following:
- (1) Childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely. "Child," "parent," "grandparent," "grandchild," and "sibling" have the same meaning as those terms do in Section 12945.2.
 - (2) A contagious illness that prevents a member from attending in person.
 - (3) A need related to a physical or mental condition that is not subject to subdivision (c) of Section 54953.
 - (4) Travel while on official business of the legislative body or another state or local agency.
 - (5) An immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner of the member that requires the member to participate remotely.
 - (6) A physical or family medical emergency that prevents a member from attending in person.
 - (7) Military service obligations that result in a member being unable to attend in person because they are serving under official written orders for active duty, drill, annual training, or any other duty required as a member of the California National Guard or a United States Military Reserve organization that requires the member to be at least 50 miles outside the boundaries of the local agency.
- (d) This section shall remain in effect only until January 1, 2030, and as of that date is repealed.

Section 54953.8.4
Eligible neighborhood
council teleconferencing
(operative until January 1,
2030)

- (a) An eligible neighborhood council may conduct a teleconference meeting pursuant to Section 54953.8, provided that it complies with the requirements of that section and all of the following have occurred:
- (1) (A) The city council for a city described in paragraph (2) of subdivision (b) considers whether to adopt a resolution to authorize eligible neighborhood councils to use teleconferencing as described in this section at an open and regular meeting.
- (B) If the city council adopts a resolution described in subparagraph (A), an eligible neighborhood council may elect to use teleconferencing pursuant to this section if a majority of the eligible neighborhood council votes to do so. The eligible neighborhood council shall notify the city council if it elects to use teleconferencing pursuant to this section and its justification for doing so.
- (C) Upon receiving notification from an eligible neighborhood council described in subparagraph (B), the city council may adopt a resolution to prohibit the eligible neighborhood council from using teleconferencing pursuant to this section.
- (2) After completing the requirements of subparagraph (A) of paragraph (1), an eligible neighborhood council that holds a meeting pursuant to this subdivision shall do all of the following:
- (A) At least a quorum of the members of the eligible neighborhood council shall participate from locations within the boundaries of the city in which the eligible neighborhood council is established.
- (B) At least once per year, at least a quorum of the members of the eligible neighborhood council shall participate in person from a singular physical location that is open to the public and within the boundaries of the eligible neighborhood council.
- (3) If the meeting is during regular business hours of the offices of the city council member that represents the area that includes the eligible neighborhood council, the eligible neighborhood council shall provide a publicly accessible physical location from which the public may attend or comment, which shall be the offices of the city council member who represents the area where the eligible neighborhood council is located, unless the eligible neighborhood council identifies an alternative location.
- (4) If the meeting is outside regular business hours, the eligible neighborhood council shall make reasonable efforts to accommodate any member of the public that requests an accommodation to participate in the meeting.
- (b) For purposes of this section, the following definitions apply:
- (1) "Accommodation" means providing a publicly accessible physical location for the member of the public to participate from, providing access to technology necessary to participate in the meeting, or identifying locations or resources available that could provide the member of the public with an opportunity to participate in the meeting.
- (2) "Eligible neighborhood council" means a neighborhood council that is an advisory body with the purpose to promote more citizen participation in government and make government more responsive to local needs that is established pursuant to the charter of a city with a population of more than 3,000,000 people that is subject to this chapter.
- (c) This section shall remain in effect only until January 1, 2030, and as of that date is repealed.

(a) An eligible community college student organization may conduct a teleconference meeting pursuant to Section 54953.8, provided that it complies with the requirements of that section and all of the following additional requirements:

(1) An eligible community college student organization may only use teleconferencing as described in Section 54953.8 after all the following have occurred:

(A) The board of trustees for a community college district considers whether to adopt a resolution to authorize eligible community college student organizations to use teleconferencing as described in this section at an open and regular meeting.

(B) If the board of trustees for a community college district adopts a resolution described in subparagraph (A), an eligible community college student organization may elect to use teleconferencing pursuant to this section if a majority of the eligible community college student organization votes to do so. The eligible community college student organization shall notify the board of trustees if it elects to use teleconferencing pursuant to this section and its justification for doing so.

(C) Upon receiving notification from an eligible community college student organization as described in subparagraph (B), the board of trustees may adopt a resolution to prohibit the eligible community college student organization from using teleconferencing pursuant to this section.

(D) (i) Except as specified in clause (ii), at least a quorum of the members of the eligible community college student organization shall participate from a singular physical location that is accessible to the public and is within the community college district in which the eligible community college student organization is established.

(ii) The requirements described in clause (i) shall not apply to the California Online Community College.

(iii) Notwithstanding the requirements of clause (i), a person may count toward the establishment of a quorum pursuant to clause (i) regardless of whether the person is participating at the in-person location of the meeting or remotely if the person meets any of the following criteria:

(I) The person is under 18 years of age.

(II) The person is incarcerated.

(III) The person is unable to disclose the location that they are participating from because of either of the following circumstances:

(ia) The person has been issued a protective court order, including, but not limited to, a domestic violence restraining order.

(ib) The person is participating in a program that has to remain confidential, including, but not limited to, an independent living program.

(iv) The person provides childcare or caregiving to a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely. For purposes of this subclause, "child," "parent," "grandparent," "grandchild," and "sibling" have the same meaning as those terms are defined in Section 12945.2.

(2) An eligible community college student organization that holds a meeting by teleconference as described in Section 54953.8 shall do the following, as applicable:

(A) (i) Except as specified in subparagraph (B), if the meeting is during regular business hours of the offices of the board of trustees of the community college district, the eligible community college student organization shall provide a publicly accessible physical location from which the public may attend or comment, which shall be the offices of the board of trustees of the community college district, unless the eligible community college student organization identifies an alternative location.

(ii) Except as specified in subparagraph (B), if the meeting is outside regular business hours, the eligible community college student organization shall make reasonable efforts to accommodate any member of the public that requests an accommodation to participate in the meeting. For the purposes of this subparagraph, "accommodation" means providing a publicly accessible physical location for the member of the public to participate from, providing access to technology necessary to participate in the meeting, or identifying locations or resources available that could provide the member of the public with an opportunity to participate in the meeting.

(B) The requirements described in subparagraph (A) shall not apply to the California Online Community College.

(b) For purposes of this section, "eligible community college student organization" means a student body association organized pursuant to Section 76060 of the Education Code, or any other student-run community college organization that is required to comply with the meeting requirements of this chapter, that is in any community college recognized within the California Community Colleges system and includes the Student Senate for California Community Colleges.

(c) This section shall remain in effect only until January 1, 2030, and as of that date is repealed.

Section 54953.8.5
Eligible community college
student organization
teleconferencing
(operative until January 1,
2030)

Section 54953.8.6
Eligible subsidiary body
teleconferencing
(operative until January 1,
2030)

(a) An eligible subsidiary body may conduct a teleconference meeting pursuant to Section 54953.8, provided that it complies with the requirements of that section and all of the following additional requirements:

(1) The eligible subsidiary body shall designate one physical meeting location within the boundaries of the legislative body that created the eligible subsidiary body where members of the subsidiary body who are not participating remotely shall be present and members of the public may physically attend, observe, hear, and participate in the meeting. At least one staff member of the eligible subsidiary body or the legislative body that created the eligible subsidiary body shall be present at the physical meeting location during the meeting. The eligible subsidiary body shall post the agenda at the physical meeting location, but need not post the agenda at a remote location.

(2) (A) A member of the eligible subsidiary body shall visibly appear on camera during the open portion of a meeting that is publicly accessible via the internet or other online platform, except if the member has a physical or mental condition not subject to subdivision (c) of Section 54953 that results in a need to participate off camera.

(B) The visual appearance of a member of the eligible subsidiary body on camera may cease only when the appearance would be technologically infeasible, including, but not limited to, when the member experiences a lack of reliable broadband or internet connectivity that would be remedied by joining without video.

(C) If a member of the eligible subsidiary body does not appear on camera due to challenges with internet connectivity, the member shall announce the reason for their nonappearance prior to turning off their camera.

(3) An elected official serving as a member of an eligible subsidiary body in their official capacity shall not participate in a meeting of the eligible subsidiary body by teleconferencing pursuant to this section unless the use of teleconferencing complies with the requirements of paragraph (3) of subdivision (b) of Section 54953.

(4) (A) In order to use teleconferencing pursuant to this section, the legislative body that established the eligible subsidiary body by charter, ordinance, resolution, or other formal action shall make the following findings by majority vote before the eligible subsidiary body uses teleconferencing pursuant to this section for the first time, and every six months thereafter:

(i) The legislative body has considered the circumstances of the eligible subsidiary body.

(ii) Teleconference meetings of the eligible subsidiary body would enhance public access to meetings of the eligible subsidiary body, and the public has been made aware of the type of remote participation, including audio-visual or telephonic, that will be made available at a regularly scheduled meeting and has been provided the opportunity to comment at an in-person meeting of the legislative body authorizing the subsidiary body to meet entirely remotely.

(iii) Teleconference meetings of the eligible subsidiary body would promote the attraction, retention, and diversity of eligible subsidiary body members.

(B) (i) An eligible subsidiary body authorized to use teleconferencing pursuant to this section may request to present any recommendations it develops to the legislative body that created it.

(ii) Upon receiving a request described in clause (i), the legislative body that created the subsidiary body shall hold a discussion at a regular meeting held within 60 days after the legislative body receives the request, or if the legislative body does not have another regular meeting scheduled within 60 days after the legislative body receives the request, at the next regular meeting after the request is received.

(iii) The discussion required by clause (ii) shall not be placed on a consent calendar, but may be combined with the legislative body's subsequent consideration of the findings described in subparagraph (A) for the following 12 months.

(iv) The legislative body shall not take any action on any recommendations included in the report of a subsidiary body until the next regular meeting of the legislative body following the discussion described in clause (ii).

(C) After the legislative body makes the findings described in subparagraph (A), the eligible subsidiary body shall approve the use of teleconferencing by majority vote before using teleconference pursuant to this section.

(D) The legislative body that created the eligible subsidiary body may elect to prohibit the eligible subsidiary body from using teleconferencing pursuant to this section at any time.

(b) (1) For purposes of this section, "eligible subsidiary body" means a legislative body that meets all of the following:

(A) Is described in subdivision (b) of Section 54952.

(B) Serves exclusively in an advisory capacity.

(C) Is not authorized to take final action on legislation, regulations, contracts, licenses, permits, or any other entitlements, grants, or allocations of funds.

(D) Does not have primary subject matter jurisdiction, as defined by the charter, an ordinance, a resolution, or any formal action of the legislative body that created the subsidiary body, that focuses on elections, budgets, police oversight, privacy, removing from, or restricting access to, materials available in public libraries, or taxes or related spending proposals.

(2) An eligible subsidiary body may include members who are elected officials, members who are not elected officials, or any combination thereof.

(c) This section shall remain in effect only until January 1, 2030, and as of that date is repealed.

Definition of "eligible
subsidiary body"

Section 54953.8.7
Eligible multijurisdictional
body
(operative until January 1,
2030)

(a) An eligible multijurisdictional body may conduct a teleconference meeting pursuant to Section 54953.8, provided that it complies with the requirements of that section and all of the following additional requirements:

(1) The eligible multijurisdictional body has adopted a resolution that authorizes the eligible multijurisdictional body to use teleconferencing pursuant to this section at a regular meeting in open session.

(2) At least a quorum of the members of the eligible multijurisdictional body shall participate from one or more physical locations that are open to the public and within the boundaries of the territory over which the local agency exercises jurisdiction.

(3) A member of the eligible multijurisdictional body who receives compensation for their service on the eligible multijurisdictional body shall participate from a physical location that is open to the public. For purposes of this paragraph, "compensation" does not include reimbursement for actual and necessary expenses.

(4) A member of the eligible multijurisdictional body may participate from a remote location provided that:

(A) The eligible multijurisdictional body identifies each member of the eligible multijurisdictional body who plans to participate remotely in the agenda.

(B) The member shall participate through both audio and visual technology.

(5) A member of the eligible multijurisdictional body shall not participate in a meeting remotely pursuant to this section, unless the location from which the member participates is more than 20 miles each way from any physical location of the meeting described in paragraph (2).

(6) The provisions of this section shall not serve as a means for any member of a legislative body to participate in meetings of the legislative body solely by teleconference from a remote location for more than the following number of meetings, as applicable:

(A) Two meetings per year, if the legislative body regularly meets once per month or less.

(B) Five meetings per year, if the legislative body regularly meets twice per month.

(C) Seven meetings per year, if the legislative body regularly meets three or more times per month.

(D) For the purpose of counting meetings attended by teleconference under this paragraph, a "meeting" shall be defined as any number of meetings of the legislative body of a local agency that begin on the same calendar day.

(b) For the purposes of this section, both of the following definitions apply:

(1) "Eligible multijurisdictional body" means a multijurisdictional board, commission, or advisory body of a multijurisdictional, cross-county agency, the membership of which board, commission, or advisory body is appointed, and the board, commission, or advisory body is otherwise subject to this chapter.

(2) "Multijurisdictional" means either of the following:

(A) A legislative body that includes representatives from more than one county, city, city and county, or special district.

(B) A legislative body of a joint powers entity formed pursuant to an agreement entered into in accordance with Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1.

(c) This section shall remain in effect only until January 1, 2030, and as of that date is repealed.

Section 54953.8.7
Eligible multijurisdictional body
(continued)

Definitions

(a) Each legislative body of a local agency, except for advisory committees or standing committees, shall provide, by ordinance, resolution, bylaws, or by whatever other rule is required for the conduct of business by that body, the time and place for holding regular meetings. Meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting pursuant to subdivision (a) of Section 54954.2, shall be considered for purposes of this chapter as regular meetings of the legislative body.

(b) Regular and special meetings of the legislative body shall be held within the boundaries of the territory over which the local agency exercises jurisdiction, except to do any of the following:

(1) Comply with state or federal law or court order, or attend a judicial or administrative proceeding to which the local agency is a party.

(2) Inspect real or personal property which cannot be conveniently brought within the boundaries of the territory over which the local agency exercises jurisdiction provided that the topic of the meeting is limited to items directly related to the real or personal property.

(3) Participate in meetings or discussions of multiagency significance that are outside the boundaries of a local agency's jurisdiction. However, any meeting or discussion held pursuant to this subdivision shall take place within the jurisdiction of one of the participating local agencies and be noticed by all participating agencies as provided for in this chapter.

(4) Meet in the closest meeting facility if the local agency has no meeting facility within the boundaries of the territory over which the local agency exercises jurisdiction, or at the principal office of the local agency if that office is located outside the territory over which the agency exercises jurisdiction.

(5) Meet outside their immediate jurisdiction with elected or appointed officials of the United States or the State of California when a local meeting would be impractical, solely to discuss a legislative or regulatory issue affecting the local agency and over which the federal or state officials have jurisdiction.

(6) Meet outside their immediate jurisdiction if the meeting takes place in or nearby a facility owned by the agency, provided that the topic of the meeting is limited to items directly related to the facility.

(7) Visit the office of the local agency's legal counsel for a closed session on pending litigation held pursuant to Section 54956.9, when to do so would reduce legal fees or costs.

(c) Meetings of the governing board of a school district shall be held within the district, except under the circumstances enumerated in subdivision (b), or to do any of the following:

(1) Attend a conference on nonadversarial collective bargaining techniques.

(2) Interview members of the public residing in another district with reference to the trustees' potential employment of an applicant for the position of the superintendent of the district.

(3) Interview a potential employee from another district.

(d) Meetings of a joint powers authority shall occur within the territory of at least one of its member agencies, or as provided in subdivision (b). However, a joint powers authority which has members throughout the state may meet at any facility in the state which complies with the requirements of Section 54961.

Section 54954
Time and location of meetings

Meet inside jurisdiction; exceptions

School district exceptions

JPA Meetings

Section 54954**Time and location of meetings**

(continued)

Emergency meetings

(e) If, by reason of fire, flood, earthquake, or other emergency, it shall be unsafe to meet in the place designated, the meetings shall be held for the duration of the emergency at the place designated by the presiding officer of the legislative body or his or her designee in a notice to the local media that have requested notice pursuant to Section 54956, by the most rapid means of communication available at the time.

Section 54954.1**Mailed notice of meetings and agendas**

Any person may request that a copy of the agenda, or a copy of all the documents constituting the agenda packet, of any meeting of a legislative body be mailed to that person. If a local agency has an internet website, the legislative body or its designee shall email a copy of, or website link to, the agenda or a copy of all the documents constituting the agenda packet if the person requests that the item or items be delivered by email. If the local agency determines it is technologically infeasible to send a copy of all documents constituting the agenda packet or a link to a website that contains the documents by email or by other electronic means, the legislative body or its designee shall send by mail a copy of the agenda or a website link to the agenda and mail a copy of all other documents constituting the agenda packet in accordance with the mailing requirements established pursuant to this section. If requested, the agenda and documents in the agenda packet shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Upon receipt of the written request, the legislative body or its designee shall cause the requested materials to be mailed at the time the agenda is posted pursuant to Section 54954.2 and 54956 or upon distribution to all, or a majority of all, of the members of a legislative body, whichever occurs first. Any request for mailed copies of agendas or agenda packets shall be valid for the calendar year in which it is filed, and must be renewed following January 1 of each year. The legislative body may establish a fee for mailing the agenda or agenda packet, which fee shall not exceed the cost of providing the service. Failure of the requesting person to receive the agenda or agenda packet pursuant to this section shall not constitute grounds for invalidation of the actions of the legislative body taken at the meeting for which the agenda or agenda packet was not received.

Section 54954.2**Agenda contents and posting**

(a) (1) At least 72 hours before a regular meeting, the legislative body of the local agency, or its designee, shall post an agenda that meets all of the following requirements:

(A) The agenda shall contain a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words.

Website posting required

(B) The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public and on the local agency's internet website, if the local agency has one.

Information regarding accommodations

(C) (i) If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

(ii) The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Website posting standards

(2) For a meeting occurring on and after January 1, 2019, of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an internet website, the following provisions shall apply:

(A) An online posting of an agenda shall be posted on the primary internet website homepage of a city, county, city and county, special district, school district, or political subdivision established by the state that is accessible through a prominent, direct link to the current agenda. The direct link to the agenda shall not be in a contextual menu; however, a link in addition to the direct link to the agenda may be accessible through a contextual menu.

(B) An online posting of an agenda, including, but not limited to, an agenda posted in an integrated agenda management platform, shall be posted in an open format that meets all of the following requirements:

(i) Retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications.

(ii) Platform independent and machine readable.

(iii) Available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

(C) A legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an internet website and an integrated agenda management platform shall not be required to comply with subparagraph (A) if all of the following are met:

(i) A direct link to the integrated agenda management platform shall be posted on the primary internet website homepage of a city, county, city and county, special district, school district, or political subdivision established by the state. The direct link to the integrated agenda management platform shall not be in a contextual menu. When a person clicks on the direct link to the integrated agenda management platform, the direct link shall take the person directly to an internet website with the agendas of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state.

(ii) The integrated agenda management platform may contain the prior agendas of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state for all meetings occurring on or after January 1, 2019.

(iii) The current agenda of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state shall be the first agenda available at the top of the integrated agenda management platform.

(iv) All agendas posted in the integrated agenda management platform shall comply with the requirements in clauses (i), (ii), and (iii) of subparagraph (B).

(D) The provisions of this paragraph shall not apply to a political subdivision of a local agency that was established by the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state.

(E) For purposes of this paragraph, both of the following definitions apply:

(1) "Integrated agenda management platform" means an internet website of a city, county, city and county, special district, school district, or political subdivision established by the state dedicated to providing the entirety of the agenda information for the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state to the public.

(2) "Legislative body" means a legislative body that meets the definition of subdivision (a) of Section 54952.

(3) No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of a legislative body or its staff may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. Furthermore, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

(b) Notwithstanding subdivision (a), the legislative body may take action on items of business not appearing on the posted agenda under any of the conditions stated below. Prior to discussing any item pursuant to this subdivision, the legislative body shall publicly identify the item.

(1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined in Section 54956.5.

(2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there is a need to take immediate action and that the need for action came to the attention of the local agency subsequent to the agenda being posted as specified in subdivision (a).

(3) The item was posted pursuant to subdivision (a) for a prior meeting of the legislative body occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken.

(c) This section is necessary to implement and reasonably within the scope of paragraph (1) of subdivision (b) of Section 3 of Article I of the California Constitution.

(d) For purposes of subdivision (a), the requirement that the agenda be posted on the local agency's internet website, if the local agency has one, shall only apply to a legislative body that meets either of the following standards:

(1) A legislative body as that term is defined by subdivision (a) of Section 54952.

(2) A legislative body as that term is defined by subdivision (b) of Section 54952, if the members of the legislative body are compensated for their appearance, and if one or more of the members of the legislative body are also members of a legislative body as that term is defined by subdivision (a) of Section 54952.

(a) (1) Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the legislative body on any item of interest to the public, before or during the legislative body's consideration of the item, that is within the subject matter jurisdiction of the legislative body, provided that no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.

(2) (A) Notwithstanding paragraph (1), the agenda need not provide an opportunity for members of the public to address the legislative body on any item that has already been considered by a committee, composed exclusively of members of the legislative body, at a public meeting wherein all interested members of the public were afforded the opportunity to address the committee on the item, before or during the committee's consideration of the item.

(B) Subparagraph (A) shall not apply if any of the following conditions are met:

Section 54954.2 Agenda contents and posting

(continued)

Integrated agenda
management platform

Response to
public comments

Action on items not on the
agenda

Section 54954.3 Opportunity for public to address legislative body

Section 54954.3
Opportunity for public to
address legislative body
(continued)

- (i) The item has been substantially changed since the committee heard the item, as determined by the legislative body.
- (ii) When considering the item, a quorum of the committee members did not participate from a singular physical location, that was clearly identified on the agenda, open to the public, and situated within the boundaries of the territory over which the local agency exercises jurisdiction.
- (iii) The committee has primary subject matter jurisdiction, as defined by the charter, an ordinance, a resolution, or any formal action of the legislative body that created the subsidiary body, that focuses on elections, budgets, police oversight, privacy, removing from, or restricting access to, materials available in public libraries, or taxes or related spending proposals. This clause shall not apply to an item if the local agency has adopted a law applicable to the meeting of the committee at which the item that was considered prohibits the committee from placing a limit on the total amount of time for public comment on the item.
- (3) Every notice for a special meeting shall provide an opportunity for members of the public to directly address the legislative body concerning any item that has been described in the notice for the meeting before or during consideration of that item.
- (b) (1) The legislative body of a local agency may adopt reasonable regulations to ensure that the intent of subdivision (a) is carried out, including, but not limited to, regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker.
- (2) Notwithstanding paragraph (1), when the legislative body of a local agency limits time for public comment, the legislative body of a local agency shall provide at least twice the allotted time to a member of the public who utilizes a translator to ensure that non-English speakers receive the same opportunity to directly address the legislative body of a local agency.
- (3) Paragraph (2) shall not apply if the legislative body of a local agency utilizes simultaneous translation equipment in a manner that allows the legislative body of a local agency to hear the translated public testimony simultaneously.
- (c) The legislative body of a local agency shall not prohibit public criticism of the policies, procedures, programs, or services of the agency, or of the acts or omissions of the legislative body. Nothing in this subdivision shall confer any privilege or protection for expression beyond that otherwise provided by law.

Section 54954.4
Authorization of
reimbursement to local
agencies and school
districts

- (a) The Legislature hereby finds and declares that Section 12 of Chapter 641 of the Statutes of 1986, authorizing reimbursement to local agencies and school districts for costs mandated by the state pursuant to that act, shall be interpreted strictly. The intent of the Legislature is to provide reimbursement for only those costs which are clearly and unequivocally incurred as the direct and necessary result of compliance with Chapter 641 of the Statutes of 1986.
- (b) In this regard, the Legislature directs all state employees and officials involved in reviewing or authorizing claims for reimbursement, or otherwise participating in the reimbursement process, to rigorously review each claim and authorize only those claims, or parts thereof, which represent costs which are clearly and unequivocally incurred as the direct and necessary result of compliance with Chapter 641 of the Statutes of 1986 and for which complete documentation exists. For purposes of Section 54954.2, costs eligible for reimbursement shall only include the actual cost to post a single agenda for any one meeting.
- (c) The Legislature hereby finds and declares that complete, faithful, and uninterrupted compliance with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code) is a matter of overriding public importance. Unless specifically stated, no future Budget Act, or related budget enactments, shall, in any manner, be interpreted to suspend, eliminate, or otherwise modify the legal obligation and duty of local agencies to fully comply with Chapter 641 of the Statutes of 1986 in a complete, faithful, and uninterrupted manner.

Section 54954.5
Safe harbor closed
session descriptions

For purposes of describing closed session items pursuant to Section 54954.2, the agenda may describe closed sessions as provided below. No legislative body or elected official shall be in violation of Section 54954.2 or 54956 if the closed session items were described in substantial compliance with this section. Substantial compliance is satisfied by including the information provided below, irrespective of its format.

- (a) With respect to a closed session held pursuant to Section 54956.7:

LICENSE/PERMIT DETERMINATION

Applicant(s): (Specify number of applicants)

- (b) With respect to every item of business to be discussed in closed session pursuant to Section 54956.8:

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Property: (Specify street address, or if no street address, the parcel number or other unique reference, of the real property under negotiation)

Agency negotiator: (Specify names of negotiators attending the closed session) (If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator so long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Negotiating parties: (Specify name of party (not agent))

Under negotiation: (Specify whether instruction to negotiator will concern price, terms of payment, or both)

Section 54954.5
Safe harbor closed
session descriptions
(continued)

- (c) With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

(Paragraph (1) of subdivision (d) of Section 54956.9)

Name of case: (Specify by reference to claimant's name, names of parties, case or claim numbers)
or

Case name unspecified: (Specify whether disclosure would jeopardize service of process or existing settlement negotiations)

CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9:
(Specify number of potential cases)

(In addition to the information noticed above, the agency may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to paragraphs (2) to (5), inclusive, of subdivision (e) of Section 54956.9.)

Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: (Specify number of potential cases)

- (d) With respect to every item of business to be discussed in closed session pursuant to Section 54956.95:

LIABILITY CLAIMS

Claimant: (Specify name unless unspecified pursuant to Section 54961)

Agency claimed against: (Specify name)

- (e) With respect to every item of business to be discussed in closed session pursuant to Section 54957:

THREAT TO PUBLIC SERVICES OR FACILITIES

Consultation with: (Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title)

PUBLIC EMPLOYEE APPOINTMENT

Title: (Specify description of position to be filled)

PUBLIC EMPLOYMENT

Title: (Specify description of position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: (Specify position title of employee being reviewed)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

(No additional information is required in connection with a closed session to consider discipline, dismissal, or release of a public employee. Discipline includes potential reduction of compensation.)

- (f) With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Section 54954.5
Safe harbor closed session
descriptions
(continued)

Agency designated representatives: (Specify names of designated representatives attending the closed session) (If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative so long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee organization: (Specify name of organization representing employee or employees in question) or

Unrepresented employee: (Specify position title of unrepresented employee who is the subject of the negotiations)

- (g) With respect to closed sessions called pursuant to Section 54957.8:

CASE REVIEW/PLANNING

(No additional information is required in connection with a closed session to consider case review or planning.)

- (h) With respect to every item of business to be discussed in closed session pursuant to Sections 1461, 32106, and 32155 of the Health and Safety Code or Sections 37606 and 37624.3 of the Government Code:

REPORT INVOLVING TRADE SECRET

Discussion will concern: (Specify whether discussion will concern proposed new service, program, or facility)

Estimated date of public disclosure: (Specify month and year)

HEARINGS

Subject matter: (Specify whether testimony/deliberation will concern staff privileges, report of medical audit committee, or report of quality assurance committee)

- (i) With respect to every item of business to be discussed in closed session pursuant to Section 54956.86:

CHARGE OR COMPLAINT INVOLVING INFORMATION PROTECTED BY FEDERAL LAW

(No additional information is required in connection with a closed session to discuss a charge or complaint pursuant to Section 54956.86.)

- (j) With respect to every item of business to be discussed in closed session pursuant to Section 54956.96:

CONFERENCE INVOLVING A JOINT POWERS AGENCY (Specify by name)

Discussion will concern: (Specify closed session description used by the joint powers agency)

Name of local agency representative on joint powers agency board: (Specify name)

(Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives.)

- (k) With respect to every item of business to be discussed in closed session pursuant to Section 54956.75:

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

Section 54954.6
New or increased taxes or
assessments

(a) (1) Before adopting any new or increased general tax or any new or increased assessment, the legislative body of a local agency shall conduct at least one public meeting at which local officials shall allow public testimony regarding the proposed new or increased general tax or new or increased assessment in addition to the noticed public hearing at which the legislative body proposes to enact or increase the general tax or assessment.

For purposes of this section, the term "new or increased assessment" does not include any of the following:

(A) A fee that does not exceed the reasonable cost of providing the services, facilities, or regulatory activity for which the fee is charged.

(B) A service charge, rate, or charge, unless a special district's principal act requires the service charge, rate, or charge to conform to the requirements of this section.

(C) An ongoing annual assessment if it is imposed at the same or lower amount as any previous year.
(D) An assessment that does not exceed an assessment formula or range of assessments previously specified in the notice given to the public pursuant to subparagraph (G) of paragraph (2) of subdivision (c) and that was previously adopted by the agency or approved by the voters in the area where the assessment is imposed.

Section 54954.6
New or increased taxes or
assessments
(continued)

(E) Standby or immediate availability charges.

45 days' notice
of public hearing

(2) The legislative body shall provide at least 45 days' public notice of the public hearing at which the legislative body proposes to enact or increase the general tax or assessment. The legislative body shall provide notice for the public meeting at the same time and in the same document as the notice for the public hearing, but the meeting shall occur prior to the hearing.

(b) (1) The joint notice of both the public meeting and the public hearing required by subdivision (a) with respect to a proposal for a new or increased general tax shall be accomplished by placing a display advertisement of at least one-eighth page in a newspaper of general circulation for three weeks pursuant to Section 6063 and by a first-class mailing to those interested parties who have filed a written request with the local agency for mailed notice of public meetings or hearings on new or increased general taxes. The public meeting pursuant to subdivision (a) shall take place no earlier than 10 days after the first publication of the joint notice pursuant to this subdivision. The public hearing shall take place no earlier than seven days after the public meeting pursuant to this subdivision. Notwithstanding paragraph (2) of subdivision (a), the joint notice need not include notice of the public meeting after the meeting has taken place. The public hearing pursuant to subdivision (a) shall take place no earlier than 45 days after the first publication of the joint notice pursuant to this subdivision. Any written request for mailed notices shall be effective for one year from the date on which it is filed unless a renewal request is filed. Renewal requests for mailed notices shall be filed on or before April 1 of each year. The legislative body may establish a reasonable annual charge for sending notices based on the estimated cost of providing the service.

Notice for general taxes

(2) The notice required by paragraph (1) of this subdivision shall include, but not be limited to, the following:

Content of notice

(A) The amount or rate of the tax. If the tax is proposed to be increased from any previous year, the joint notice shall separately state both the existing tax rate and the proposed tax rate increase.

(B) The activity to be taxed.

(C) The estimated amount of revenue to be raised by the tax annually.

(D) The method and frequency for collecting the tax.

(E) The dates, times, and locations of the public meeting and hearing described in subdivision (a).

(F) The telephone number and address of an individual, office, or organization that interested persons may contact to receive additional information about the tax.

(c) (1) The joint notice of both the public meeting and the public hearing required by subdivision (a) with respect to a proposal for a new or increased assessment on real property or businesses shall be accomplished through a mailing, postage prepaid, in the United States mail and shall be deemed given when so deposited. The public meeting pursuant to subdivision (a) shall take place no earlier than 10 days after the joint mailing pursuant to this subdivision. The public hearing shall take place no earlier than seven days after the public meeting pursuant to this subdivision. The envelope or the cover of the mailing shall include the name of the local agency and the return address of the sender. This mailed notice shall be in at least 10-point type and shall be given to all property owners or business owners proposed to be subject to the new or increased assessment by a mailing by name to those persons whose names and addresses appear on the last equalized county assessment roll, the State Board of Equalization assessment roll, or the local agency's records pertaining to business ownership, as the case may be.

Notice for assessments

(2) The joint notice required by paragraph (1) of this subdivision shall include, but not be limited to, the following:

(A) In the case of an assessment proposed to be levied on property, the estimated amount of the assessment per parcel. In the case of an assessment proposed to be levied on businesses, the proposed method and basis of levying the assessment in sufficient detail to allow each business owner to calculate the amount of assessment to be levied against each business. If the assessment is proposed to be increased from any previous year, the joint notice shall separately state both the amount of the existing assessment and the proposed assessment increase.

(B) A general description of the purpose or improvements that the assessment will fund.

(C) The address to which property owners may mail a protest against the assessment.

(D) The telephone number and address of an individual, office, or organization that interested persons may contact to receive additional information about the assessment.

(E) A statement that a majority protest will cause the assessment to be abandoned if the assessment act used to levy the assessment so provides. Notice shall also state the percentage of protests required to trigger an election, if applicable.

(F) The dates, times, and locations of the public meeting and hearing described in subdivision (a).

(G) A proposed assessment formula or range as described in subparagraph (D) of paragraph (1) of subdivision (a) if applicable and that is noticed pursuant to this section.

(3) Notwithstanding paragraph (1), in the case of an assessment that is proposed exclusively for operation and maintenance expenses imposed throughout the entire local agency, or exclusively for operation and maintenance assessments proposed to be levied on 50,000 parcels or more, notice may be provided pursuant to this subdivision or pursuant to paragraph (1) of subdivision (b) and shall include the estimated amount of the assessment of various types, amounts, or uses of property and the information required by subparagraphs (B) to (G), inclusive, of paragraph (2) of subdivision (c).

Section 54954.6
New or increased taxes or
assessments
(continued)

Notice additional to
existing provisions of law

(4) Notwithstanding paragraph (1), in the case of an assessment proposed to be levied pursuant to Part 2 (commencing with Section 22500) of Division 2 of the Streets and Highways Code by a regional park district, regional park and open-space district, or regional open-space district formed pursuant to Article 3 (commencing with Section 5500) of Chapter 3 of Division 5 of, or pursuant to Division 26 (commencing with Section 35100) of, the Public Resources Code, notice may be provided pursuant to paragraph (1) of subdivision (b).

(d) The notice requirements imposed by this section shall be construed as additional to, and not to supersede, existing provisions of law, and shall be applied concurrently with the existing provisions so as to not delay or prolong the governmental decisionmaking process.

(e) This section shall not apply to any new or increased general tax or any new or increased assessment that requires an election of either of the following:

(1) The property owners subject to the assessment.

(2) The voters within the local agency imposing the tax or assessment.

(f) Nothing in this section shall prohibit a local agency from holding a consolidated meeting or hearing at which the legislative body discusses multiple tax or assessment proposals.

Recovery of costs

(g) The local agency may recover the reasonable costs of public meetings, public hearings, and notice required by this section from the proceeds of the tax or assessment. The costs recovered for these purposes, whether recovered pursuant to this subdivision or any other provision of law, shall not exceed the reasonable costs of the public meetings, public hearings, and notice.

Assessment exception

(h) Any new or increased assessment that is subject to the notice and hearing provisions of Article XIII C or XIII D of the California Constitution is not subject to the notice and hearing requirements of this section.

Section 54955
Adjournment; adjourned
meetings

The legislative body of a local agency may adjourn any regular, adjourned regular, special or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned regular meeting the clerk or secretary of the legislative body may declare the meeting adjourned to a stated time and place and he shall cause a written notice of the adjournment to be given in the same manner as provided in Section 54956 for special meetings, unless such notice is waived as provided for special meetings. A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of the adjournment. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by ordinance, resolution, bylaw, or other rule.

Section 54955.1
Continuance of hearings

Any hearing being held, or noticed or ordered to be held, by a legislative body of a local agency at any meeting may by order or notice of continuance be continued or recontinued to any subsequent meeting of the legislative body in the same manner and to the same extent set forth in Section 54955 for the adjournment of meetings; provided, that if the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be posted immediately following the meeting at which the order or declaration of continuance was adopted or made.

Section 54956
Special meetings; who
may call; notice

(a) (1) A special meeting may be called at any time by the presiding officer of the legislative body of a local agency, or by a majority of the members of the legislative body, by delivering written notice to each member of the legislative body and to each local newspaper of general circulation and radio or television station requesting notice in writing and posting a notice on the local agency's internet website, if the local agency has one. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting as specified in the notice. The call and notice shall specify the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at these meetings by the legislative body. The written notice may be dispensed with as to any member who at or prior to the time the meeting convenes files with the clerk or secretary of the legislative body a written waiver of notice. The waiver may be given by telephone or electronic mail. The written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes.

(2) The call and notice shall be posted at least 24 hours prior to the special meeting in a location that is freely accessible to members of the public.

Exception for executive
compensation

(b) Notwithstanding any other law, a legislative body shall not call a special meeting regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits, of the legislative body or of a local agency executive, as defined in subdivision (d) of Section 3511.1. However, this subdivision does not apply to a local agency calling a special meeting to discuss the local agency's budget.

Section 54956.5
Emergency meetings

(a) For purposes of this section, "emergency situation" means both of the following:

(1) An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body.

(2) A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring a legislative body to provide one-hour notice before holding an emergency meeting under this section may endanger the public health, safety, or both, as determined by a majority of the members of the legislative body.

(b) (1) Subject to paragraph (2), in the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, a legislative body may hold an emergency meeting without complying with either the 24-hour notice requirement or the 24-hour posting requirement of Section 54956 or both of the notice and posting requirements.

Section 54956.5
Emergency meetings
(continued)
Disruption of facilities

(2) Each local newspaper of general circulation and radio or television station that has requested notice of special meetings pursuant to Section 54956 shall be notified by the presiding officer of the legislative body, or designee thereof, one hour prior to the emergency meeting, or, in the case of a dire emergency, at or near the time that the presiding officer or designee notifies the members of the legislative body of the emergency meeting.

(A) Except as provided in subparagraph (B), the notice required by this paragraph shall be given by telephone and all telephone numbers provided in the most recent request of a newspaper or station for notification of special meetings shall be exhausted. In the event that telephone services are not functioning, the notice requirements of this paragraph shall be deemed waived, and the legislative body, or designee of the legislative body, shall notify those newspapers, radio stations, or television stations of the fact of the holding of the emergency meeting, the purpose of the meeting, and any action taken at the meeting as soon after the meeting as possible.

(B) For an emergency meeting held pursuant to this section, the presiding officer of the legislative body, or designee thereof, may send the notifications required by this paragraph by email instead of by telephone, as provided in subparagraph (A), to all local newspapers of general circulation, and radio or television stations, that have requested those notifications by email, and all email addresses provided by representatives of those newspapers or stations shall be exhausted. In the event that internet services and telephone services are not functioning, the notice requirements of this paragraph shall be deemed waived, and the legislative body, or designee of the legislative body, shall notify those newspapers, radio stations, or television stations of the fact of the holding of the emergency meeting, the purpose of the meeting, and any action taken at the meeting as soon after the meeting as possible.

(c) During a meeting held pursuant to this section, the legislative body may meet in closed session pursuant to Section 54957 if agreed to by a two-thirds vote of the members of the legislative body present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present.

Emergency closed session

(d) All special meeting requirements, as prescribed in Section 54956 shall be applicable to a meeting called pursuant to this section, with the exception of the 24-hour notice requirement.

(e) The minutes of a meeting called pursuant to this section, a list of persons who the presiding officer of the legislative body, or designee of the legislative body, notified or attempted to notify, a copy of the rollcall vote, and any actions taken at the meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Post minutes after
meeting

No fees may be charged by the legislative body of a local agency for carrying out any provision of this chapter, except as specifically authorized by this chapter.

Section 54956.6
No fees allowed

Whenever a legislative body of a local agency determines that it is necessary to discuss and determine whether an applicant for a license or license renewal, who has a criminal record, is sufficiently rehabilitated to obtain the license, the legislative body may hold a closed session with the applicant and the applicant's attorney, if any, for the purpose of holding the discussion and making the determination. If the legislative body determines, as a result of the closed session, that the issuance or renewal of the license should be denied, the applicant shall be offered the opportunity to withdraw the application. If the applicant withdraws the application, no record shall be kept of the discussions or decisions made at the closed session and all matters relating to the closed session shall be confidential. If the applicant does not withdraw the application, the legislative body shall take action at the public meeting during which the closed session is held or at its next public meeting denying the application for the license but all matters relating to the closed session are confidential and shall not be disclosed without the consent of the applicant, except in an action by an applicant who has been denied a license challenging the denial of the license.

Section 54956.7
**Closed session; licensing;
rehabilitated criminals**

(a) Nothing contained in this chapter shall be construed to prevent the legislative body of a local agency that has received a confidential final draft audit report from the Bureau of State Audits from holding closed sessions to discuss its response to that report.

Section 54956.75
**Closed session; Bureau of
State Audits drafts**

(b) After the public release of an audit report by the Bureau of State Audits, if a legislative body of a local agency meets to discuss the audit report, it shall do so in an open session unless exempted from that requirement by some other provision of law.

Notwithstanding any other provision of this chapter, a legislative body of a local agency may hold a closed session with its negotiator prior to the purchase, sale, exchange, or lease of real property by or for the local agency to grant authority to its negotiator regarding the price and terms of payment for the purchase, sale, exchange, or lease. However, prior to the closed session, the legislative body of the local agency shall hold an open and public session in which it identifies its negotiators, the real property or real properties which the negotiations may concern, and the person or persons with whom its negotiators may negotiate. For purposes of this section, negotiators may be members of the legislative body of the local agency. For purposes of this section, "lease" includes renewal or renegotiation of a lease. Nothing in this section shall preclude a local agency from holding a closed session for discussions regarding eminent domain proceedings pursuant to Section 54956.9.

Section 54956.8
Real property negotiations

Section 54956.81
Closed session; pension funds

Notwithstanding any other provision of this chapter, a legislative body of a local agency that invests pension funds may hold a closed session to consider the purchase or sale of particular, specific pension fund investments. All investment transaction decisions made during the closed session shall be made by rollcall vote entered into the minutes of the closed session as provided in subdivision (a) of Section 54957.2.

Section 54956.86
Closed session; health plan enrollees

Notwithstanding any other provision of this chapter, a legislative body of a local agency which provides services pursuant to Section 14087.3 of the Welfare and Institutions Code may hold a closed session to hear a charge or complaint from a member enrolled in its health plan if the member does not wish to have his or her name, medical status, or other information that is protected by federal law publicly disclosed. Prior to holding a closed session pursuant to this section, the legislative body shall inform the member, in writing, of his or her right to have the charge or complaint heard in an open session rather than a closed session.

Section 54956.87
Records and meetings of certain health plans

(a) Notwithstanding any other provision of this chapter, the records of a health plan that is licensed pursuant to the Knox-Keene Health Care Service Plan Act of 1975 (Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code) and that is governed by a county board of supervisors, whether paper records, records maintained in the management information system, or records in any other form, that relate to provider rate or payment determinations, allocation or distribution methodologies for provider payments, formulas or calculations for these payments, and contract negotiations with providers of health care for alternative rates are exempt from disclosure for a period of three years after the contract is fully executed. The transmission of the records, or the information contained therein in an alternative form, to the board of supervisors shall not constitute a waiver of exemption from disclosure, and the records and information once transmitted to the board of supervisors shall be subject to this same exemption.

(b) Notwithstanding any other provision of law, the governing board of a health plan that is licensed pursuant to the Knox-Keene Health Care Service Plan Act of 1975 (Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code) and that is governed by a county board of supervisors may order that a meeting held solely for the purpose of discussion or taking action on health plan trade secrets, as defined in subdivision (f), shall be held in closed session. The requirements of making a public report of action taken in closed session, and the vote or abstention of every member present, may be limited to a brief general description without the information constituting the trade secret.

Plan trade secrets

(c) Notwithstanding any other provision of law, the governing board of a health plan may meet in closed session to consider and take action on matters pertaining to contracts and contract negotiations by the health plan with providers of health care services concerning all matters related to rates of payment. The governing board may delete the portion or portions containing trade secrets from any documents that were finally approved in the closed session held pursuant to subdivision (b) that are provided to persons who have made the timely or standing request.

(d) Nothing in this section shall be construed as preventing the governing board from meeting in closed session as otherwise provided by law.

(e) The provisions of this section shall not prevent access to any records by the Joint Legislative Audit Committee in the exercise of its powers pursuant to Article 1 (commencing with Section 10500) of Chapter 4 of Part 2 of Division 2 of Title 2. The provisions of this section also shall not prevent access to any records by the Department of Managed Health Care in the exercise of its powers pursuant to Article 1 (commencing with Section 1340) of Chapter 2.2 of Division 2 of the Health and Safety Code.

(f) For purposes of this section, "health plan trade secret" means a trade secret, as defined in subdivision of Section 3426.1 of the Civil Code, that also meets both of the following criteria:

(1) The secrecy of the information is necessary for the health plan to initiate a new service, program, marketing strategy, business plan, or technology, or to add a benefit or product.

(2) Premature disclosure of the trade secret would create a substantial probability of depriving the health plan of a substantial economic benefit or opportunity.

Section 54956.9
Litigation; attorney-client privilege

(a) Nothing in this chapter shall be construed to prevent a legislative body of a local agency, based on advice of its legal counsel, from holding a closed session to confer with, or receive advice from, its legal counsel regarding pending litigation when discussion in open session concerning those matters would prejudice the position of the local agency in the litigation.

(b) For purposes of this chapter, all expressions of the lawyer-client privilege other than those provided in this section are hereby abrogated. This section is the exclusive expression of the lawyer-client privilege for purposes of conducting closed-session meetings pursuant to this chapter.

(c) For purposes of this section, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator.

(d) For purposes of this section, litigation shall be considered pending when any of the following circumstances exist:

Existing litigation
Potential litigation against agency

(1) Litigation, to which the local agency is a party, has been initiated formally.

(2) A point has been reached where, in the opinion of the legislative body of the local agency on the advice of its legal counsel, based on existing facts and circumstances, there is a significant exposure to litigation against the local agency.

(3) Based on existing facts and circumstances, the legislative body of the local agency is meeting only to decide whether a closed session is authorized pursuant to paragraph (2).

(4) Based on existing facts and circumstances, the legislative body of the local agency has decided to initiate or is deciding whether to initiate litigation.

(e) For purposes of paragraphs (2) and (3) of subdivision (d), “existing facts and circumstances” shall consist only of one of the following:

(1) Facts and circumstances that might result in litigation against the local agency but which the local agency believes are not yet known to a potential plaintiff or plaintiffs, which facts and circumstances need not be disclosed.

(2) Facts and circumstances, including, but not limited to, an accident, disaster, incident, or transactional occurrence that might result in litigation against the agency and that are known to a potential plaintiff or plaintiffs, which facts or circumstances shall be publicly stated on the agenda or announced.

(3) The receipt of a claim pursuant to the Government Claims Act (Division 3.6 (commencing with Section 810) of Title 1 of the Government Code) or some other written communication from a potential plaintiff threatening litigation, which claim or communication shall be available for public inspection pursuant to Section 54957.5.

(4) A statement made by a person in an open and public meeting threatening litigation on a specific matter within the responsibility of the legislative body.

(5) A statement threatening litigation made by a person outside an open and public meeting on a specific matter within the responsibility of the legislative body so long as the official or employee of the local agency receiving knowledge of the threat makes a contemporaneous or other record of the statement prior to the meeting, which record shall be available for public inspection pursuant to Section 54957.5. The records so created need not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on their behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed.

(f) Nothing in this section shall require disclosure of written communications that are privileged and not subject to disclosure pursuant to the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1).

(g) Prior to holding a closed session pursuant to this section, the legislative body of the local agency shall state on the agenda or publicly announce the paragraph of subdivision (d) that authorizes the closed session. If the session is closed pursuant to paragraph (1) of subdivision (d), the body shall state the title of or otherwise specifically identify the litigation to be discussed, unless the body states that to do so would jeopardize the agency's ability to effectuate service of process upon one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage.

(h) A local agency shall be considered to be a “party” or to have a “significant exposure to litigation” if an officer or employee of the local agency is a party or has significant exposure to litigation concerning prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which it is an issue whether an activity is outside the course and scope of the office or employment.

(a) Nothing in this chapter shall be construed to prevent a joint powers agency formed pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1, for purposes of insurance pooling, or a local agency member of the joint powers agency, from holding a closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by the joint powers agency or a local agency member of the joint powers agency.

(b) Nothing in this chapter shall be construed to prevent the Local Agency Self-Insurance Authority formed pursuant to Chapter 5.5 (commencing with Section 6599.01) of Division 7 of Title 1, or a local agency member of the authority, from holding a closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by the authority or a local agency member of the authority.

(c) Nothing in this section shall be construed to affect Section 54956.9 with respect to any other local agency.

(a) Nothing in this chapter shall be construed to prevent the legislative body of a joint powers agency formed pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1, from adopting a policy or a bylaw or including in its joint powers agreement provisions that authorize either or both of the following:

(1) All information received by the legislative body of the local agency member in a closed session related to the information presented to the joint powers agency in closed session shall be confidential. However, a member of the legislative body of a local agency member may disclose information obtained in a closed session that has direct financial or liability implications for that local agency to the following individuals:

(A) Legal counsel of that local agency member for purposes of obtaining advice on whether the matter has direct financial or liability implications for that local agency member.

(B) Other members of the legislative body of the local agency present in a closed session of that local agency member.

Section 54956.9
Litigation; attorney-client privilege
(continued)
Initiation of litigation by agency

Section 54956.95
Closed session; insurance pooling

Section 54956.96
Closed session; joint powers authorities
(operative until January 1, 2030)

Section 54956.96
Closed session; joint
powers authorities
(continued)

- (2) Any designated alternate member of the legislative body of the joint powers agency who is also a member of the legislative body of a local agency member and who is attending a properly noticed meeting of the joint powers agency in lieu of a local agency member's regularly appointed member to attend closed sessions of the joint powers agency.
- (b) (1) In addition to the authority described in subdivision (a), the Clean Power Alliance of Southern California, or its successor entity, may adopt a policy or a bylaw or include in its joint powers agreement a provision that authorizes both of the following:
- (A) A designated alternate member of the legislative body of the Clean Power Alliance of Southern California, or its successor entity, who is not a member of the legislative body of a local agency member and who is attending a properly noticed meeting of the Clean Power Alliance of Southern California, or its successor entity, in lieu of a local agency member's regularly appointed member, to attend closed sessions of the Clean Power Alliance of Southern California, or its successor entity.
- (B) All information that is received by a designated alternate member of the legislative body of the Clean Power Alliance of Southern California, or its successor entity, who is not a member of the legislative body of a local agency member, and that is presented to the Clean Power Alliance of Southern California, or its successor entity, in closed session, shall be confidential. However, the designated alternate member may disclose information obtained in a closed session that has direct financial or liability implications for the local agency member for which the designated alternate member attended the closed session, to the following individuals:
- (i) Legal counsel of that local agency member for purposes of obtaining advice on whether the matter has direct financial or liability implications for that local agency member.
- (ii) Members of the legislative body of the local agency present in a closed session of that local agency member.
- (2) If the Clean Power Alliance of Southern California, or its successor entity, adopts a policy or bylaw or includes in its joint powers agreement a provision authorized pursuant to paragraph (1), the Clean Power Alliance of Southern California, or its successor entity, shall establish policies to prevent conflicts of interest and to address breaches of confidentiality that apply to a designated alternate member who is not a member of the legislative body of a local agency member who attends a closed session of the Clean Power Alliance of Southern California, or its successor entity.
- (c) If the legislative body of a joint powers agency adopts a policy or a bylaw or includes provisions in its joint powers agreement pursuant to subdivision (a) or (b), then the legislative body of the local agency member, upon the advice of its legal counsel, may conduct a closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the joint powers agency pursuant to paragraph (1) of subdivision (a) or paragraph (1) of subdivision (b).
- (d) This section shall remain in effect only until January 1, 2030, and as of that date is repealed.

Section 54956.97
Closed sessions; public
banks

- Notwithstanding any provision of law, the governing board, or a committee of the governing board, of a public bank, as defined in Section 57600 of the Government Code, may meet in closed session to consider and take action on matters pertaining to all of the following:
- (a) A loan or investment decision.
- (b) A decision of the internal audit committee, the compliance committee, or the governance committee.
- (c) A meeting with a state or federal regulator.

Section 54956.98
Protocol regarding closed
sessions; public banks

- (a) For purposes of this section, the following definitions shall apply:
- (1) "Shareholder, member, or owner local agency" or "shareholder, member, or owner" means a local agency that is a shareholder of a public bank.
- (2) "Public bank" has the same meaning as defined in Section 57600.
- (b) The governing board of a public bank may adopt a policy or a bylaw or include in its governing documents provisions that authorize any of the following:
- (1) All information received by a shareholder, member, or owner of the public bank in a closed session related to the information presented to the governing board of a public bank in closed session shall be confidential. However, a member of the governing board of a shareholder, member, or owner local agency may disclose information obtained in a closed session that has direct financial or liability implications for that local agency to the following individuals:
- (A) Legal counsel of that shareholder, member, or owner local agency for purposes of obtaining advice on whether the matter has direct financial or liability implications for that shareholder local agency.
- (B) Other members of the governing board of the local agency present in a closed session of that shareholder, member, or owner local agency.
- (2) A designated alternate member of the governing board of the public bank who is also a member of the governing board of a shareholder, member, or owner local agency and who is attending a properly noticed meeting of the public bank governing board in lieu of a shareholder, member, or owner local agency's regularly appointed member may attend a closed session of the public bank governing board.
- (c) If the governing board of a public bank adopts a policy or a bylaw or includes provisions in its governing documents pursuant to subdivision (b), then the governing board of the shareholder, member, or owner local agency, upon the advice of its legal counsel, may conduct a closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the public bank governing board pursuant to paragraph (1) of subdivision (b).

(a) (1) This chapter does not prevent the legislative body of a local agency from holding closed sessions with the Governor, Attorney General, district attorney, agency counsel, sheriff, or chief of police, or other law enforcement or security personnel, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings, a threat to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service, a threat to the public's right of access to public services or public facilities, or a threat to critical infrastructure controls or critical infrastructure information relating to cybersecurity.

(2) For purposes of this subdivision, the following definitions apply:

(A) "Critical infrastructure controls" means networks and systems controlling assets so vital to the local agency that the incapacity or destruction of those networks, systems, or assets would have a debilitating impact on public health, safety, economic security, or any combination thereof.

(B) "Critical infrastructure information" means information not customarily in the public domain pertaining to any of the following:

(i) Actual, potential, or threatened interference with, or an attack on, compromise of, or incapacitation of critical infrastructure controls by either physical or computer-based attack or other similar conduct, including, but not limited to, the misuse of, or unauthorized access to, all types of communications and data transmission systems, that violates federal, state, or local law or harms public health, safety, or economic security, or any combination thereof.

(ii) The ability of critical infrastructure controls to resist any interference, compromise, or incapacitation, including, but not limited to, any planned or past assessment or estimate of the vulnerability of critical infrastructure.

(iii) Any planned or past operational problem or solution regarding critical infrastructure controls, including, but not limited to, repair, recovery, reconstruction, insurance, or continuity, to the extent it is related to interference, compromise, or incapacitation of critical infrastructure controls.

(b) (1) Subject to paragraph (2), this chapter does not prevent the legislative body of a local agency from holding closed sessions during a regular or special meeting to consider the appointment, employment, evaluation of performance, discipline, or dismissal of a public employee or to hear complaints or charges brought against the employee by another person or employee unless the employee requests a public session.

(2) As a condition to holding a closed session on specific complaints or charges brought against an employee by another person or employee, the employee shall be given written notice of their right to have the complaints or charges heard in an open session rather than a closed session, which notice shall be delivered to the employee personally or by mail at least 24 hours before the time for holding the session. If notice is not given, any disciplinary or other action taken by the legislative body against the employee based on the specific complaints or charges in the closed session shall be null and void.

(3) The legislative body also may exclude from the public or closed meeting, during the examination of a witness, any or all other witnesses in the matter being investigated by the legislative body.

(4) For the purposes of this subdivision, the term "employee" shall include an officer or an independent contractor who functions as an officer or an employee but shall not include any elected official, member of a legislative body or other independent contractors. This subdivision shall not limit local officials' ability to hold closed session meetings pursuant to Sections 1461, 32106, and 32155 of the Health and Safety Code or Sections 37606 and 37624.3 of the Government Code. Closed sessions held pursuant to this subdivision shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline.

Section 54957
Closed session; security personnel

Closed sessions to consider public employee actions or complaints

Employee definition

(a) The legislative body of any local agency shall publicly report any action taken in closed session and the vote or abstention on that action of every member present thereon, as follows:

(1) Approval of an agreement concluding real estate negotiations pursuant to Section 54956.8 shall be reported after the agreement is final, as follows:

(A) If its own approval renders the agreement final, the body shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held.

(B) If final approval rests with the other party to the negotiations, the local agency shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the local agency of its approval.

(2) Approval given to its legal counsel to defend, or seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in any form of litigation as the result of a consultation under Section 54956.9 shall be reported in open session at the public meeting during which the closed session is held. The report shall identify, if known, the adverse party or parties and the substance of the litigation. In the case of approval given to initiate or intervene in an action, the announcement need not identify the action, the defendants, or other particulars, but shall specify that the direction to initiate or intervene in an action has been given and that the action, the defendants, and the other particulars shall, once formally commenced, be disclosed to any person upon inquiry, unless to do so would jeopardize the agency's ability to effectuate service of process on one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage.

Section 54957.1
Reporting out of closed session
Real estate

Litigation

Section 54957.1
Reporting out of
closed session
(continued)
Settlement

(3) Approval given to its legal counsel of a settlement of pending litigation, as defined in Section 54956.9, at any stage prior to or during a judicial or quasi-judicial proceeding shall be reported after the settlement is final, as follows:

(A) If the legislative body accepts a settlement offer signed by the opposing party, the body shall report its acceptance and identify the substance of the agreement in open session at the public meeting during which the closed session is held.

(B) If final approval rests with some other party to the litigation or with the court, then as soon as the settlement becomes final, and upon inquiry by any person, the local agency shall disclose the fact of that approval, and identify the substance of the agreement.

Claims

(4) Disposition reached as to claims discussed in closed session pursuant to Section 54956.95 shall be reported as soon as reached in a manner that identifies the name of the claimant, the name of the local agency claimed against, the substance of the claim, and any monetary amount approved for payment and agreed upon by the claimant.

Employment action

(5) Action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a public employee in closed session pursuant to Section 54957 shall be reported at the public meeting during which the closed session is held. Any report required by this paragraph shall identify the title of the position. The general requirement of this paragraph notwithstanding, the report of a dismissal or of the nonrenewal of an employment contract shall be deferred until the first public meeting following the exhaustion of administrative remedies, if any.

Labor agreement

(6) Approval of an agreement concluding labor negotiations with represented employees pursuant to Section 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. The report shall identify the item approved and the other party or parties to the negotiation.

Pension investment

(7) Pension fund investment transaction decisions made pursuant to Section 54956.81 shall be disclosed at the first open meeting of the legislative body held after the earlier of the close of the investment transaction or the transfer of pension fund assets for the investment transaction.

How to report
response to written
request

(b) Reports that are required to be made pursuant to this section may be made orally or in writing. The legislative body shall provide to any person who has submitted a written request to the legislative body within 24 hours of the posting of the agenda, or to any person who has made a standing request for all documentation as part of a request for notice of meetings pursuant to Section 54954.1 or 54956, if the requester is present at the time the closed session ends, copies of any contracts, settlement agreements, or other documents that were finally approved or adopted in the closed session. If the action taken results in one or more substantive amendments to the related documents requiring retyping, the documents need not be released until the retyping is completed during normal business hours, provided that the presiding officer of the legislative body or his or her designee orally summarizes the substance of the amendments for the benefit of the document requester or any other person present and requesting the information.

(c) The documentation referred to in subdivision (b) shall be available to any person on the next business day following the meeting in which the action referred to is taken or, in the case of substantial amendments, when any necessary retyping is complete.

(d) Nothing in this section shall be construed to require that the legislative body approve actions not otherwise subject to legislative body approval.

No claim based on
public report

(e) No action for injury to a reputational, liberty, or other personal interest may be commenced by or on behalf of any employee or former employee with respect to whom a disclosure is made by a legislative body in an effort to comply with this section.

(f) This section is necessary to implement, and reasonably within the scope of, paragraph (1) of subdivision (b) of Section 3 of Article I of the California Constitution.

Section 54957.2
Minute book for
closed session;
inspection

(a) The legislative body of a local agency may, by ordinance or resolution, designate a clerk or other officer or employee of the local agency who shall then attend each closed session of the legislative body and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book made pursuant to this section is not a public record subject to inspection pursuant to the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1), and shall be kept confidential. The minute book shall be available only to members of the legislative body or, if a violation of this chapter is alleged to have occurred at a closed session, to a court of general jurisdiction wherein the local agency lies. The minute book may, but need not, consist of a recording of the closed session.

(b) An elected legislative body of a local agency may require that each legislative body all or a majority of whose members are appointed by or under the authority of the elected legislative body keep a minute book as prescribed under subdivision (a).

(a) Agendas of public meetings are disclosable public records under the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1), and shall be made available upon request without delay and in compliance with Section 54954.2 or Section 54956, as applicable. However, this section shall not apply to a writing, or portion thereof, that is exempt from public disclosure.

(b) (1) If a writing is a public record related to an agenda item for an open session of a regular meeting of the legislative body of a local agency and is distributed to all, or a majority of all, of the members of a legislative body of a local agency by a person in connection with a matter subject to discussion or consideration at an open meeting of the body less than 72 hours before that meeting, the writing shall be made available for public inspection pursuant to paragraph (2) at the time the writing is distributed to all, or a majority of all, of the members of the body.

(2) (A) Except as provided in subparagraph (B), a local agency shall comply with both of the following requirements:

(i) A local agency shall make any writing described in paragraph (1) available for public inspection at a public office or location that the agency shall designate for this purpose.

(ii) A local agency shall list the address of the office or location designated pursuant to clause (i) on the agendas for all meetings of the legislative body of that agency.

(B) A local agency shall not be required to comply with the requirements of subparagraph (A) if all of the following requirements are met:

(i) An initial staff report or similar document containing an executive summary and the staff recommendation, if any, relating to that agenda item is made available for public inspection at the office or location designated pursuant to clause (i) of subparagraph (A) at least 72 hours before the meeting.

(ii) The local agency immediately posts any writing described in paragraph (1) on the local agency's internet website in a position and manner that makes it clear that the writing relates to an agenda item for an upcoming meeting.

(iii) The local agency lists the web address of the local agency's internet website on the agendas for all meetings of the legislative body of that agency.

(iv) (I) Subject to subclause (II), the local agency makes physical copies available for public inspection, beginning the next regular business hours for the local agency, at the office or location designated pursuant to clause (i) of subparagraph (A).

(II) This clause is satisfied only if the next regular business hours of the local agency commence at least 24 hours before that meeting.

(c) Writings that are public records described in subdivision (b) and distributed during a public meeting shall be made available for public inspection at the meeting if prepared by the local agency or a member of its legislative body, or after the meeting if prepared by some other person. These writings shall be made available in appropriate alternative formats upon request by a person with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

(d) This chapter shall not be construed to prevent the legislative body of a local agency from charging a fee or deposit for a copy of a public record pursuant to Section 7922.530, except that a surcharge shall not be imposed on persons with disabilities in violation of Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

(e) This section shall not be construed to limit or delay the public's right to inspect or obtain a copy of any record required to be disclosed under the requirements of the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1), including, but not limited to, the ability of the public to inspect public records pursuant to Section 7922.525 and obtain copies of public records pursuant to either subdivision (b) of Section 7922.530 or Section 7922.535. This chapter shall not be construed to require a legislative body of a local agency to place any paid advertisement or any other paid notice in any publication.

Section 54957.5 **Agenda and other writings distributed are public**

Materials distributed less than 72 hours before regular meeting: made available to public at same time

Available at public office or agendized location

Available on website instead of public office or agendized location: requirements

Writings distributed during meeting are public records

Fee for copies

(a) Notwithstanding any other provision of law, a legislative body of a local agency may hold closed sessions with the local agency's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation, subject to all of the following conditions:

(1) Prior to the closed session, the legislative body of the local agency shall hold an open and public session in which it identifies its designated representatives.

(2) The closed session shall be for the purpose of reviewing its position and instructing the local agency's designated representatives.

(3) The closed session may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees.

(4) Any closed session with the local agency's designated representative regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussion of an agency's available funds and funding priorities, but only insofar as these discussions relate to providing instructions to the local agency's designated representative.

(5) The closed session shall not include final action on the proposed compensation of one or more unrepresented employees.

Section 54957.6 **Closed session; salaries and benefits**

Section 54957.6
Closed session; salaries
and benefits
(continued)

(6) For the purposes enumerated in this section, a legislative body of a local agency may also meet with a state conciliator who has intervened in the proceedings.
(b) For the purposes of this section, the term “employee” shall include an officer or an independent contractor who functions as an officer or an employee, but shall not include any elected official, member of a legislative body, or other independent contractors.

Section 54957.7
Basis of closed session to
be disclosed in advance

Resume open session to
report out

(a) Prior to holding any closed session, the legislative body of the local agency shall disclose, in an open meeting, the item or items to be discussed in the closed session. The disclosure may take the form of a reference to the item or items as they are listed by number or letter on the agenda. In the closed session, the legislative body may consider only those matters covered in its statement. Nothing in this section shall require or authorize a disclosure of information prohibited by state or federal law.
(b) After any closed session, the legislative body shall reconvene into open session prior to adjournment and shall make any disclosures required by Section 54957.1 of action taken in the closed session.
(c) The announcements required to be made in open session pursuant to this section may be made at the location announced in the agenda for the closed session, as long as the public is allowed to be present at that location for the purpose of hearing the announcements.

Section 54957.8
Closed session; legislative
body of a multi-
jurisdictional drug
enforcement agency

(a) For purposes of this section, “multijurisdictional law enforcement agency” means a joint powers entity formed pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 that provides law enforcement services for the parties to the joint powers agreement for the purpose of investigating criminal activity involving drugs; gangs; sex crimes; firearms trafficking or felony possession of a firearm; high technology, computer, or identity theft; human trafficking; or vehicle theft.
(b) Nothing contained in this chapter shall be construed to prevent the legislative body of a multijurisdictional law enforcement agency, or an advisory body of a multijurisdictional law enforcement agency, from holding closed sessions to discuss the case records of any ongoing criminal investigation of the multijurisdictional law enforcement agency or of any party to the joint powers agreement, to hear testimony from persons involved in the investigation, and to discuss courses of action in particular cases.

Section 54957.9
Disorderly conduct of
general public during
meeting; clearing of room

In the event that any meeting is willfully interrupted by a group or groups of persons so as to render the orderly conduct of the meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the members of the legislative body conducting the meeting may order the meeting room cleared and continue in session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the legislative body from establishing a procedure for readmitting an individual or individuals not responsible for willfully disturbing the orderly conduct of the meeting.

Section 54957.95
Removal of disruptive
individual
Prior warning

(a) (1) In addition to authority exercised pursuant to Sections 54954.3 and 54957.9, the presiding member of the legislative body conducting a meeting or their designee may remove, or cause the removal of, an individual for disrupting the meeting, including any teleconferenced meeting.
(2) Prior to removing an individual, the presiding member or their designee shall warn the individual that their behavior is disrupting the meeting and that their failure to cease their behavior may result in their removal. The presiding member or their designee may then remove the individual if they do not promptly cease their disruptive behavior. This paragraph does not apply to any behavior described in subparagraph (B) of paragraph (1) of subdivision (b).

Definitions

(b) As used in this section:
(1) “Disrupting” means engaging in behavior during a meeting of a legislative body that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, one of the following:
(A) A failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law.
(B) Engaging in behavior that constitutes use of force or a true threat of force.
(2) “True threat of force” means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat.

Section 54957.96
Removal of disruptive
individual participating
remotely

(a) The existing authority of a legislative body or its presiding officer to remove or limit participation by persons who engage in behavior that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting, including existing limitations upon that authority, shall apply to members of the public participating in a meeting via a two-way telephonic service or a two-way audiovisual platform.
(b) For purposes of this section, the following definitions apply:
(1) “Two-way audiovisual platform” means an online platform that provides participants with the ability to participate in a meeting via both an interactive video conference and a two-way telephonic service. A two-way audiovisual platform may be structured to disable the use of video for the public participants.
(2) “Two-way telephonic service” means a telephone service that does not require internet access and allows participants to dial a telephone number to listen and verbally participate.

Notwithstanding any other provision of law, a legislative body of a local agency may hold closed sessions to discuss a local agency employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan.

Section 54957.10
Closed session; deferred compensation plan

The provisions of this chapter shall apply to the legislative body of every local agency notwithstanding the conflicting provisions of any other state law.

Section 54958
Application of chapter

Each member of a legislative body who attends a meeting of that legislative body where action is taken in violation of any provision of this chapter, and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under this chapter, is guilty of a misdemeanor.

Section 54959
Penalty for unlawful meeting

(a) The district attorney or any interested person may commence an action by mandamus, injunction, or declaratory relief for the purpose of stopping or preventing violations or threatened violations of this chapter by members of the legislative body of a local agency or to determine the applicability of this chapter to ongoing actions or threatened future actions of the legislative body, or to determine the applicability of this chapter to past actions of the legislative body, subject to Section 54960.2, or to determine whether any rule or action by the legislative body to penalize or otherwise discourage the expression of one or more of its members is valid or invalid under the laws of this state or of the United States, or to compel the legislative body to audio record its closed sessions as hereinafter provided.

Section 54960
Action to stop violations; recording closed sessions

(b) The court in its discretion may, upon a judgment of a violation of Section 54956.7, 54956.8, 54956.9, 54956.95, 54957, or 54957.6, order the legislative body to audio record its closed sessions and preserve the audio recordings for the period and under the terms of security and confidentiality the court deems appropriate.

(c) (1) Each recording so kept shall be immediately labeled with the date of the closed session recorded and the title of the clerk or other officer who shall be custodian of the recording.

(2) The audio recordings shall be subject to the following discovery procedures:

(A) In any case in which discovery or disclosure of the audio recording is sought by either the district attorney or the plaintiff in a civil action pursuant to Section 54959, 54960, or 54960.1 alleging that a violation of this chapter has occurred in a closed session that has been recorded pursuant to this section, the party seeking discovery or disclosure shall file a written notice of motion with the appropriate court with notice to the governmental agency that has custody and control of the audio recording. The notice shall be given pursuant to subdivision (b) of Section 1005 of the Code of Civil Procedure.

(B) The notice shall include, in addition to the items required by Section 1010 of the Code of Civil Procedure, all of the following:

(i) Identification of the proceeding in which discovery or disclosure is sought, the party seeking discovery or disclosure, the date and time of the meeting recorded, and the governmental agency that has custody and control of the recording.

(ii) An affidavit that contains specific facts indicating that a violation of the act occurred in the closed session.

(3) If the court, following a review of the motion, finds that there is good cause to believe that a violation has occurred, the court may review, in camera, the recording of that portion of the closed session alleged to have violated the act.

(4) If, following the in camera review, the court concludes that disclosure of a portion of the recording would be likely to materially assist in the resolution of the litigation alleging violation of this chapter, the court shall, in its discretion, make a certified transcript of the portion of the recording a public exhibit in the proceeding.

(5) This section shall not permit discovery of communications that are protected by the attorney-client privilege.

(a) The district attorney or any interested person may commence an action by mandamus or injunction for the purpose of obtaining a judicial determination that an action taken by a legislative body of a local agency in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5 is null and void under this section. Nothing in this chapter shall be construed to prevent a legislative body from curing or correcting an action challenged pursuant to this section.

Section 54960.1
Suits to void actions violating Act

(b) Prior to any action being commenced pursuant to subdivision (a), the district attorney or interested person shall make a demand of the legislative body to cure or correct the action alleged to have been taken in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5. The demand shall be in writing and clearly describe the challenged action of the legislative body and nature of the alleged violation.

Demand cure

(c) (1) The written demand shall be made within 90 days from the date the action was taken unless the action was taken in an open session but in violation of Section 54954.2, in which case the written demand shall be made within 30 days from the date the action was taken.

(2) Within 30 days of receipt of the demand, the legislative body shall cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct or inform the demanding party in writing of its decision not to cure or correct the challenged action.

(3) If the legislative body takes no action within the 30-day period, the inaction shall be deemed a decision not to cure or correct the challenged action, and the 15-day period to commence the action described in subdivision (a) shall commence to run the day after the 30-day period to cure or correct expires.

Section 54960.1
Suits to void actions
violating Act
(continued)

(4) Within 15 days of receipt of the written notice of the legislative body's decision to cure or correct, or not to cure or correct, or within 15 days of the expiration of the 30-day period to cure or correct, whichever is earlier, the demanding party shall be required to commence the action pursuant to subdivision (a) or thereafter be barred from commencing the action.

(d) An action taken that is alleged to have been taken in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5 shall not be determined to be null and void if any of the following conditions exist:

(1) The action taken was in substantial compliance with Sections 54953, 54954.2, 54954.5, 54954.6, 54956, and 54956.5.

(2) The action taken was in connection with the sale or issuance of notes, bonds, or other evidences of indebtedness or any contract, instrument, or agreement thereto.

(3) The action taken gave rise to a contractual obligation, including a contract let by competitive bid other than compensation for services in the form of salary or fees for professional services, upon which a party has, in good faith and without notice of a challenge to the validity of the action, detrimentally relied.

(4) The action taken was in connection with the collection of any tax.

(5) Any person, city, city and county, county, district, or any agency or subdivision of the state alleging noncompliance with subdivision (a) of Section 54954.2, Section 54956, or Section 54956.5, because of any defect, error, irregularity, or omission in the notice given pursuant to those provisions, had actual notice of the item of business at least 72 hours prior to the meeting at which the action was taken, if the meeting was noticed pursuant to Section 54954.2, or 24 hours prior to the meeting at which the action was taken if the meeting was noticed pursuant to Section 54956, or prior to the meeting at which the action was taken if the meeting is held pursuant to Section 54956.5.

(e) During any action seeking a judicial determination pursuant to subdivision (a) if the court determines, pursuant to a showing by the legislative body that an action alleged to have been taken in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5 has been cured or corrected by a subsequent action of the legislative body, the action filed pursuant to subdivision (a) shall be dismissed with prejudice.

(f) The fact that a legislative body takes a subsequent action to cure or correct an action taken pursuant to this section shall not be construed or admissible as evidence of a violation of this chapter.

Section 54960.2
Actions to determine
past violations

Cease and desist letter

(a) The district attorney or any interested person may file an action to determine the applicability of this chapter to past actions of the legislative body pursuant to subdivision (a) of Section 54960 only if all of the following conditions are met:

(1) The district attorney or interested person alleging a violation of this chapter first submits a cease and desist letter by postal mail or facsimile transmission to the clerk or secretary of the legislative body being accused of the violation, as designated in the statement pertaining to that public agency on file pursuant to Section 53051, or if the agency does not have a statement on file designating a clerk or a secretary, to the chief executive officer of that agency, clearly describing the past action of the legislative body and nature of the alleged violation.

Within 9 months of
alleged violation

(2) The cease and desist letter required under paragraph (1) is submitted to the legislative body within nine months of the alleged violation.

(3) The time during which the legislative body may respond to the cease and desist letter pursuant to subdivision (b) has expired and the legislative body has not provided an unconditional commitment pursuant to subdivision (c).

60 days to commence
action

(4) Within 60 days of receipt of the legislative body's response to the cease and desist letter, other than an unconditional commitment pursuant to subdivision (c), or within 60 days of the expiration of the time during which the legislative body may respond to the cease and desist letter pursuant to subdivision (b), whichever is earlier, the party submitting the cease and desist letter shall commence the action pursuant to subdivision (a) of Section 54960 or thereafter be barred from commencing the action.

30 days to respond

(b) The legislative body may respond to a cease and desist letter submitted pursuant to subdivision (a) within 30 days of receiving the letter. This subdivision shall not be construed to prevent the legislative body from providing an unconditional commitment pursuant to subdivision (c) at any time after the 30-day period has expired, except that in that event the court shall award court costs and reasonable attorney fees to the plaintiff in an action brought pursuant to this section, in accordance with Section 54960.5.

Unconditional
commitment to cease and
desist

(c) (1) If the legislative body elects to respond to the cease and desist letter with an unconditional commitment to cease, desist from, and not repeat the past action that is alleged to violate this chapter, that response shall be in substantially the following form:

To _____:

The [name of legislative body] has received your cease and desist letter dated [date] alleging that the following described past action of the legislative body violates the Ralph M. Brown Act:

[Describe alleged past action, as set forth in the cease and desist letter submitted pursuant to subdivision (a)]

In order to avoid unnecessary litigation and without admitting any violation of the Ralph M. Brown Act, the [name of legislative body] hereby unconditionally commits that it will cease, desist from, and not repeat the challenged past action as described above.

The [name of legislative body] may rescind this commitment only by a majority vote of its membership taken in open session at a regular meeting and noticed on its posted agenda as "Rescission of Brown Act Commitment." You will be provided with written notice, sent by any means or media you provide in response to this message, to whatever address or addresses you specify, of any intention to consider rescinding this commitment at least 30 days before any such regular meeting. In the event that this commitment is rescinded, you will have the right to commence legal action pursuant to subdivision (a) of Section 54960 of the Government Code. That notice will be delivered to you by the same means as this commitment, or may be mailed to an address that you have designated in writing.

Very truly yours,

[Chairperson or acting chairperson of the legislative body]

(2) An unconditional commitment pursuant to this subdivision shall be approved by the legislative body in open session at a regular or special meeting as a separate item of business, and not on its consent agenda.

(3) An action shall not be commenced to determine the applicability of this chapter to any past action of the legislative body for which the legislative body has provided an unconditional commitment pursuant to this subdivision. During any action seeking a judicial determination regarding the applicability of this chapter to any past action of the legislative body pursuant to subdivision (a), if the court determines that the legislative body has provided an unconditional commitment pursuant to this subdivision, the action shall be dismissed with prejudice. Nothing in this subdivision shall be construed to modify or limit the existing ability of the district attorney or any interested person to commence an action to determine the applicability of this chapter to ongoing actions or threatened future actions of the legislative body.

(4) Except as provided in subdivision (d), the fact that a legislative body provides an unconditional commitment shall not be construed or admissible as evidence of a violation of this chapter.

(d) If the legislative body provides an unconditional commitment as set forth in subdivision (c), the legislative body shall not thereafter take or engage in the challenged action described in the cease and desist letter, except as provided in subdivision (e). Violation of this subdivision shall constitute an independent violation of this chapter, without regard to whether the challenged action would otherwise violate this chapter. An action alleging past violation or threatened future violation of this subdivision may be brought pursuant to subdivision (a) of Section 54960, without regard to the procedural requirements of this section.

(e) The legislative body may resolve to rescind an unconditional commitment made pursuant to subdivision (c) by a majority vote of its membership taken in open session at a regular meeting as a separate item of business not on its consent agenda, and noticed on its posted agenda as "Rescission of Brown Act Commitment," provided that not less than 30 days prior to such regular meeting, the legislative body provides written notice of its intent to consider the rescission to each person to whom the unconditional commitment was made, and to the district attorney. Upon rescission, the district attorney or any interested person may commence an action pursuant to subdivision (a) of Section 54960. An action under this subdivision may be brought pursuant to subdivision (a) of Section 54960, without regard to the procedural requirements of this section.

Section 54960.2
Actions to determine
past violations
(continued)

No admission of violation

Notice of rescission of
unconditional
commitment

A court may award court costs and reasonable attorney fees to the plaintiff in an action brought pursuant to Section 54960 or 54960.1, or 54960.2 where it is found that a legislative body of the local agency has violated this chapter. Additionally, when an action brought pursuant to Section 54960.2 is dismissed with prejudice because a legislative body has provided an unconditional commitment pursuant to paragraph (1) of subdivision (c) of that section at any time after the 30-day period for making such a commitment has expired, the court shall award court costs and reasonable attorney fees to the plaintiff if the filing of that action caused the legislative body to issue the unconditional commitment. The costs and fees shall be paid by the local agency and shall not become a personal liability of any public officer or employee of the local agency.

A court may award court costs and reasonable attorney fees to a defendant in any action brought pursuant to Section 54960 or 54960.1 where the defendant has prevailed in a final determination of such action and the court finds that the action was clearly frivolous and totally lacking in merit.

Section 54960.5
Costs and attorney fees

(a) No legislative body of a local agency shall conduct any meeting in any facility that prohibits the admittance of any person, or persons, on the basis of ancestry or any characteristic listed or defined in Section 11135, or which is inaccessible to disabled persons, or where members of the public may not be present without making a payment or purchase. This section shall apply to every local agency as defined in Section 54951.

(b) No notice, agenda, announcement, or report required under this chapter need identify any victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.

Section 54961
Meetings to be
accessible; identity of
victims of sexual
misconduct or child abuse

Except as expressly authorized by this chapter, or by Sections 1461, 1462, 32106, and 32155 of the Health and Safety Code, or by Sections 37606, 37606.1 and 37624.3 of the Government Code as they apply to hospitals, or by any provision of the Education Code pertaining to school districts and community college districts, no closed session may be held by any legislative body of any local agency.

Section 54962
Unauthorized closed
sessions prohibited

Section 54963
Disclosure of confidential
information prohibited
Confidential information

Remedies for closed
session leak

(a) A person may not disclose confidential information that has been acquired by being present in a closed session authorized by Section 54956.7, 54956.8, 54956.86, 54956.87, 54956.9, 54957, 54957.6, 54957.8, or 54957.10 to a person not entitled to receive it, unless the legislative body authorizes disclosure of that confidential information.

(b) For purposes of this section, "confidential information" means a communication made in a closed session that is specifically related to the basis for the legislative body of a local agency to meet lawfully in closed session under this chapter.

(c) Violation of this section may be addressed by the use of such remedies as are currently available by law, including, but not limited to:

(1) Injunctive relief to prevent the disclosure of confidential information prohibited by this section.

(2) Disciplinary action against an employee who has willfully disclosed confidential information in violation of this section.

(3) Referral of a member of a legislative body who has willfully disclosed confidential information in violation of this section to the grand jury.

(d) Disciplinary action pursuant to paragraph (2) of subdivision (c) shall require that the employee in question has either received training as to the requirements of this section or otherwise has been given notice of the requirements of this section.

(e) A local agency may not take any action authorized by subdivision (c) against a person, nor shall it be deemed a violation of this section, for doing any of the following:

(1) Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts to a district attorney or grand jury that are necessary to establish the illegality of an action taken by a legislative body of a local agency or the potential illegality of an action that has been the subject of deliberation at a closed session if that action were to be taken by a legislative body of a local agency.

(2) Expressing an opinion concerning the propriety or legality of actions taken by a legislative body of a local agency in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action.

(3) Disclosing information acquired by being present in a closed session under this chapter that is not confidential information.

(f) Nothing in this section shall be construed to prohibit disclosures under the whistleblower statutes contained in Section 1102.5 of the Labor Code or Article 4.5 (commencing with Section 53296) of Chapter 2 of this code.

RELATED STATUTES

Section 35144
Special meetings;
who may call

School Districts (Education Code)

A special meeting of the governing board of a school district may be called at any time by the presiding officer of the board, or by a majority of the members thereof, by delivering personally or by mail written notice to each member of the board, and to each local newspaper of general circulation, radio, or television station requesting notice in writing. The notice shall be delivered personally or by mail at least 24 hours before the time of the meeting as specified in the notice. The call and notice shall specify the time and place of the special meeting and the business to be transacted. No other business shall be considered at those meetings by the governing board. The written notice may be dispensed with as to any member who at or prior to the time the meeting convenes files with the clerk or secretary of the board a written waiver of notice. The waiver may be given by telegram. The written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes. The call and notice shall be posted at least 24 hours prior to the special meeting in a location that is freely accessible to members of the public and district employees.

Section 35145
Public meetings; posting
of agenda; commencing
lawsuits

All meetings of the governing board of any school district shall be open to the public and shall be conducted in accordance with Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code. All actions authorized or required by law of the governing board shall be taken at the meetings and shall be subject to the following requirements:

(a) Minutes shall be taken at all of those meetings, recording all actions taken by the governing board. The minutes are public records and shall be available to the public.

(b) An agenda shall be posted by the governing board, or its designee, in accordance with the requirements of Section 54954.2 of the Government Code. Any interested person may commence an action by mandamus or injunction pursuant to Section 54960.1 of the Government Code for the purpose of obtaining a judicial determination that any action taken by the governing board in violation of this subdivision or Section 35144 is null and void.

Section 35145.5
Public right to request
agenda items; public
participation

It is the intent of the Legislature that members of the public be able to place matters directly related to school district business on the agenda of school district governing board meetings. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the governing board on any item of interest to the public, before or during the governing board's consideration of the item, that is within the subject matter jurisdiction of the governing board. Governing boards shall adopt reasonable regulations to insure that this intent is carried out. The regulations may specify reasonable procedures to insure the proper functioning of governing board meetings.

This subdivision shall not preclude the taking of testimony at regular meetings on matters not on the agenda which any member of the public may wish to bring before the board, provided that, except as authorized by Section 54954.2 of the Government Code, no action is taken by the board on those matters at the same meeting at which the testimony is taken. Nothing in this paragraph shall be deemed to limit further discussion on the same subject matter at a subsequent meeting.

Section 35145.5
Public right to request agenda items; public participation
(continued)

Notwithstanding the provisions of Section 35145 of this code and Section 54950 of the Government Code, the governing body of a school district shall, unless a request by the parent has been made pursuant to this section, hold closed sessions if the board is considering the suspension of, or disciplinary action or any other action except expulsion in connection with any pupil of the school district, if a public hearing upon such question would lead to the giving out of information concerning school pupils which would be in violation of Article 5 (commencing with Section 49073) of Chapter 6.5 of Part 27 of this code.

Section 35146
Closed session; expulsions

Before calling such closed session of the governing board of the district to consider these matters, the governing board of the district shall, in writing, by registered or certified mail or by personal service, if the pupil is a minor, notify the pupil and his or her parent or guardian, or the pupil if the pupil is an adult, of the intent of the governing board of the district to call and hold such closed session. Unless the pupil, or his or her parent, or guardian shall, in writing, within 48 hours after receipt of such written notice of intention, request that the hearing of the governing board be held as a public meeting, then the hearing to consider such matters shall be conducted by the governing board in closed session. If such written request is served upon the clerk or secretary of the governing board, the meeting shall be public except that any discussion at such meeting that might be in conflict with the right to privacy of any pupil other than the pupil requesting the public meeting or on behalf of whom such meeting is requested, shall be in closed session. Whether the matter is considered at a closed session or at a public meeting, the final action of the governing board of the school district shall be taken at a public meeting and the result of such action shall be a public record of the school district.

(a) Except as specified in this section, any meeting of the councils or committees specified in subdivision (b) is exempt from the provisions of this article, the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Division 3 of Title 2 of the Government Code), and the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

Section 35147
School site councils exempt

(b) The councils and schoolsite advisory committees established pursuant to Sections 52063, 52069, and 52176, subdivision (b) of Section 54425, Sections 54444.2, 56190, 62002.5, and 65000, and committees formed pursuant to Section 11503 are subject to this section.

(c) (1) Any meeting held by a council or committee specified in subdivision (b) shall be open to the public, and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee. Notice of the meeting shall be posted at the schoolsite, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon. The council or committee may not take any action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

(2) Questions or brief statements made at a meeting by members of the council, committee, or public that do not have a significant effect on pupils or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If a council or committee violates the procedural meeting requirements of this section, upon demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item.

(d) Any materials provided to a schoolsite council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1 of the Government Code).

All meetings of the governing board of the school district and the county board of education at which the granting, revocation, appeal, or renewal of a charter petition is discussed shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

Section 47608
Review of charter petitions

School Districts (Government Code)

All the proceedings set forth in subdivisions (a) to (d), inclusive, are exempt from the provisions of Sections 35144 and 35145 of the Education Code, the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2), and the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5), unless the parties mutually agree otherwise:

Section 3549.1
Closed session; certified employees

(a) Any meeting and negotiating discussion between a public school employer and a recognized or certified employee organization.

(b) Any meeting of a mediator with either party or both parties to the meeting and negotiating process.

Section 3549.1
Closed session; certified
employees
(continued)

- (c) Any hearing, meeting, or investigation conducted by a factfinder or arbitrator.
(d) Any executive session of the public school employer or between the public school employer and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives.

Section 47604.1
Special charter school
meeting rules

Where to meet;
teleconferencing,
recordings

Charter Schools (Education Code)

(1) The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), except that a charter school operated by an entity pursuant to Chapter 5 (commencing with Section 47620) shall be subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) regardless of the authorizing entity....[portions omitted]

(c) (1) (A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located.

(B) A two-way teleconference location shall be established at each schoolsite.

(2) (A) The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

(B) A two-way teleconference location shall be established at each resource center.

(3) (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(4) (A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

(5) This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described in this subdivision if authorized by Section 54954 of the Government Code, and the meeting place complies with Section 54961 of the Government Code.

[section (d) omitted]

(e) To the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1 of the Government Code), and the Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code) shall not apply with regard to those unrelated activities unless otherwise required by law.

Unrelated activities
excluded

(f) A meeting of the governing body of a charter school to discuss items related to the operation of the charter school shall not include the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

(g) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.

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ABOUT US

Procopio is a full-service business and litigation law firm committed to thoughtful problem solving and improving your bottom line. With more than 180 attorneys based in Del Mar, San Diego, Orange County, Silicon Valley, Las Vegas, Scottsdale, and Washington, D.C., we're passionate about knowing your business and helping you grow and protect it for the long term.

At Procopio, we are focused on what is important to you – providing smart, innovative and practical solutions in a cost-effective manner to help you thrive.



LAW OFFICES OF YOUNG • MINNEY • CORR LLP

PAUL C. MINNEY ESQ.

FOUNDER/PARTNER ■ ATTORNEY AT LAW

pminney@ymclegal.com

MAY 30, 2026

**ATTORNEY/CLIENT PRIVILEGED, ATTORNEY WORK PRODUCT
PROTECTED CONFIDENTIAL COMMUNICATIONS**

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

**Re: CalSTRS Form 0765 — Required Amendments to Articles of Incorporation
and Bylaws**

Dear Christine:

This letter follows up on your recent email regarding the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (Form 0765). Before Form 0765 may be executed by the Corporation, the Corporation's Articles of Incorporation and bylaws must be amended to bring their dissolution and asset-distribution provisions into conformity with CalSTRS Form 0765 subdivision (f).

Subdivision (f) of Form 0765 is the controlling provision. It incorporates IRS Notice 2015-07 § III.A and requires the nonprofit public benefit corporation's governing documents to provide that, upon dissolution or final liquidation of the corporation, its net assets are distributed to either a public school that meets the requirements of Section III.A of Notice 2015-07, or transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

Articles of Incorporation. Article SIX of the Corporation's Articles of Incorporation, as filed with the California Secretary of State on May 22, 2007, currently provides that on dissolution the Corporation's remaining assets "shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code." That language is broader than subdivision (f) will accept because it permits distribution to any organization exempt under § 501(c)(3) without limiting the recipient to a qualifying public school under Notice 2015-07 § III.A or to the State of California or one of its political subdivisions, agencies, or instrumentalities. To correct the deficiency, we have prepared a Certificate of Amendment of Articles of Incorporation under California Corporations Code §§ 5810 and 5812 that amends and restates Article SIX to insert the model substitute language tracking subdivision (f) verbatim. The Board must approve the amendment, and the President and Secretary must execute the Certificate. We can assist with filing the Certificate – see action items below.

SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK

MAIN OFFICE: 655 UNIVERSITY AVENUE, SUITE 150, SACRAMENTO, CA 95825 ■ [YMCLEGAL.COM](http://ymclegal.com)

TEL 916.646.1400 ■ FAX 916.646.1300

Bylaws. Article V, Section 1 of the Corporation's bylaws currently provides that, on liquidation or dissolution, the Charter School's assets "shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3)." (Note that the bylaws refer to the Corporation as the "Charter School".) For the same reasons stated above, that language is broader than subdivision (f) will accept. We have prepared a tracked-changes amendment to Article V, Section 1 that conforms the bylaws to subdivision (f), along with a clean version for the Board to adopt. The bylaws are amended by Board action and are not filed with the Secretary of State.

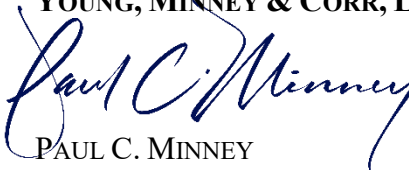
Charter Petition. We are not recommending any amendment to the Charter Petition. Element 15 (Closure Procedures) of the Charter Petition provides that, upon dissolution of the Corporation, the Charter School's assets "shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity." Because the Charter Petition defers to the Articles for asset distribution, and the Articles will be amended to satisfy subdivision (f), the Charter Petition itself is acceptable as written and no charter amendment is required.

We note for the Board's awareness that some chartering authorizers take the position that any change to a charter school's Articles of Incorporation or bylaws constitutes a material revision of the charter under California Education Code § 47607, requiring authorizer approval before the amendment may take effect. We recommend that the Corporation review its memorandum of understanding, if any, with the granting agency and any applicable school district policy to determine whether the granting agency will treat these CalSTRS-driven amendments as requiring a material-revision filing. We have good arguments that these amendments are not a material revision because they are compelled by a state-agency certification requirement, are limited to dissolution and asset-distribution language, and do not change the Corporation's educational program, governance structure, or operations. We are available to assist if the granting agency takes a contrary position.

Action items. Please place the following items on the next Board meeting agenda: (1) approval of the Certificate of Amendment of Articles of Incorporation; (2) approval of the amendment to Article V, Section 1 of the bylaws; and (3) authorization for an officer of the Corporation to execute and submit Form 0765 to CalSTRS. After the Board approves the Certificate of Amendment, please return the signed Certificate to this office, and we will file it with the California Secretary of State. The Secretary of State requires an original ink signature on the Certificate; a scanned copy of the signed original is acceptable, but a DocuSign or other electronic signature is not. After the Secretary of State returns the filed Certificate, we will forward a conformed copy. Once these documents have been approved, the School can file the CalSTRS Certification form by email to EmployerOrgMaint@CalSTRS.com

Please contact us with any questions or to discuss next steps.

Very truly yours,
LAW OFFICES OF
YOUNG, MINNEY & CORR, LLP


PAUL C. MINNEY

Attachments:

1. Certificate of Amendment of Articles of Incorporation (CalSTRS Dissolution)
2. Bylaws Amendment — Article V, Section 1 (CalSTRS Dissolution)

4932-6491-2817, v. 2
4932-6491-2817, v. 2

**CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION
OF
INNOVATIONS ACADEMY**

The undersigned certify that:

1. They are the President and the Secretary, respectively, of Innovations Academy, a California nonprofit public benefit corporation, with California Entity Number 3004228.

2. Article SIX of the Articles of Incorporation of the Corporation is amended in its entirety to read as follows:

“The property of this corporation is irrevocably dedicated to public benefit purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.”

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors of the Corporation.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____, 2026

Stephen Rosen, President

Date: _____, 2026

**AMENDMENT TO BYLAWS OF
INNOVATIONS ACADEMY
(Article V, Section 1 — Dedication of Assets)**

The Board of Directors of Innovations Academy, a California nonprofit public benefit corporation (the “Charter School”), has approved the following amendment to Article V, Section 1 (Dedication of Assets) of the Charter School’s bylaws. A tracked-changes version showing the deletions and insertions appears first, followed by a clean version of the amended section.

TRACKED CHANGES

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Charter School’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Charter School, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Board Member or officer of the Charter School. ~~On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Charter School shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).~~ Upon the dissolution or final liquidation of the Charter School, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Charter School shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

CLEAN VERSION (AS AMENDED)

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Charter School's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Charter School, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Board Member or officer of the Charter School. Upon the dissolution or final liquidation of the Charter School, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Charter School shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

CERTIFICATE OF SECRETARY. I certify that I am the duly elected and acting Secretary of Innovations Academy, a California nonprofit public benefit corporation; that the foregoing amendment to Article V, Section 1 of the Charter School's bylaws was duly approved by the Board of Directors of the Charter School at a meeting held on June 16, 2026; and that the amendment is in full force and effect as of that date.

Dated: _____, 2026

Tom Marchand, Secretary

Innovations Academy

Powerfully creating our lives through self-expression,
compassionate connection and
purposeful learning



Employee Handbook 2026~~5~~-2~~6~~ School Year

5454 Ruffin Rd.
San Diego, CA 92123
InnovationsAcademy.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the school.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the school's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the school. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the school.

Employee's Signature: _____ Date: _____

**Please sign/date, tear out, and return to the school.
Retain this Handbook for your reference.**

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Innovations Academy (hereinafter referred to as “Innovations Academy” or the “School”). It explains some of our philosophies and beliefs and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the school. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the school or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the school is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Innovations Academy also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the school, and it is intended for personal use and reference by employees of the school. Circulation of this Handbook outside of the school requires the prior written approval of the Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Director. This will provide the school with a record that each employee has received this Handbook.

Christine Kuglen (Director)
christine@innovationsacademy.org
Cell phone: (619) 379-9275

Office hours:
Monday - Friday: 8:00am to 4:00pm
Saturday: Closed
Sunday: Closed

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

Innovations Academy is an equal opportunity employer. It is the policy of the school to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or

Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should

specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Innovations Academy will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Innovations Academy will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the school that all employees are considered “at-will” employees of the school. Accordingly, either the school or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the school to have “cause” to terminate an employee or otherwise restrict the school’s right to release an employee from their at-will employment with the school. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the school’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the school that are not consistent with the school’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Career Opportunities

It is the school’s desire to see each and every employee achieve their highest potential through the mission of the school. Innovations Academy will do its best to provide opportunities to employees and offer training, education, and guidance whenever possible. Employees are encouraged to stay in communication with the Director regarding opportunities for professional development.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty six (36) hours of receiving the information concerning the incident.

Innovations Academy will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the school will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the school's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the school include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the school. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the school, the employee must immediately report the charge or conviction to the Director.

Tuberculosis Testing

All employees of the school must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the school and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student

services to the school will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

Innovations Academy will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Innovations Academy will not check the employment authorization status of current employees or applicants who were not offered positions with the school unless required to do so by law.

The school shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the school without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the school will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

Innovations Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.
- 4.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

§32100 Staff Student Communication Policy

Parent/Guardians are the most important people in a child's life. The school is an institutional tool selected by parents/guardians to support their child's educational development. Innovations Academy is committed to ensuring that any staff-student electronic communication is visible to all parents/guardians.

Students at Innovations Academy are not assigned school email accounts for use as a communication tool. They are not given access to ParentSquare, the designated communication platform for school-home communication. There is no reason for a staff member to communicate directly with a student off campus. If a staff member has a message for a student outside of school regarding a field trip or academic item, the message will be communicated via the parent using ParentSquare.

Students have access, when necessary, to academic information via Google Classroom. Staff will only communicate with students in person or via written feedback to students regarding their academic work. No electronic communication will occur exclusively between any staff member and student.

Communication is prohibited between staff and students via social media platforms, including via DMs, disappearing message apps, texts, personal email and personal SMS.

If a student messages or texts a staff member directly at any time, the staff member is required to report it to the director within 24 hours or as soon as possible and the director will directly notify the parents/guardians of the situation. Any parent who observes off-channel contact is asked to notify the director or assistant director via info@innovationsacademy.org

Violations of this communication policy include credential/certificate discipline referrals to the Commission on Teacher Credentialing.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Innovations Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Innovations Academy's policy prohibits

unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Innovations Academy does not condone and will not tolerate unlawful harassment,

discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the school does business). Supervisors and managers are to report any complaints of unlawful harassment to the Director or designee.

When Innovations Academy receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Director) or the Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Innovations Academy is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Innovations Academy is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within

six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults and

- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional

materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

- o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Innovations Academy policy.

Whistleblower Policy

Innovations Academy requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the school, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the school has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the school to raise serious concerns about the occurrence of illegal or unethical actions within the school before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the school have a responsibility to report any action or suspected action taken within the school that is illegal, unethical or violates any adopted policy of the school, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the school or any individual at the school and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the school believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol-Free Workplace

Innovations Academy is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and

a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Innovations Academy stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any school premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Drug and Alcohol Testing

Innovations Academy does not tolerate the use of alcohol or nonprescription drugs on company premises or during work hours at any other employment location as required by Innovations Academy. The school may require employees to submit to alcohol or drug testing whenever the school reasonably suspects the employee is under the influence of drugs or alcohol. If an employee is suspected of working while under the influence of illegal drugs and/or alcohol, the school may contact emergency services and the employee may be required to submit to a drug and/or alcohol test or otherwise sent home.

Employees who are found to have been under the influence of drugs or alcohol while working may be disciplined or dismissed. The school may consider any alcohol or drug test results in any disciplinary or termination proceedings, or any other factors indicating the employee may be under the influence of intoxicating substances (e.g., the employee's possession of substances, behavior, appearance, smell, etc.). The school may also report any suspicions or findings to any administrative or law enforcement agencies as required by law.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflicts of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the school may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Familial Employment

Innovations Academy allows “family members” (e.g., spouse, parent, child, sibling, uncle/aunt, niece/nephew, cousin, or romantic partner) of employees to be considered for employment, provided they are qualified for the position and no other conflict of interest exists. No employee may be permitted to make hiring, termination, promotion, evaluation, or pay-related decisions regarding a family member. Family relationships between employees/applicants must be self reported by the employees or applicants to the Director. Any employee in violation of this policy may have their position reassigned, or they may be disciplined or dismissed.

No Smoking

The Innovations Academy facility is a no smoking facility.

THE WORKPLACE

Employment Expectations

Teachers

Teachers are expected to know and follow the employment expectations set in their job description and in the school’s policies and this Employee Handbook. All teachers are expected to seek help for any area of the expectations that are unclear or challenging during any point in the year. Expectations will be reviewed by staff during staff development.

Teacher Assistants

Teacher Assistants at Innovations Academy work with specific teachers and classes. Teacher Assistants are expected to be punctual and practice kind and firm interactions with students. Teacher Assistants are expected to ask questions and seek understanding about philosophies and tasks that are not clear.

Work Schedule

The work schedule for Teacher Assistants is 8:~~30~~ a.m. to 3:~~00~~¹⁵ p.m. Tuesday-Friday and 8:~~30~~⁴⁵-1:00 on Mondays. All other part-time staff work on a schedule determined by contract. All part-time staff are required to take a 30-minute meal break determined by classroom schedule

and approved by the teacher. **Hours are not to exceed 29.5 hours a week.**

Unless otherwise agreed upon by staff and administration, all staff are expected to be on campus or at their assigned work stations during their regular work hours. Due to budget constraints, hourly employees are not permitted to work overtime or extra hours beyond their regular assignments. All overtime must be approved in writing prior to the day the overtime will be worked.

Innovations Academy students may participate in overnight School field trips. Teacher Assistants are not required to attend and are never expected to volunteer to attend. If Teacher Assistants choose to attend any overnight field trip for personal reasons they will not be paid more than the usual 29.75 hours for that week of work. A written agreement must be in place prior to the trip. If a teacher assistant chooses to attend a field trip that extends beyond their work hours for that day, they are still required to take their normal break and lunch, and must complete a written agreement prior to leaving so that each case can be managed independently. See below for compensation information.

The work hours for teachers are from 8:00 a.m. to 4:00 p.m. Monday through Friday. Additionally, each teacher must arrange for afternoon and evening parent meetings at least one (1) day per week, and as needed to accommodate the schedules of working parents. Teachers must also attend all school functions in person or remote as scheduled and consistent with the work year calendar (such as but not limited to: Exhibition Nights, student IEP meetings, Student Conferences, fundraisers, Carnivals, Dances, Parent Information Sessions etc.) and staff meetings scheduled during the week. Unless otherwise agreed upon by staff and the administration, all staff are expected to be on campus or at their assigned work location during these work hours.

Staff Meetings

Staff Meetings, grade level meetings and team meetings generally take place on Mondays from 1:00-3:30 pm. Unless otherwise agreed upon, all staff are expected to be present on-site or remote, as assigned. It is the responsibility of each staff member to know their meeting schedules and to be an active participant in the ongoing development of a creative and supportive work environment.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Innovations Academy mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time

allowed for meal and rest periods.

Food and Beverage

Without exception, food and beverage is strictly prohibited within immediate proximity of any computers, servers and related hardware. All rules regarding food and drinks for students will also apply for all adults.

Lactation Accommodation

Innovations Academy accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Innovations Academy will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the school's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to call or text the Director [\(619\) 379-9275](tel:619-379-9275) and Assistant Director [\(\(619\)992-2799\)](tel:619-992-2799) as soon as possible ~~on her cell phone ((619) 379-9275)~~ but no later than by 9:00 pm the night before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Director sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the school. Absence for more than three (3) consecutive days without notifying

the Director will be considered a voluntary resignation from employment.

Time Cards/Records

By law, Innovations Academy is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the school's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Office Manager to make the correction and such correction must be initialed by both the employee and the Office Manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the school.

Use of Email, Voicemail and Internet Access

Innovations Academy will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. Innovations Academy retains a copy of all passwords; passwords unknown to the school may not be used. System security features, including passwords and delete functions, do not neutralize the school's ability to access any message at any time.

Employees must be aware that the possibility of such access always exists.

5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account, and may be subject to public review under California Public Records Act request laws.
6. Teacher Assistants are not to communicate electronically or via phone with parents or students. "School to home" messages should be sent using ParentSquare, the school provided communication app or, if necessary, from the teacher's School email. If a teacher assistant wishes to communicate about an incident with a parent, they will communicate with the teacher who will initiate and supervise the communication.
7. All exempt teachers are expected to check their email and ParentSquare accounts and respond to all parent and Director-administrator emails-communications on a daily (24 hour) within 72 hours at the latest. basis.

Guidelines for Parent Communications

Innovations Academy faculty and staff using email to correspond with parents are required to adhere to the following guidelines:

- Staff must use ParentSquare for all parent communications. Email may be used only if ParentSquare is unavailable for unforeseen reasons.
- All official emails/communications must be retained for a period of two (2) years.
- Email/ParentSquare must never be used to discuss contentious, emotional or highly confidential issues. These issues must be dealt with face-to-face or via the school telephone and followed up with the employee maintaining written notes of the interaction.
- ParentSquare and other Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format and salutation.
- Emails using Innovations Academy email addresses may not be confidential from the school.
- Emails/PS communications should be short and directional in nature and only include facts.
- Care should be given when using student names. Refer to students by first name, initials or 'your son/daughter' depending on the content. Do not discuss non-related students.

- All emails sent to groups of parents will be sent as "blind copies" so that parents do not have access to each other's email addresses without permission.
- The school maintains email accounts for staff to facilitate school communication and internal staff communication. The Director reserves the right to block or filter email messages to staff that are not directly related to School business or to the school's mission.
- Teacher assistants will not correspond with parents via email, text or phone. All parent communication is the responsibility of the teacher.

Acceptable Use of ~~Email-ParentSquare~~ for Parent Communication

~~Email-ParentSquare~~ should be used:

- for general information such as class activities, curriculum, assignments, tests, deadlines and special events.
- to arrange for a meeting/phone call regarding a student issue including a general description of the issue e.g. "I would like to arrange a meeting to discuss your daughter's attendance."
- to follow up on an issue that has previously been discussed on the phone or in person.

Unacceptable use of Email/~~ParentSquare~~ for Parent Communication

Email/~~ParentSquare~~ should never contain:

- any discussion related to other students using their names.
- personal information about other students.
- ~~specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent. (e.g. "I am concerned that your daughter failed the last test and was not at school again."~~
- any discussion related to other staff.
- any sensitive student information that would normally be discussed face to face or by phone (e.g. 'I am concerned that your daughter may have a learning disability').

Computers and Related Equipment

Innovations Academy provides employees access to computers, printers and other equipment on an as-needed basis, to perform their job requirements.

Employees are required to maintain their assigned computers and related equipment in good working order. If any equipment needs service, repair or maintenance, employees must notify the staff director immediately. Employees shall not use School systems to knowingly violate any city, state or federal laws. School equipment shall not be used to store or display images depicting violence, sexually explicit material or racially offensive material. Software installed on school computers must be properly licensed and installed at the direction of the Administration.

School property, such as laser printers, copiers, computers, projectors, cameras, doc cams, iPads, Chromebooks, laptops and all other tools, are to be used for Innovations Academy purposes only.

Inappropriate use of School property may result in appropriate disciplinary action, up to and including termination.

Internet

Innovations Academy may comply with any lawful subpoena, court order, or other reasonable

requests from law enforcement to review School records of internet activities of any employee on a school network or device. While accessing the internet on a school device or accessing a school network, employees should be fully aware that there can be no reasonable expectation of privacy in their use of School devices and programs, and such records may be subject to disclosure.

Employees are required to maintain a high level of dignity in their use of work-related technology and be mindful that they represent Innovations Academy to the world at large while online.

Office Supplies, Postage and School Accounts

Innovations Academy postage, postage systems, shipping accounts and accounts with various vendors and suppliers are to be used for School purposes only. Improper use of these items may result in appropriate disciplinary action, up to and including termination.

Conservation and Recycling

Conserving energy and resources is a priority at Innovations Academy. Employees are required to conserve power and water in all reasonable ways. Recycling containers are provided throughout the facility for collection. Containers are marked for various materials. Employees must be mindful to separate all recyclables and put them into the appropriate containers. Staff should also keep classroom doors closed when the air conditioning is on.

Personal Business

Innovations Academy's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Personal Property

Innovations Academy is not responsible for personal property of employees in facilities, vehicles or parking areas.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the school;
- Employees may not use the school's logos, trademarks and/or copyrighted material and are not authorized to speak on the school's behalf;

- Employees are not authorized to publish any confidential or proprietary information maintained by the school;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the school, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The school reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

Innovations Academy employees serve as role models to the school's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. We recommend clothing that allows staff to sit on the floor with children and interact with them outside safely and comfortably. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair.
2. Slacks and shorts are to be worn with no portion of an undergarment showing.
3. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
4. Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
5. Shoes appropriate for working with children both indoors and outdoors must be worn at all times.

Classroom Conditions

It is the responsibility of each teacher, teacher/education assistant, and student to maintain the cleanliness and order in the classroom AND the surrounding area outside the classroom door and around the backpack hooks including all items left behind by students, the class microwave, old lunch materials etc. Teachers are encouraged to create a class structure in which students will actively participate in the upkeep of their classrooms. It is important that teacher assistants

reinforce and hold themselves and the students accountable for the structure instituted by the teacher.

Parking

Innovations Academy employees are required to park in the employee parking area (north small lot). Once the north lot is full, staff can use the south lot. When possible, staff should park on the street so there are some spots for families and visitors during the school day.

Health and Safety Policy

Innovations Academy is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the school will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Personal Safety

At Innovations Academy, the safety of our employees is a top priority. The school will make every effort possible to ensure the safest working environment possible. Employees who have suggestions or concerns should discuss them with the Director. Any employee who observes or experiences a dangerous work condition must stop working and report the hazard immediately.

Security Protocols

Innovations Academy has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Director/[Front Office](#). Employee desks or offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

Innovations Academy is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of

all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the school that accident prevention shall be considered of primary importance in all phases of operation and administration. Innovations Academy's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Compensation

Innovations Academy employs both hourly and salaried employees. An employee's rate of pay

or salary is stated in the employee's employment agreement signed upon hiring.

Payroll Withholdings

As required by law, the school shall withhold Federal Income Tax, State Income Tax, Social Security (FICA for classified employees) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the school for classified employees.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The school will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the school shall initiate a legal action to validate the overpayment before proceeding with recoupment. The school may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The school also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The school shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. All overtime will be agreed upon in writing prior to the occurrence. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Innovations Academy will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Director. Innovations Academy provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Employees are paid bi-monthly. Paydays for nonexempt employees are the 10th and the 25th of the month. Paydays for exempt employees are the 15th and last day of the month. In the event the payday falls on a weekend, paychecks will be distributed the Friday prior. Employees are encouraged to enroll in automatic direct deposit. Paychecks shall be distributed or deposited according to this section.

Reimbursement of Expenses

Employees may be reimbursed for actual and necessary work expenses that are pre-approved by the Director. To be eligible for a reimbursement, the employee must submit a reimbursement request form, the receipt or documentation of the expense (where applicable), and submit the request within one (1) week of incurring the expense.

Innovations Academy will make every effort to process the reimbursement in a timely fashion. If appropriate, employees may seek an advance on expenses from the Director.

Wage Attachments and Garnishments

Under normal circumstances, the school will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as

garnishments, levies or judgments that require the school, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the school is presented a second garnishment request concerning an employee, the Director will discuss the situation with the employee.

Life Insurance Policies

Innovations Academy does not offer life insurance policies to employees at this time.

401(k) Plan

Innovations Academy does not offer a 401(k) plan at this time. The school does offer participation in an employee-funded 403(b) retirement account, as described below.

403(b) Tax Sheltered Annuity

Innovations Academy encourages employees to plan for retirement. The school has established a 403(b) savings plan for eligible employees which may offer employees advantages for retirement as well as tax savings. Employees should contact the Director or Office Manager for details and information regarding enrollment in the plan and payroll deductions.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the school at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Enrollment is handled through EASE. Please see the Office Manager for details as needed. Enrolling in EASE serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the school's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon

the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the school's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Innovations Academy will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the school within thirty (30) days of the event. Innovations Academy will then notify the employee or his/her dependents of the employee's rights.

end of coverage, or within sixty (60) days after the event causing the loss, whichever is later. There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Innovations Academy stops providing group health benefits;
- The employee (or the employee's spouse or child) becomes entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Director, Assistant Director or Special Education Administrator. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the school and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the ~~Director~~Evaluator, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed ~~by the Director~~ within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Innovations Academy's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the school to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a school representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Innovations Academy will restrict disclosure of personnel files to authorized individuals within the school. A request for information contained in the personnel file must be directed to the Director. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Innovations Academy calendar reflects any and all holidays observed by the school. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving (included in Thanksgiving break) & Friday after Thanksgiving (included in Thanksgiving break)
- Day before Christmas (included in winter break) & Christmas Day (included in winter break)

Other days during the school year, such as days during the school's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director. The employee will be paid if the religious holiday is taken as a paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

Innovations Academy does not offer vacation leave or paid time off. Instead, employees must utilize other calendared breaks as time off provided during the work year for rest and rejuvenation, and paid sick leave for absences related to injury or illness, or other qualifying reasons. In addition to the dates above, Innovations also provides the following built in vacation days for the ~~2025-26~~2026-27 school term:

- ~~The day after Veteran's Day~~
- ~~The three days leading up to Thanksgiving Break~~
- ~~Twelve days for~~ Winter Break ~~that (includes Christmas Eve and Christmas Day) for a total of 12 days~~
- ~~Five days for Patriot's Week that includes President's Day~~
- ~~Five~~Seven days for Spring Break
- Summer Break starting ~~June 10~~June 1, 2027~~6~~

Unpaid Leave of Absence

Innovations Academy recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the school may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the school.

Many factors are considered when determining an employee's eligibility for an unpaid leave of absence, including job performance, years of service, and the ability of the school to provide an unpaid leave. When granted, the maximum allowable length of an unpaid leave of absence is thirty (30) days per calendar year.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the school offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Employees may also use paid sick leave for any public health emergency that results in the closure of the employee's worksite, childcare provider, or child's school.

Paid sick leave is available to all School employees who work at least two (2) hours in one or more calendar weeks from the commencement of employment. Full-time employees shall be credited with eighty (80) hours of sick leave (10 days) at the beginning of each work year. All other employees shall be credited with forty (40) hours of sick leave (5 days) at the beginning of each work year.

Employees cannot use paid sick leave until the sixtieth (60th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

The school does not pay employees in lieu of unused sick leave and unused sick leave is not paid out at the end of employment. Sick leave does not carry over to the next year. No additional paid sick leave accrues during the course of the work year.

If an employee is absent longer than five (5) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the school.

may be required. The school will not tolerate abuse or misuse of the sick leave privilege. If the school suspects abuse of sick leave, the school may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond the maximum amount of sick leave. Employee requests for unpaid medical leave must be approved in advance by the school.

Family Care and Medical Leave

This policy explains how the school complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the school to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the school, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the school's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
- 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
- 5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

• Amount of FMLA/CFRA Leave Which May Be Taken

- 1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
- 2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The “twelve-month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the school’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the school’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the school and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the school’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the school during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the school will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period. If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Innovations Academy may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the school. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the school’s request for certification) may result in denial of the leave request until such certification is provided.
2. The school will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The school may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the school may request a second opinion by a health care provider of its choice (paid for by the school). If the second opinion differs from the first one, the school will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be given a copy of the school’s then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the school’s operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the school will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leaves on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The school will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the school will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the school will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the school's written permission. An employee who accepts such employment without the school's written permission will be deemed to have resigned from employment at the school.

Pregnancy Disability Leave

This policy explains how the school complies with the California Pregnancy Disability Act, which requires the school to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks). For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the school. The school is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pays, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Innovations Academy shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Innovations Academy can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the school and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the school. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be referred to the school's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the school's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leaves on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The school will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the school will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The school will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the school will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Innovations Academy policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

- **Employment during Leave**

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the school's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Innovations Academy, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the school's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Innovations Academy, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location

that is convenient to the school's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director and to the individual responsible for reporting to the school's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the school's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the school's approved medical facility before returning to work.
- Any time there is a job-related injury, the school's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Innovations Academy shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the school shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Innovations Academy will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the school, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Innovations Academy shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the school with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the school for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the school for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

If an employee receives a jury duty notification during the school year, the employee must first request to postpone jury duty. If the request is rejected and the employee is required to sit for jury duty, the following applies. For all exempt employees, the school will provide paid time off if an employee is called to serve on a jury provided the employee performs some work during the workweek and continues to perform work duties as assigned. For all nonexempt employees, the school provides unpaid time off if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Innovations Academy will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Innovations Academy, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Paid Parental Leave

IA shall provide up to eight (8) weeks of Paid Parental Leave to all regular, full-time, salaried employees following the birth of an employee's child, or the placement of a child with an employee in connection with adoption or foster care. Temporary, substitute, part-time, and hourly employees, as well as interns, are not eligible for Paid Parental Leave.

The purpose of Paid Parental Leave is to provide eligible employees with the opportunity to recover from a pregnancy and/or bond with their child following the child's birth, adoption or foster care placement. This policy runs concurrently with Family Medical Leave Act (FMLA), Pregnancy Disability Leave (PDL) and California Family Rights Act (CFRA).

Paid Parental Leave must be taken within twelve (12) weeks of the child's birth, adoption, or placement in foster care with the employee. Paid Parental Leave is available every twelve (12) months and may not be used or extended beyond the twelve (12) week period, if used at all. It does not accumulate or roll over from year to year. Paid Parental Leave must be taken in one (1) continuous period. Absent extenuating circumstances as determined by IA, the School requires a minimum of thirty (30) days' notice for requests to take Paid Parental Leave.

In cases of multiple births, adoptions or placements (e.g. the birth of twins or adoption of siblings), the eight (8) week amount of Paid Parental Leave does not increase. Similarly, if both parents of the child are employed by the school, the parents, collectively, shall only be entitled to receive up to eight (8) weeks of Paid Parental Leave combined and may elect to distribute that time between them as appropriate. This does not interfere with the leave rights of the parents under FMLA or CFRA.

If a holiday of less than a work week in length occurs while an employee is on Paid Parental Leave, the holiday will be charged to holiday pay (if applicable to the employee) and will not extend the total Paid Parental Leave entitlement.

Upon termination of employment, any unused Paid Parental Leave will not be paid out to an employee.

IA reserves the right to interpret, change, alter, and/or discontinue this policy.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the school for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the school that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The school may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Innovations Academy provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking, or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking. Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Innovations Academy with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Innovations Academy one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Innovations Academy will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the school will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the school. This list of prohibited conduct is illustrative only and applies to all employees of the school; other types of conduct that threaten security, personal safety, employee welfare and the school's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the school. If an employee is working under a contract with the school which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a school bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.

20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the school's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.
26. Unprofessional conduct.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the school's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the school or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the school's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the school, employees are expected to devote their energies to their jobs with the school. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School. This includes taking planning time or a need to leave early.
- Additional employment that requires the employee to conduct work or related activities on the school's property during the employer's working hours or using our school's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the school explaining the details of the additional employment. If the additional employment is authorized, the school assumes no responsibility for it. Innovations Academy shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment.

Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the school, employees should notify the Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the school the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the school’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with ~~an~~^{the} immediate supervisor or school counselor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director or designee will then investigate the facts and provide a solution or explanation; This may involve all parties engaging in conflict resolution together. It is expected that adults resolve problems in a similar manner expected of children.
3. If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Board President (if the complaint concerns the Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director (or designee) shall abide by the following process:

1. The Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director (or designee) finds that a complaint against an employee is valid, the Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Director) or the Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the school in effect at the time of publication.

Innovations Academy reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the school that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the school may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the school, you may file this form with the Director or Board President.

Please review the school's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Innovations Academy will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the school will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the school will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the school to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the school will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the school both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Employee Handbook

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Date of Alleged Incident(s): _____
Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present:

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the school to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant Date: _____

Print Name

Received by: _____ Date: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the school to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

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Employee Handbook

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Powerfully creating ourselves through self-expression
compassionate connection and
purposeful learning

Family Handbook 202~~6~~5-2~~6~~7 School Year

5454 Ruffin Rd.
San Diego, CA 92123
858-271-1414
858-271-1418 (fax)
www.innovationsacademy.org

Dear Families,

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

We welcome you to the Innovations Academy 2025-26 school year. We are excited to work together to create the optimal learning environment for all students.

Working in partnership with parents, we invite you to share with us what is working for you during the year and where you would like to see improvements. Through practicing our mission, we can cultivate a community filled with participation, communication, and contribution.

We look forward to building this community together.

Please take the time to read through this handbook with your child.

Joyfully yours,

IA Staff

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ACADEMICS, INSTRUCTIONAL PROGRAM, & ATTENDANCE

- **Mission Statement and Guiding Principles**

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

Innovations Academy ("IA," School," or the "Charter School"), serving K - 8 students, is made up of difference-makers who are inspired to contribute to our world. We encourage students to create their own opportunities through enriching experiences and active choices throughout their day.

The accomplishments of IA include providing an environment that respects the intellectual, emotional, and social intelligences of all children while supporting their innate human desire to learn through a multidimensional curriculum.

For a deeper understanding of our school's philosophy, we recommend reading our school's charter (available on our website) as well as reading information about constructivist teaching philosophy, positive discipline, and project-based learning.

- **Academic Program**

Fun, excitement, curiosity, and engagement: these things make joyful learners.

At IA we create this through the following components: activity-based skill instruction, inquiry and project-based learning, character, communication and social emotional instruction, and our Explorations classes and electives. ~~Electives and Seminars.~~

Our inquiry and project-based learning curriculum integrates student interest into meaningful standards-based projects and explorations incorporating math, art, music, language arts, science, and social studies. We believe that completing projects and other hands-on work engages both the hands and the mind.

Character, communication and social-emotional instruction underscore the importance of effective and productive social interaction and communication for success in life.

Morning meetings, self-evaluations, class council, peer-to-peer discussion, and presentations are some ways that we teach communication skills & conflict resolution. We have a structure to develop relationships conducive to social and intellectual well-being. Over the year, teachers and staff model and teach effective communication skills and techniques.

Full time and Independent Study Options:

Full Time:

80% of our student population participates in our traditional-schedule full time program. Full-time students attend Monday through Friday. We have a minimum day on Monday. The curriculum is mastered using Project Based Service Learning, engaging hands-on activities, enrichment classes, multi-age mentoring, and a strong social emotional/character education program based on learning conflict resolution and problem-solving skills.

3 Day Option:

We also offer a 3-day program for K – 2 students on Tuesday, Wednesday, and Thursday for families who wish to participate in their child's education as the primary educator 2 extra days per week but would also like to have their child(ren) participate in a typical school classroom. Students integrate into a regular 5-day classroom three days a week and are responsible for their own learning off-site the other two days, which includes submitting evidence of the work done on those two days. Many 3-day families find this to be a nice blend of school with homeschooling.

2 Day Option (Home Learner Community- HLC):

IA also offers a special 2-day program on Tuesdays and Thursdays for home learners in K – 8th grades who want to participate in project-based learning with a supportive home learning community. Our 2-Day students have their own multi-age classrooms on site with a unique schedule specifically designed to meet their needs. Though placement is flexible, we have a K-1 class, a 2nd-4th grade class and a 5th -8th grade class.

Homeschooled children join their peers to create a community of learners. The Home Learning Community (HLC) is a Self-Design (www.selfdesign.com) inspired program where children ages 5-14 co-create their learning with peers, mentors and group leaders. Classes meet on Tuesdays and Thursdays for COOPERATIVE, STUDENT-DIRECTED learning opportunities which are chosen and designed by the children themselves based on areas of intense INTEREST and CURIOSITY. It is recognized that learning takes many forms and, while there is a great deal of joyful learning in many arenas of academics and life, there is little to no direct instruction from our group leaders. Our experiences in HLC classroom are not dictated by traditional school design. The families in the HLC have created a wonderful community of home learners that function as a small school within the school of Innovations Academy. Student and parent input guide the direction of class.

• **School Calendar and Class Schedule**

***Please note that these events may be unavailable due to the impact of the pandemic on our schedule**

Event	Date
Open House	~~August 13~~ 4
School Starts	~~August 17~~ 8
Labor Day Holiday	~~September 1st~~ 7
~~Student Led Parent-Student~~ Conferences (take place on minimum day Mondays)	~~Sept. 29-Oct. 1~~ ~~Sept 28,~~ ~~Oct. 5 and Oct 12~~
Veteran's Day Holiday	~~November 10~~ 11
Thanksgiving Holiday	~~November 23~~ 4- ~~27~~ 8
Exhibition ~~Night of~~ ~~Learning~~ #1	~~Dec 15~~ 1

Event	Date
Winter Break	~~Dec. 17~~ 8-Jan. ~~4~~ 5
Martin Luther King Jr. Birthday Holiday	~~January 18~~ 9
<u>Presidents Days</u>	<u>February 12 & Feb 15</u>
<u>Exhibition of Learning #2</u> ~~Patriot's Week: Lincoln & President's Day (NO SCHOOL)~~	~~February 16--20~~ <u>Mar 24</u>
Spring Break	~~Mar 26~~ 30-Apr ~~5~~ 3
CA State Testing	~~May and June~~ <u>April 19-</u> <u>May 14</u>
<u>End of Year Academic Portfolio Review</u> ~~Memorial Day~~	~~May 25~~ <u>May 24-28</u>
~~Exhibition of Learning #2~~	~~March 26~~
~~Presentations of Learning~~ ~~Check with teacher for schedule~~	~~May and June~~ ~~Check with teacher for schedule~~
Last Day of School MINIMUM DAY	~~June 5~~ <u>May 28</u>

Class Schedule

Classroom teachers design their own daily schedules, as individual classes have different activities occurring throughout the school day. This flexibility allows us to design programs tailored to meet the needs of our students. Please check with each teacher for the class schedule. If major changes occur in the school schedule you will be notified. Explorations Classes (2D or 3D Art, Performing Arts, Nature Studies/Garden, Spanish, Engineering, etc.) take place for some students in the morning and others in the afternoons. These classes change each semester~~quarterly~~. Please check with the classroom teacher for detailed information about the daily schedule.

• **School Hours**

Starting & Dismissal	Grades 1-8	Grade K

Start Time	8:30 AM	8:30 AM
Dismissal Monday Minimum Days	12:30 PM	12:30 PM
Dismissal Tuesday-Friday	3:00 PM	2:00 PM

Office Hours:

8:00 am - 4:00 pm Monday through Friday
You may contact the office by calling 858-271-1414

• **Drop Off & Pick Up**

Drop- off in the morning begins a maximum of 30 minutes before classes begin (8:00 a.m.). Children must enter the school campus through the back gate. Once on campus all students are to remain on site. The gates are closed and locked at 8:25 a.m. All students arriving after 8:25 a.m. must be dropped off and sign in at the front office.

Pick- up for Kindergarten starts at 2:00 p.m. on Tuesday-Friday. All parents/guardians/caregivers will meet their child at the classroom. Written parent permission must be on file in the office for a non- parent/guardian to pick up a student. Those K students with siblings are welcome to stay until 3 p.m. The front office will communicate with teachers regarding permissions for pick up.

Pick up begins for 1st-8th grades at 3:00 p.m., for a 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 or bike home or walk across the street or walk to the corner, they must communicate this with their child and the front office and teacher in writing. We encourage parents to come into the classroom at least one time per week to pick up their child(ren). This fosters communication between parents/guardians/care- givers and teachers and allows parents to see student work.

Any child in K-5th grade going home with another family for a play date must provide a signed note to the teacher that day or earlier. In lieu of a note, the parent/guardian must notify the office.

Any child remaining after pick-up time has ended will wait in the office. This is disruptive of staff time, so please plan accordingly. Supervision is not available after 3:30 p.m.

Attendance Policy

Board Approved: July 22, 2025

Consistent attendance is very important for a child to develop the relationship

and flow for a successful education. We take attendance very seriously. Please schedule your vacations and excursions on days when there is no school.

- If your child is enrolled in the 5- day program, then they are committed to attending 5 days per week.
- If your child is enrolled in the 3 -day program (K-2nd grade), then your child is committed to attending all three days each week.
- And finally, if your child is enrolled in the Home Learning Community ("HLC"), you have made a commitment to become a part of that community and abide by the attendance agreements and participation in person as defined in the HLC program.

Definitions

- "*Tardy*": IA starts at 8:30 a.m. Students shall be classified as tardy if the student arrives after that time.
- "*Unexcused Absence*": Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant*": Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- "*Habitual Truant*": Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- "*School Attendance Review Team ('SART')*": The SART panel will be composed of the Director, the School Counselor, the Accountability Coordinator and the classroom teacher. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more

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of the following consequences for non-compliance with the terms of the contract:

- a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school make-up program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school event privileges
 - g. Loss of elective privileges on Monday
 - h. Required remediation plan as set by the SART
 - i. Notification to the District Attorney
3. The SART panel may discuss other school placement options.
4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy. It is important to remember that even when an absence is for good reason, a child is missing lessons, work, connections and the class is moving on regardless.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Please only remove a child for the necessary appointment time. For example: it is rare that a student would be absent an entire day for a dental appointment.
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to three (3) days
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household or determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days.
 - i. To access services from a victim services organization or agency.
 - ii. To access grief support services.
 - iii. To participate in safety planning or to take other actions to increase safety of the pupil or immediate family member of the pupil.

c.

5. Observation of a religious holiday or ceremony.
6. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
7. For the purposes of jury duty in the manner provided for by law.
8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
9. To permit the student to spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
10. For purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
13. Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
16. Appearance in court.
17. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Executive Director or designee pursuant to uniform standards established by the Board.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative. This can be provided in person at the office or by emailing info@innovationsacademy.org.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. Please call 858-271-1414. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence and expected date of return; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Tardies

William Shakespeare says, "Better three hours too soon than a minute too late." Plan ahead and drop your child off with 5 minutes to spare and they will never be late to class. If students are chronically late to school (more than 5 tardies the family will be called into a meeting to discuss the effect of said tardies on the student, teacher, and class (per the *Process for Addressing Truancy*, below)

Teaching children the importance of scheduling and punctuality will have a positive impact on their life. Additionally, when students arrive on time they are more connected to their community throughout the day which makes for a better educational environment for all.

Leaving School Early

Once at school, a student may not leave the gated premises during school hours without permission from the office. If a student needs to leave school during the school day, s/he must be signed out in the office by a parent or guardian.

We ask that you communicate directly with the office when your child needs to leave campus for any reason. Please do not text or call your child directly during the school day (they should NOT have a device with them per our policy). Students are not permitted to use ~~phones, text or call from~~ a personal cell phone ~~without permission from their teacher or office staff~~ during the school day. We are happy to take a message and carry it to your child so that it doesn't disrupt the flow of learning. If signing your student out early, please contact the office and we will send for your child.

Sick Days

Although we feel it is important that children have good attendance, we also understand that children who are ill will not be able to learn and may impact the health and well-being of peers and staff. Please take a few minutes at home to carefully check your child's health before s/he leaves for school. The following are suggested times when a child should stay home. If they come to school with any of the following conditions you may be called to pick them up:

- A report of illness during the night - fever is present (100 degrees or more)
- Complaints of nausea, upset stomach, vomiting, headache, diarrhea
- Development of a rash on face and/or body
- Severe cold, cough and/or sore throat
- Inflamed eye(s) with discharge

Please remember: An ill child cannot function properly in school. The spread of illness and disease through school can be more easily contained if sick children remain at home during the acute stage of an illness.

Process for Addressing Truancy

- After a student has 3 unexcused absences or tardies of over 30 minutes, the parent/guardian will receive a warning letter.
- After 5 unexcused absences and/or tardies of over 30 minutes, the Executive Director will contact the family to create a plan together for how to improve attendance.
- Should a student reach 10 unexcused absences or tardies of over 30 minutes, a meeting is scheduled with the family, Executive Director, and teacher to address this very serious issue [\(see below*\)](#).
- If your child has more than 10 unexcused absences or tardies of over 30 minutes in a school year, your child will be referred to a Student Success Team (SST) and the SART.

If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is

disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.

*The Impact of Absences on Academics

Innovations Academy strives to teach via interactive hands-on learning through projects, group work, exploratory activities, debate etc. When a child is absent, excused or unexcused, they are missing work that can not be made up. We do not have packets to send home and once an activity has happened for the whole class it can not be recreated for one individual. Data shows that there is an academic impact on students from absences. For the 26-27 school year, once a student has hit 10 absences, their parent is expected to attend an academic review meeting. This meeting will include information about the academic progress of their child. A plan will be made for any deficits discussed and a follow up plan will be set in place.

A budgetary note about frequent absences

While a solid education and quality learning experience are the most important factors of regular attendance, the simplest form of fundraising that you can do for our community is to ensure that your child is here each day possible as funding is based on attendance, not enrollment. When children are absent from school, we miss out on their intellectual contribution to our community and we lose funds.

Each day that a student is absent negatively impacts our budget. In order to run a school with a high-quality staff, materials and program we need funds and a predictable budget. You can support the school by having your child in school consistently. If your child is unable to attend classes on campus regularly, due to prolonged illness, temporary disability, or other reasons, please see our independent study section below or contact the main office for further options.

Short Term Independent Study Contracts

If you know in advance, including the morning of, that your child will be absent from one to fourteen school/calendar days for any reason, your child's absence may be excused if a Contract of Independent Study is completed and signed before the student leaves. In addition to the signed contract, the student must complete and return to the front office the assigned classwork.

It is of utmost importance that families with children absent for any reason for one school day or longer, obtain an Independent Study Contract. This can be done by contacting the office and downloading the contract/student work from our website, having us email work or coming into the school office to pick up the necessary documents.

When possible, please contact the office three days prior to the anticipated absence in order for teachers to adequately prepare lessons for your child. Students are expected to complete all work assigned and turn it in to the office upon returning to school.

Please note that a child is an important part of a learning community. Teachers plan for all of their students to be present when making lessons, forming student

groups and setting milestones for learning. An independent study contract does not take the place of coming to school every day. It simply helps make sure a child stays in the school flow and completes something academic while out of school.

To review the School's complete Independent Study Policy, please request a copy at the main office.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first three (3) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first three (3) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the third day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (2nd) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the third (3rd) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (e.g. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty (30) days of the disenrollment.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a

homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

- **English Learners**

Innovations Academy is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. IA will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. IA will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

- **Sexual Health Education**

Innovations Academy offers comprehensive sexual health education to its students in middle school grades, at a minimum in 7th grade. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in middle school, at a minimum in 7th grade. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if IA has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

- **State Testing**

Innovations Academy shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

- **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

- **Teacher Qualification Information**

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information..

- **Animal Dissections**

Students at IA may perform animal dissections as part of the science curriculum. Parents/Guardians will be communicated with about animal dissections. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

• **Fieldtrips (AKA Field Study)**

IA students participate in many field study experiences. They are a great way to reach out to the community and experience learning in a unique way. Field study can be as simple as walking around the block or more intensive such as going to the zoo, a museum or overnight camping. A general field trip permission slip was included in the online registration packet for this purpose and is also available in the front office. If you prefer to opt-out of the general permission slip, IA can provide you with individual permission slips for each planned field trip. If you choose to volunteer on a field trip, please note the requirements in the volunteer section of this Family Handbook.

Payments for Field Trips/Field Studies

At IA, our goal this year is for all students to participate in a minimum of three field study experiences per semester and many of these excursions have costs to attend. We keep our costs as low as possible by fundraising for our more expensive trips. Please let us know if the cost of a field trip is a financial hardship for your family. No student will be excluded from participating in a field study due to lack of payment. That is our responsibility as a public school.

Transportation

Students learn a lot about public transit by using our local public transportation resources during field trips. Buses, trains, and trolleys are great learning experiences and IA regularly utilizes these methods of transport on field study trips. Student groups are always supervised by an adult chaperone while riding public transit. If you would prefer your child to not ride public transit you may arrange alternate transportation for your child.

STUDENT HEALTH & SAFETY

• **School Safety Plan and Emergency Action Procedures**

There is a Comprehensive Emergency Action and Safety Plan on file in the main office. It can be viewed in the main office. IA holds one emergency drill per month.

Some emergency numbers to be aware of:

- Front Office Number: 858-271-1414
- Christine Kuglen, Director: 619-379-9275

• **Administration of Medications**

Students may not self-administer any medications (over the counter or prescription) in class. All medications must be turned into the School office. Medication given at school must be accompanied by:

1. Physician's Authorization for Medication form detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken; AND
2. A written statement from parent/guardian indicating that they desire the School to assist the student with medication.

• **Informed Consent and Acknowledgment for Athletic Activities**

Students at IA have the option to participate in a wide range of athletic activities

By their very nature, athletic activities can put students in situations in which serious, catastrophic, and perhaps fatal injuries may occur. The injuries could include, but are not limited to the following:

Sprains/strains	Disfigurement
Fractures	Head injuries
Cuts/abrasions	Loss of eyesight
Unconsciousness	Death
Paralysis	

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury.

Although the School may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury.

• **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have

an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

- **Physical Examinations and Right to Refuse**

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

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

A parent/guardian having control or charge of any child enrolled in IA may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

- **Diabetes**

Innovations Academy will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: [Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Innovations Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

• **Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations are completed with written medical records from the child's doctor or immunization clinic. Because we have no other option, IA follows and abides by the immunization and health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission Initial	Diphtheria, Tetanus, and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) - Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis) At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

• **Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the front office for your convenience or you can put your request in writing and send it to . Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on our website for your review.

• **Mental Health Services**

Innovations Academy recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at IA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact our counselor by coming into the Solution Center during school hours and making an appointment. Our counselor supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to

academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our school or by an outside provider, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Lisa Smith, our special education coordinator at LSmith@InnovationsAcademy.org.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact our health clerk in the front office at 858-271-1414.

Available in the Community:

- Mental Health Services Information (<https://www.mentalhealth.gov/get-help>)
- San Diego County Mental Health Services (<https://www.sandiegocounty.gov/content/sdc/hhsa/programs/bhs.html>)
- Positive Change Counseling Center (sliding scale mental health) (<https://www.pccounselingcenter.com/post/affordable-mental-health-services-in-san-diego-county>)
- Free Mental Health Screening (<https://screening.mhanational.org/screening-tools/>)

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including,

but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Christine Kuglen
Executive Director
5454 Ruffin Rd, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

A copy of the UCP is available upon request at the main office and on our website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Suicide Prevention Policy

Board Approved as part of handbook 6/16/26 ~~6/25/24~~

The Governing Board of Innovations Academy ("IA") recognizes that suicide is a leading cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. It is also our intention to continue to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is urgent to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families,

the Director and School Counselor, shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students (Special Ed Consultants, Coaches and Enrichment Teachers)

The Director and Counselor shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

In compliance with Education Code 215, this policy has been developed in consultation with school-employed mental health professionals (school counselor, psychologist), administration other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. Schools and schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, IA shall appoint an individual to serve as the suicide prevention point of contact (School Counselor). In addition, IA has identified one staff member to serve as the liaison to the IA's suicide prevention point of contact, and coordinate and help implement suicide prevention activities on their specific campus (Christine Kuglen, Director). This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at:
<http://www.heardalliance.org/>

You can find information about a comprehensive suicide prevention toolkit for schools at <https://sprc.org/resources/after-suicide-toolkit-schools>

Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, IA along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at:

"<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>"

For information on engaging the media and social media regarding suicide prevention, see the Your Voice Counts Web page at: https://resource-center.yourvoicecounts.org/resources?search_api_fulltext=engaging+media"

Suicide Prevention Training and Education (Staff Development)

IA has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, and coaches.

Training includes the following:

1. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
2. All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (See attached). Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by a staff member;
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide; and
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at: <http://cal-schls.wested.org/>
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
- a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);
 - f. How to identify youth who may be at risk of suicide;
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines;
 - h. School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should

emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

- i. School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - j. Responding after a suicide occurs (suicide postvention);
 - k. Resources regarding youth suicide prevention;
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide; and
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
5. The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
- a. Youth affected by suicide;
 - b. Youth with a history of suicide ideation or attempts;
 - c. Youth with disabilities, mental illness, or substance abuse disorders;
 - d. Lesbian, gay, bisexual, transgender, or questioning youth;
 - e. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - f. Youth who have suffered traumatic experiences; and

Resources:

Youth Mental Health First Aid ("YMHFA") teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at: <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

Free YMHFA Training is available on the CDE Mental Health Web page at: <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the

warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at:

<http://www.qprinstitute.com/>

SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at:

<https://www.livingworks.net/programs/safetalk/>

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at:

<https://livingworks.net/>

Employee Qualifications and Scope of Services

Employees of IA must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by IA.

Resource:

Assessing and Managing Suicide Risk ("AMSR") is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at: <https://sprc.org/>

Parents, Guardians, and Caregivers Participation and Education

1. To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, IA shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the Policy is available.
2. This suicide prevention policy shall be prominently displayed on the IA Web page and included in the Family Handbook.
3. Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy.

4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide; and
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at:
<https://www.save.org/>

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, IA along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with IA and is characterized by caring staff and harmonious interrelationships among students.

IA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

IA's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

IA has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall**:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

2. Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
3. The content of the education shall include:
 - a. Coping strategies for dealing with stress and trauma;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, and Mental Illness Awareness).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at: <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at: <https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships/tap-online-trainings/break-free-depression-program>

Coping and Support Training ("CAST") is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at: <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at: [https://www.save.org/Linking Education and Awareness for Depression and Suicide](https://www.save.org/Linking-Education-and-Awareness-for-Depression-and-Suicide) ("LEADS") for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at:

<https://www.save.org/learn/>

Intervention, Assessment, Referral

Two IA staff members -who have received advanced training in suicide intervention are designated as the primary and secondary suicide prevention liaisons.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary liaisons shall notify the Executive Director, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school web sites.

The Executive Director, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

Students experiencing suicidal ideation shall not be left unsupervised.

A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

The Director or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. (LEA to include crisis intervention procedures, including counseling and other support systems).

Parental Notification and Involvement

IA shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

1. After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
2. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotion
3. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
4. Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures. The content of the education shall include:
 - a. Coping strategies for dealing with stress and trauma;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - e. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

IA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness, Peer Counseling Programs, Success Programs, and National Alliance on Mental Illness Awareness).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression ("BFFD") is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page <https://www.childrenshospital.org/services/boston-childrens-hospital-neighborhood-partnerships/tap-training-series/break-free><http://www.childrenshospital.org/breakfree>

Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies ("SMART") is a program comprised of student-led groups in high schools designed to give students the freedom to implement suicide prevention on their campus that included the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (858-694-5141).

Action Plan for In-School Suicide Attempts

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
 - b. Move all other students out of the immediate area;
 - c. Immediately contact the administrator or suicide prevention liaison;
 - d. Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
 - e. If needed, provide medical first aid until a medical professional is available;
 - f. Parents/guardians/caregivers should be contacted as soon as possible;
 - g. Do not send the student away or leave them alone, even if they need to go to the restroom;
 - h. Listen and prompt the student to talk;
 - i. Review options and resources of people who can help;

- j. Be comfortable with moments of silence as you and the student will need time to process the situation;
 - k. Provide comfort to the student;
 - l. Promise privacy and help, and be respectful, but do not promise confidentiality;
 - m. Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
 3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
 4. After a referral is made, IA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, IA may contact Child Protective Services.
 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at IA.
 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the IA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in IA's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. IA staff may receive assistance from IA counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Action Plan for Out-of-School Suicide Attempts

If a suicide occurs or is attempted by a student of the IA campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parents/guardians/caregivers and offer support to the family;

2. Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
3. Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
4. Designate a staff member to handle media requests;
5. Provide care and determine appropriate support to affected students;
6. Offer to the student and parents/guardians/caregivers steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students after a Mental Health Crisis

Students shall be encouraged through the education program and in IA activities to notify a teacher, the Executive Director, another IA administrator, psychologist, IA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. IA staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her feelings;
3. Acknowledge the feelings and do not argue with the student;
4. Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

1. Obtain a written release of information signed by parents/guardians/caregivers and providers;
2. Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
3. Inform the student's teachers about possible days of absences;
4. Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
5. Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
6. Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

[The Suicide Prevention Toolkit from San Diego County](https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/suicide-prevention-resources/Suicide%20Intervention%20Toolkit.pdf)
<https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/suicide-prevention-resources/Suicide%20Intervention%20Toolkit.pdf> ~~The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page~~
<http://www.mhrsonline.org/resources/suicide%5Cattempted-suicide-resources-for-school-s-9/>

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Christine Kuglen, Director and ~~Samantha Hallor~~Heather Wakefield, Counselor for IA shall ensure that the school has an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

The suicide prevention liaison shall:

1. Identify a staff member to confirm death and cause (Christine Kuglen);
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan, include an initial meeting of the school Suicide Postvention Response Team;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and that which you have permission to disclose.
6. Prepare staff to respond to needs of students regarding the following:
7. Review of protocols for referring students for support/assessment;
8. Talking points for staff to notify students;
9. Resources available to students (on and off campus).
10. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
11. Identify students affected by suicide death but not at risk of imitative behavior;
12. Communicate with the larger school community about the suicide death;
13. Consider funeral arrangements for family and school community;
14. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
15. If needed, identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at: <http://suicide.org/> or www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

16. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- b. Support siblings, close friends, teachers, and/or students of deceased
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at:
<http://www.sprc.org/comprehensive-approach/postvention>

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at:
<https://sprc.org/about-suicide/http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

~~For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at:
<http://www.mhrsonline.org/resources/suicide%5Cattempted-suicide-resources-for-schools-9/>~~

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at:
<http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at:
<https://www.cde.ca.gov/ls/mh/suicideprevres.asphttp://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255), ~~and the National Domestic Violence Hotline (1-800-799-7233)~~ and phone number and text line for The Trevor Project's LGBTQ+ suicide hotline (TEXT "START" to 678678 and (866-488-7386) on all student identification cards. IA will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

OTHER STUDENT SERVICES, POLICIES, & PROCEDURES

• **Education of Foster and Mobile Youth**

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" means any of the following:
 - a. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code ("WIC") Section 309 (whether or not the child has been removed from the child's home by juvenile court).
 - b. A child who is the subject of a petition filed pursuant to WIC Section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 - c. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active-duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the

following staff person as the Liaison for Foster and Mobile Youth:

~~Devon Woodruff~~Emily Luscomb
Instructional Support Coordinator
5454 Ruffin Rd. SD 92123
~~Devon@innovationsacademy.org~~Emily
~~@innovationsacademy.org~~

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon

request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

- **Education of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Assistant Director
5454 Ruffin Rd. SD 92123
Devon@innovationsacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies , and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:
<https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than

the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

• **Visitors and Volunteers**

Visitation

The safety of all children is of utmost importance. Our gates are locked at 8:30 a.m. each morning. At that time the only way on campus is through the front office. Immediately upon entering campus, all visitors, including volunteers, are required to sign in with the school office. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When required by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. IA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access.

Volunteers

Volunteerism by parents is encouraged but not mandatory. We love volunteers at IA because they contribute so much time and energy to the students and staff! If you would like to volunteer, please see the below requirements for each level of involvement. For levels 2, 3 or 4, volunteers must complete and turn in the listed

documents to the front office. Volunteers will receive an IA Volunteer Card indicating the volunteer categories that are allowed. If the requirements have not been met, then a parent will not be allowed to volunteer for that category. There are four categories of volunteers, each with different requirements:

- 1) Visitors or guests who enter the school for a one-day visit. This **excludes** whole school events such as Exhibition Nights, the school dance, etc.

Requirements:

- Sign in at the front office.

- 2) Volunteers with regular group exposure who have little or no direct unsupervised exposure or contact with children, and volunteers with classroom exposure who work with children and are supervised by school staff.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 3) Field Trip Drivers: Volunteers who drive on field trips but do not spend the night.

Requirements:

- Sign in at the front office.
- File a copy of your automobile insurance in the front office.
- File a copy of your driver's license in the front office.
- Provide copy of DMV record obtained at DMV or on their website (search Driver's Record Request)
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 4) Volunteers who work with students unsupervised or who assist on overnight field trips.

Requirements:

- Sign in at the front office.
- Present a tuberculosis clearance card (good for 4 years).
- Present a fingerprint clearance from the SD County Office of Education.
- Receive background clearance, including being checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).
- Provide proof of completion of the Mandatory Reporter training for volunteers.

A complete copy of the *Visitor and Volunteer Policy* is available for review in the main office and on the school website.

- **Parent and Family Engagement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

Professional Boundaries: Staff/Student Interaction Policy

- Innovations Academy recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

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- Corporal Punishment

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- 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.

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- For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

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- For clarification purposes, the following examples are offered for direction and guidance of School personnel:

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- A. Examples of PERMITTED actions (NOT corporal punishment)

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- 1. Stopping a student from fighting with another student;
- 2. Preventing a pupil from committing an act of vandalism;
- 3. Defending yourself from physical injury or assault by a student;
- 4. Forcing a pupil to give up a weapon or dangerous object;
- 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)

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- 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
- 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

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- Acceptable and Unacceptable Staff/Student Behavior

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- This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

- Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

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- For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

- Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

- Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

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- Duty to Report Suspected Misconduct

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When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in

- an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- ~~(c) Sending emails, text messages or letters to students if the content is not about school activities.~~

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- ~~(c) —Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).~~
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.

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- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

§32100 Staff Student Communication Policy

Parent/Guardians are the most important people in a child's life. The school is an institutional tool selected by parents/guardians to support their child's educational development. Innovations Academy is committed to ensuring that any staff-student electronic communication is visible to all parents/guardians.

Students at Innovations Academy are not assigned school email accounts for use as a communication tool. They are not given access to ParentSquare, the designated communication platform for school-home communication. There is no reason for a staff member to communicate directly with a student off campus. If a staff member has a message for a student outside of school regarding a field trip or academic item, the message will be communicated via the parent using ParentSquare.

Students have access, when necessary, to academic information via Google Classroom. Staff will only communicate with students in person or via written feedback to students regarding their academic work. No electronic communication will occur exclusively between any staff member and student.

Communication is prohibited between staff and students via social media platforms, including via DMs, disappearing message apps, texts, personal email and personal SMS.

If a student messages or texts a staff member directly at any time, the staff member is required to report it to the director within 24 hours or as soon as possible and the director will directly notify the parents/guardians of the situation. Any parent who observes off-channel contact is asked to notify the director or assistant director via info@innovationsacademy.org

Violations of this communication policy include credential/certificate discipline referrals to the Commission on Teacher Credentialing.

• School Meal Program

IA participates in the National School Lunch Program. The easiest application in online here: <https://linqconnect.com/public/meal-application/new>. Paper applications are available at Open House and in the main office. Completed application forms can be returned to the main office or submitted electronically. The Charter School will provide each student who requests either meal with one nutritionally adequate cold breakfast each day and one lunch. Please also contact the main office with any questions.

• School Waste

IA is committed to sustainable practices that will contribute to long term maintenance of our school site, city, and planet. The reuse of materials is a sustainable practice. We request that each child and staff member have a plate, cup (non-glass), fork and spoon in their classroom to be used for class parties and hot lunch on campus. Additionally, we are asking parents to send lunch items in

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reusable containers.

Other Lunch Options: Bring a cold lunch or leftovers as we have microwaves on campus.

Snacks: Please send your child to school with nutritionally sound snacks (and lots of them, your children will be hungry throughout the school day). No energy drinks, soda, or junk food. If a child is seen with such items, we will reach out to parents to request a change in snack items. We suggest fruits, vegetables, nuts, whole grain breads, cheeses, etc. Once again, keep in mind that our goal is to have zero trash generated on campus from snacks and lunch so please pack accordingly.

• **Fundraising**

At IA, each year we create a fundraising plan to give clarity and direction to the necessary fundraising that we must do. The funds bring resources to our program. If you have strong opinions, skills and/or ideas in this area, please volunteer for our Fundraising Committee.

We do a variety of fundraising activities:

Student: Fundraising is a great way for students to learn about budgeting, resources, and planning. Furthermore, it ~~makes our students accountable~~empowers them to strive for the activities that they want to do. An example of a fundraising event is a student- organized bake sale or car wash.

Passive/Ongoing Fundraisers: These fundraisers require little effort once established. Money comes to IA throughout the school year. Examples are Gift card purchases, Amazon Smile Program, debit or credit card registration at several locations (iGive and eScrip programs). Please see our website for links to all of our

ongoing fundraisers.

Active Fundraising: Several active fundraisers that may occur during the school year are Scholastic Book Fair and school dances and other events.

There are many other ways to help generate funds that support our students. Helping create a strong network is important. All IA community members can contribute by helping to organize, bringing supplies or goods for a fundraiser, donating monetarily, and/or helping us find grants or philanthropic organizations to partner with. One resource that many people don't tap into is their own place of employment. Many companies do matching grants/contributions for fundraising/donations. Find out about yours!

Education Innovators Program: We have the goal of creating an Education Innovators Sponsorship Program. This program would enroll 100 sponsors each year donating \$1,000.00 each year for three (3) consecutive years. With \$100,000.00 collected each year, we will deposit half of the funds into a reserve account and the other half will be used to support the continuing development of a strong educational program and innovative use of technology. If you are interested in organizing this program, please see the director.

Please note that participating in fundraising activities or donating to a fundraiser is optional. No student will be penalized for failure to participate.

• **Dress Code**

IA believes that socially responsible behavior is crucial to improving and maintaining a climate of respect. Dress and grooming should not interfere with the educational process. School clothing should be neat, clean, maintain adequate coverage, and be appropriate for school activities. Clothing that promotes alcohol, drugs, tobacco, or other controlled substances, or uses suggestive, vulgar, obscene, or profane language and/or images is prohibited.

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

• **Policy for Smartphones and Electronic Devices on Campus**

Board Approved 6/16/26

We at IA powerfully create our lives through self-expression, compassionate connection, and purposeful learning. This is the first sentence of our mission statement, and we recognize that it is also the reason why families have entrusted us with their children. We believe that the authentic, face-to-face, compassionate communication that ties not only teachers and students, but students to each other, must take place in the absence of cell phones and other communication devices (such as smart watches).

Our philosophy is that students in the Kindergarten through Eighth grade should only have monitored exposure to the internet when absolutely necessary. We support parents who delay their child's exposure (via smartphones, computers and other internet accessible devices) to the internet. Innovations Academy has historically limited student's access to smartphones and other

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internet accessing devices on our school campus, during school-sponsored activities, and when students are under the supervision or control of Innovations' employees. We do that to protect the mental health of each student, to promote face to face connection among our students and staff, to respect the academic dignity of our campus and respect students from being exposed to questionable/inappropriate material on our campus.

We encourage all devices to remain at home. If a student brings a phone to school, it is required that they turn it into the basket at the gate as they enter campus or at the front desk upon entry to the building. The phone should be turned off or put into silent mode and will be stored in the front office for the duration of the school day. If the device is mistakenly left on and sound emits from the device, the phone will be picked up and silenced by a staff member to avoid work disruption. If an image is viewed in the process, it is understood that this was due to the negligence of the phone's owner. No staff member will intentionally access the device of a student without permission.

No student is permitted to have on their person, in a backpack or bag or in any storage at all any cellphone or electronic device that connects to the internet on the campus of Innovations Academy. Phones are deposited in the basket upon entry and picked up upon leaving the building. If the child participates in any afterschool hours activity on campus, the phone will be retrieved after completing that activity immediately upon leaving the campus.

• Cell Phone and other Electronic Communication Device Policy

~~We at IA powerfully create our lives through self-expression, compassionate connection, and purposeful learning. This is the first sentence of our mission statement, and we recognize that it is also the reason why families have entrusted us with their children. We believe that the authentic, face-to-face, compassionate communication that ties not only teachers and students, but students to each other, must take place in the absence of cell phones and other communication devices (such as communication watches).~~

~~No "smart" device that connects to the internet (cell phones, watches, iPads, computers) may be brought to campus by students at any time, unless:~~

- ~~• A student transfers homes between guardians/parents during the week or is meeting a parent off campus after school. They may bring a device but it must~~

~~be turned into the front office or at the gate at the start of the school day and retrieved at the office at the end of the day.~~

- ~~• A licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.~~

~~Any student found using a "smart" device (one that connects to the internet) will have it immediately taken away and parent/guardian will be required to come to a scheduled meeting with the school counselor, Director, and Assistant Director. The device will be returned to the parent/guardian at that meeting. If this happens a second time, the student will be forbidden from bringing the device to school.~~

~~Parents who need to contact their children during the school day should leave a message at the front desk. Students are allowed to come to the office to make a phone call during class time only with the permission of the teacher, and at breaks and lunch as well as before and after school.~~

• **Student Use of Technology Policy**

IA offers students access to technologies that may include internet access, electronic mail, and equipment, such as chromebooks, computers, tablets, or other multimedia hardware. The technological resources provided by IA must be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Chromebook Care Agreement

IA assigns individual Chromebooks to students in grades 2- 8 for instructional use throughout the school day and iPads for K-1 students. Students agree to follow their classroom expectations governing the use and care of their individual Chromebooks to prevent loss or damage. Normal wear of student equipment is expected, and IA repairs Chromebooks as needed.

If IA staff determines that a Chromebook is willfully damaged by a student as a result of an intentional act, neglect, or abuse or because that student did not follow the acceptable use policies, below, or those established by his or her class, the student's parents understand and agree that they are responsible for the cost of repair or replacement of the Chromebook limited to the fair-market value of the Chromebook at the time of its loss.

IA expects that students take appropriate care of their Chromebook by observing the following:

- Students transport their Chromebooks using both hands so as to avoid accidentally dropping them.
- Students store their Chromebooks carefully so the Chromebooks are not susceptible to damage (stored in the designated space in the classroom).
- Students type with care so that keys remain intact on keyboards.
- Students keep screens from bending back so as not to cause pressure damage to hinges or screens.
- Students keep their Chromebooks with them when Chromebooks are in use.

- Students keep their Chromebooks free of permanent marks and/or stickers.
- Students keep food and liquid away from their Chromebooks.
- Students plug in and remove headphones carefully so as not to damage headphone inputs or break off headphone jacks.
- Students ensure that when they use their Chromebook adapters, the cords do not pose trip hazards and are not exposed to damage.

Please communicate with your child the importance and value of handling and using his or her Chromebook with care.

Internet Safety/Network Use Guidelines

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet and IA networks as part of your student's educational experience.

IA's network provides access to the internet. The internet is an electronic highway connecting thousands of computers all over the world.

Students will have access to:

- Information and news from a variety of sources and research institutions.
- Public domain and shareware software of all types.
- Discussion groups on a wide variety of topics.
- Many university libraries, the Library of Congress, and more!

Safety

IA has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code section 313).

The teacher/staff will choose resources on the internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

While IA is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

Acceptable Use

The purpose of schools having access to the internet is to support research and education, access to unique resources, and the opportunity for collaborative work. The

use of IA networks must be in support of education and research and consistent with the educational objectives of IA. Innovations Academy takes no responsibility for the accuracy or quality of information from Internet sources.

Prohibited Use

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

- Any information which violates or infringes upon the rights of any other person.
- Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Any material that violates copyright laws.

Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code section 502).

Behaviors that constitute cyberbullying are strictly prohibited. Please see the Title IX, Harassment, Intimidations, Discrimination, and Bullying Policy within this Family Handbook for more information about cyberbullying.

Students who engage in inappropriate network use may be subject to discipline, up to and including suspension and/or expulsion, in accordance with IA policies and procedures.

Privileges

The use of IA networks and the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or IA security administrator to deny, revoke, or suspend specific user access.

Netiquette (Network Etiquette)

The use of IA networks requires adherence to rules of network etiquette.

These include, but are not limited to, the following:

- Be polite. Do not send abusive messages to anyone.
- Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language.
- Anything pertaining to illegal activities is strictly forbidden. (Note: E-mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.)
- Maintain privacy. Do not reveal the personal address or phone

numbers of yourself or other persons. Before publishing a student's picture, name, or work on the Internet, the school must have on file a parent release form authorizing publication.

- Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
- Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

Security

Security on any computer system is a high priority, especially when the system involves many users.

If you are aware of a security problem on IA networks, please notify School administration either in person, in writing, phone, or via the network. Do not demonstrate the problem to other users.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to IA networks and the internet.

Vandalism

Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses and damaging any hardware owned by IA.

Before a student is assigned a Chromebook or permitted to access any other technology on campus, including internet, they must sign the IA Acceptable Use Agreement.

• Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation or the fair market value of the item at the time of its loss. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, and transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

• Positive Discipline Policy and Procedures

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

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

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

School Discipline

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

As relationships with students are important to us, we work hard to make consequences for misbehavior respectful and constructive rather than punitive. This supports us in being decisive and action oriented in discipline measures. For more information about why Innovations Academy discipline policy works, consider reading one of the following resources:

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

Student Expectations

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

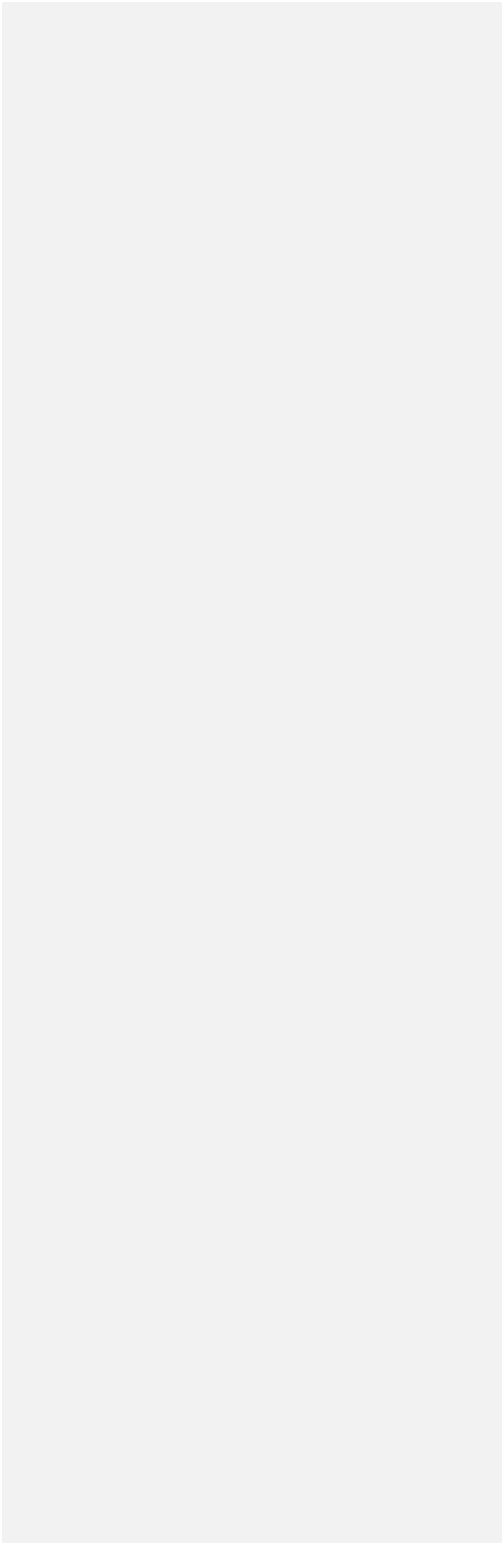
- Be willing to actively engage in academic learning activities. This includes trying things when they are difficult and following directions at all times.
- Actively participate in conflict resolution, seeking to understand another's point of view and ultimately resolve the issue, which may include an action apology/make up action, taking responsibility and recognizing when a behavior has hurt others as well as 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 followed by~~ demonstration of 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 other activities in which they could continue to hurt others, and possibly sent home and a parent meeting will be scheduled to discuss and provide a support plan.

Incidents Compromising Safety and a Productive Learning Environment

When student behavior compromises learning or negatively impacts the community in any way, the following actions may be utilized:

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



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

When it is ascertained by staff that the student's behavior is of a significant nature or is an ongoing disruption, the student and/or parents may be asked to participate in individual or family counseling with the IASC (Innovations Academy Solution Center) counselor to address the behavioral challenges.

Parents are contacted when a child commits an enumerated offense per IA's Suspension & Expulsion Policy or engages in repeated minor infractions. Any incidence compromising safety, or a productive learning environment, is evaluated for a parent meeting, or suspension with a possible recommendation for expulsion. The governing board handles the expulsion process. For more on this process, see the Suspension/Expulsion Policy.

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

• **Suspension & Expulsion Policy**

Most recent board approval with handbook ~~for the 25-26 school year 7/22/25~~ for the 26-27

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

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

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the

Innovations Academy Family Handbook and will clearly describe discipline expectations.

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

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

Innovations Academy administration shall ensure that students and their parents/guardians are notified¹ in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

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

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

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

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

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion

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

Enumerated Offenses

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

- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

u) ~~A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not~~

expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

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

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

b) Brandished a knife at another person.

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

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

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

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

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

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading

the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

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

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

3) ~~Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute~~

pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

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

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

b) Brandished a knife at another person.

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

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

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

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

b. Conference

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

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

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

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal

guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

Authority to Expel

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

Expulsion Procedures

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

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

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to ~~employ and be represented by counsel or a non-attorney advisor;~~

- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

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

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

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

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

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their 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 Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program

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

Written Notice to Expel

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

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

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

This notice shall include the following:

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

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

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

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

placements during expulsion.

Rehabilitation Plans

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

Readmission

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

Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

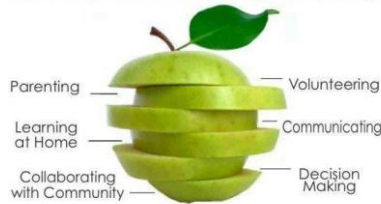
If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested

by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

The Six Slices of Parental Involvement



• Parent Responsibility

"Responsibility for our children's education must begin at home" – Former President Obama

As a parent of a student attending IA, it has been your choice to place your child in a school with a specific design and mission. It is your job to understand the School's mission statement. By choosing IA as the school of choice for your child(ren), you also choose to be an active participant of IA's academic community. This means developing an understanding of the School's learning philosophies, policies, and goals. It also means actively pursuing an understanding of the School's curriculum, and supporting your child(ren)'s learning at home.

It is important to understand that IA follows a progressive teaching model that is very different than traditional public schools. This aspect of IA brings with it the inherent challenges of learning a new paradigm. These challenges may occur as:

- Feeling confused about the learning process
- Misunderstanding an aspect of the philosophy
- Worrying about the progress of learning

When any of the above feelings happen, it is the parent's responsibility to talk with a teacher or administrator who will support the parent in getting their needs met for information and understanding.

The following are aspects of the program that may be new and/or different and which parents may need to communicate about.
IA:

- Does not have a traditional report card
- Holds student led conferences in which a student is present with the parent
- Students call staff by their first names
- Students contribute to decisions about their learning

- Does not give meaningless homework
- The requirement that students solve problems with each other under the guidance of an adult facilitator.
- Implements POLs (presentations of learning), portfolio work and Exhibitions to assess a student's progress.

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- Uses project based, inquiry-based and other hands-on, interactive learning experiences as a central part of the academic program
- Does not focus on test taking, benchmark testing, or test scores
- Expects students to attend all field trips.
- Has a relationship-based discipline plan which is not a one size fits all approach. Students and their parents are expected to participate in conflict resolution and problem solving for behavioral issues and discipline related behaviors.

All parents are members of the IA academic community and play a vital role by showing support and participating in school activities as much as possible.

Some great ways to participate are:

- Chaperone a field trip
- Read to your children or do an outside activity
- Foster friendships between IA students by creating play opportunities outside of school
- Contribute to a fundraising event (bake sales, IA Education Conservators, etc.)
- Attend Exhibition Nights
- Provide large quantities of unstructured time for your child(ren)
- Be a Reading Buddy in a classroom
- Participate in the Parent Connection (our parent association)

If you'd like to help with any classroom or school wide event, please speak with your teacher or the Parent Connection ~~president-leader~~ who will gladly get you started. Parental involvement is not a requirement for acceptance to, or continued enrollment at, ~~the Charter School~~ Innovations Academy.

• **Getting Needed Information**

We often hear from parents about the need to be connected and how challenging that can be. The first step is to learn what is going on in the classroom and at school. Another component is communication between home and school. This section will explain some ways to get the information and communication you want with IA:

- Innovations Academy has its own **website**. On this website you will find updates, information about our philosophy, links to our classroom digital portfolios, calendar, events, Family Handbooks, LCAP, Charter, etc.
- **Class Info** All IA teachers use ParentSquare to communicate with families. You will receive a message every week from each child's teacher.
- **Sunday Blast:** On Sundays a ParentSquare communication will go out to all of our parents with activity updates, parent education food for thought and information for the upcoming week.
- **Exhibition Nights:** During the ~~2024-25~~ 2026-27 school year we will have

Exhibition Nights on the following dates: December ~~15th~~ ~~11th~~ and March ~~24th~~ ~~26th~~. We expect 100% attendance by parents as all students will be presenting work they have completed. If you can't make it, please communicate with us ahead of time. We consider Exhibitions to be as important as report cards.

- **Student Led Conferences ("SLC")/Parent-Student-Teacher Conference:** During SLCs, students take the lead to facilitate a conference with their teacher(s) and parent(s). The outcome of the conference is that students share their learning in various subject areas and set academic, personal and social goals.
- **Presentations of Learning ("POL")/Portfolio Review:** A presentation of learning is an opportunity for a student to speak about specific areas of their own learning in an authentic, reflective way. The act of speaking about who you are, your strengths and challenges is an important part of our program. If POLs are held in your child's class, please make every attempt to attend your child's presentation of learning.
- **Come In!** We are here every school day. Please come in and say hi and let us know if you have any questions. If we can't address them on the spot, then we can schedule time with you.

Director Office Hours/Coffee Connections: Current and new IA parents have the opportunity to meet with the Director and get questions answered. It's also a great place to connect with other IA families and have fun while developing a deeper understanding of IA philosophy. Check the website calendar and Sunday ParentSquare communications [for these meet ups with the director](#). Please let us know if you have any ideas that can improve our methods of communication. Thank you.

- **Email Communication Policy**

IA recognizes that electronic mail (email) can be a valuable communication tool, when it is used judiciously and in accordance with privacy laws and the school internet ethics code. To help us implement the School communication policy, IA faculty and staff members are provided with ParentSquare accounts to improve the efficiency and effectiveness of communication both within the school and with the parent/guardian community. Faculty and staff are required to use ParentSquare for all communications with parents.

In the interest of ensuring that ~~communication~~~~email~~ is a positive ~~experience~~~~influence~~ ~~on~~ our learning community of committed parents/guardians, teachers, students, and friends, we are instituting these ParentSquare guidelines for parent-teacher communication.

- Keep the message short, no more than 1 paragraph is a good rule, and request to schedule a time to meet or to speak via telephone if you need more communication.
- Respect teacher planning time by sending messages only when necessary
- Keep the content appropriate and specific
- Please keep all contacts professional. Jokes, amusing or special stories,

chain letters, or commercial solicitations are inappropriate

Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher.

Remember that your child's teacher oversees 265 students. Before sending an email message to your teacher, please ask yourself:

- Can I get the answer on the class or school website?
- Was the information sent in the teacher's weekly email?
- Can I ask my child to find out tomorrow?
- Can it wait?

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender,

gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

• **Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy**

Board Approved: 7/22/25

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Innovations Academy ("IA" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. IA school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom IA does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. IA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. IA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Christine Kuglen
Executive Director
5454 Ruffin Rd, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by IA.

IA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical

conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

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

1. Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by IA.

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

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with his or her exceptional needs.

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photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in IA 's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that IA investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

IA advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

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

2. Education

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

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

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

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

3. Professional Development

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

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

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

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

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

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

Grievance Procedures

1. Scope of Grievance Procedures

IA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or

bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

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

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

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. IA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a

staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

IA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

IA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to IA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or IA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. IA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of IA to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of IA, the Coordinator (or designee) will promptly initiate an investigation. A third-party investigator may be retained to conduct the investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that IA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - IA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with IA's policies.
 - IA may remove a respondent from IA's education program or activity on an emergency basis, in accordance with IA's policies, provided that IA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, IA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If IA offers such a process, it will do the following:
 - Provide the parties with advance written notice of:

- The allegations;
- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- IA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. IA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, IA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in IA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable IA policy.
 - IA may dismiss a formal complaint of sexual harassment if:

- The complainant provides a written withdrawal of the complaint to the Coordinator;
- The respondent is no longer employed or enrolled at IA; or
- The specific circumstances prevent IA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, IA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - IA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of IA's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including suspension and/or expulsion from IA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by IA in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find IA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of IA's decision or resolution, submit a written appeal to the President of the IA Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and IA will implement appeal procedures equally for both parties.
- Within five (5) business days of IA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).

- The complainant and respondent may appeal from a determination regarding responsibility, and from IA's dismissal of a formal complaint or any allegations therein, on the following bases:
- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- IA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

IA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

5454 Ruffin Rd. San Diego, CA 92123 (858)271-1414

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize IA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date:

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

~~♦ Professional Boundaries: Staff/Student Interaction Policy~~

~~Board Approved: 7/22/25~~

~~Innovations Academy ("IA") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.~~

~~Corporal Punishment~~

~~Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.~~

~~For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.~~

~~For clarification purposes, the following examples are offered for direction and guidance of School personnel:~~

~~A. — Examples of PERMITTED actions (NOT corporal punishment)~~

- ~~1. — Stopping a student from fighting with another student;~~
- ~~2. — Preventing a pupil from committing an act of vandalism;~~
- ~~3. — Defending yourself from physical injury or assault by a student;~~
- ~~4. — Forcing a pupil to give up a weapon or dangerous object;~~
- ~~5. — Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;~~
- ~~6. — Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.~~

~~B. — Examples of PROHIBITED actions (corporal punishment)~~

- ~~1. — Hitting, shoving, pushing, or physically restraining a student as a means of control;~~
- ~~2. — Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;~~
- ~~3. — Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.~~

~~Acceptable and Unacceptable Staff/Student Behavior~~

~~This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.~~

~~Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain~~

conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

~~(These behaviors should only be exercised when a staff member has parent and supervisor permission.)~~

- ~~(a) — Giving students a ride to/from school or school activities.~~
- ~~(b) — Being alone in a room with a student at school with the door closed.~~
- ~~(c) — Allowing students in your home.~~

Cautionary Staff/Student Behaviors

~~(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)~~

- ~~(a) — Remarks about the physical attributes or development of anyone.~~
- ~~(b) — Excessive attention toward a particular student.~~
- ~~(c) — Sending emails, text messages or letters to students if the content is not about school activities.~~

Acceptable and Recommended Staff/Student Behaviors

- (a) — Getting parents' written consent for any after-school activity.
- (b) — Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) — Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) — Keeping the door open when alone with a student.
- (e) — Keeping reasonable space between you and your students.
- (f) — Stopping and correcting students if they cross your own personal boundaries.
- (g) — Keeping parents informed when a significant issue develops about a student.
- (h) — Keeping after class discussions with a student professional and brief.
- (i) — Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) — Involving your supervisor if conflict arises with the student.
- (k) — Informing the Executive Director about situations that have the potential to become more severe.
- (l) — Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) — Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) — Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) — Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) — Giving students praise and recognition without touching them.
- (q) — Pats on the back, high fives and handshakes are acceptable.
- (r) — Keeping your professional conduct as a high priority.
- (s) — Asking yourself if your actions are worth your job and career.

General/Local Complaint Policy

Board Approved: 7/22/25

The Innovations Academy ("IA") Board has approved this policy to be used for parents when something is working or not working for at IA. This is our name for our General Complaint Policy. It is what we believe works best to truly address issues and solve them.

Modeling is essential in the learning process. If we want our children to learn how to communicate effectively it is of utmost importance that we model what this looks like. Here is a chart of specific actions that will support our children to learn effective communication.

<u>Instead of:</u>	<u>Do:</u>
<u>Complaining about something that happened</u>	<u>Speak with the teacher or staff about your concern</u>
<u>Shutting down because you feel left out of some communication</u>	<u>Speak to the teacher about how to get all class info</u>
<u>Believing something someone tells you (aka participate in rumors)</u>	<u>Go to the source and get the information yourself</u>
<u>Sharing a frustration about the school, the teacher or the parent association with another parent or on social media</u>	<u>Speak directly with the director, the teacher or the Parent Association president</u>
<u>Harboring frustration, anger or hurt about something your child told you happened at school</u>	<u>Approach the teacher or Executive Director to inquire about the situation</u>

Feedback is an essential part of communication that is very valuable to us as a community. If there is something you like, let us know (we can publish it in our gratitude book)! If there is something you do not understand, are confused by, or do not like, also let us know. Going directly to the source generally gives clarity and understanding.

The only way to get your needs met is to let us know what your needs are. If you have a complaint, frustration, question, concern, excitement or appreciation, please communicate with us. There are many ways to communicate: talk in person, write an email, send a note, or make a phone call. We want our families to get their questions answered. We want to be in communication with you. We need you to tell us when you need that to happen. All of your positive and negative feedback helps us improve our program and understand the needs of so many families.

Though giving feedback sounds good on paper it can truly be the most difficult thing you will do. Actually, approaching a person when you have negative

feelings is a huge challenge. Expect to feel uneasy and let the person with which you need to speak know you need their time. You can start with, "I'm confused; I'm hurt; I'm happy; or I'm excited; when I see (hear, notice...).

Understand that we would rather have the information so that we can improve than to have rumors and negative information, like poison, spread through the internet, school or community grapevine.

If you have a concern, here are the appropriate steps to take:

1. Start at the source:

- a. If you have a concern with something in the classroom, speak to the teacher.
- b. If you have a concern with something in the front office, speak with the Executive Director.
- c. If you have a concern with an IEP, speak with the Education Specialist/Case Manager.
- d. If you have a concern about the educational program, speak with the Executive Director.
- e. If you have a concern about an issue with another student, speak with the teacher, the Assistant Director or the Executive Director.

2. If you have completed step one and feel the concern is persisting, email the teacher (or other staff member) and copy the director. A meeting will be set up with all parties involved.

3. If you have completed step one and two and the concern is persisting, set up a private meeting with the director.

4. If you have completed steps one, two, and three and do not feel that your concern has been fully addressed, email the Executive Director and copy the Innovations Academy Board of Directors (board@innovationsacademy.org).

5. If you have communicated thoroughly using steps one through four and do not feel that the concern has been fully addressed, please get in touch with the IA Board of Directors in one of the following ways:

- a. Write a letter to the I.A. Board and send it to our school address, or
- b. Email our board at Board@InnovationsAcademy.org, or
- c. Attend a board meeting and present during community comments.

We have provided the form on the next page for providing feedback to the School.

GENERAL ASSURANCES

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

4. **General Complaint Form**

5. To be turned into the front office

6. _____

7. Name/Anonymous: _____

Date: _____

8. If you would like to provide feedback, we'd love to hear it. Please take your time and turn it in to the main office. We understand that giving negative feedback is challenging and we commit to address your issue when it is brought to our attention. We invite your information and need it in order to improve. Both children and adults are encouraged to use this form. Please use as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.)

9. _____

10. Date of Alleged Incident(s): _____

Name of Person(s) this complaint is about (if known and applicable):

11. _____

12. List any witnesses that were present: _____

Where did the incident(s) occur? _____

Summary of my issue/observation (Attach additional pages, if needed):

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. I would like to (check all that apply):

24. To talk to a particular staff member (name: _____)

25. To meet with the Executive Director

26. To call a conference for my family with another family at IA.

27. Receipt of this form to be acknowledged

28. To thank the parties involved who are

29. .

30. To express my appreciation for

31. .

32. _____

33. _____ Other: _____

34. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

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• **Uniform Complaint Policy & Procedures**

Board Approved: 7/22/25

Innovations Academy ("IA") complies with applicable federal and state laws and regulations. IA is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

Not all complaints fall under the scope of this Policy.

- Many concerns can be made in accordance with the **General Complaint Policy**, including complaints regarding classroom assignments, common core, grades, classroom requirements, hiring and evaluation of staff, drop off and pick up procedures, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Brown Act, and other general education and school requirements that do not otherwise fall under the purview of this Policy.
- Concerns may also be raised under the School's **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**.

The following complaints are referred to other agencies for resolution and not subject to the Uniform Complaint Policy:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
- Allegations of fraud are referred to the responsible Division Director at the California Department of Education ("CDE").

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, pregnancy, sex, or sexual

orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any IA program or activity.

2. Complaints of violations of state or federal law and regulations governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education Programs;
- Career Technical and Technical Education and Training Programs;
- Child Care and Development Programs;
- Consolidated Categorical Aid Programs;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Child Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- d. If IA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, IA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by IA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or IA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

- 4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF"), or Local Control and Accountability Plans ("LCAP") under Sections 47606.5 and 47607.3 of the Education Code, as applicable. If IA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
- 5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.
- 6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Moreover, IA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. IA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, IA will attempt to do so as appropriate. IA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

IA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and

investigate complaints and to ensure Innovations Academy's compliance with law:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

IA shall ensure that the staff persons responsible for conducting investigations relating to this Uniform Complaint Policy shall be knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Director or Assistant Director, the compliance officer for that case shall be the Parent Representative on the Board of Directors or his/her designee.

Notifications

The Executive Director or designee shall annually provide written notification of this Policy to employees, students, parents and/or guardians, school officials and other interested parties by publishing notification on the website and in the Family Handbook. A copy is available upon request free of charge.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in IA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that IA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that IA is operating pursuant to Title 22 licensing requirements.
3. A statement that IA is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE

determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal an IA decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of IA's decision, except if IA has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals IA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if IA finds merit in a UCP complaint, or the CDE finds merit in an appeal, IA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
11. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address complaints that allege that IA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint.

• Step 1: Filing of Complaint subsequent related actions

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization alleging noncompliance by IA or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy may file a written complaint using the complaint form.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying, unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee

shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension

A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the IA Board of Directors approved the LCAP or the annual update was adopted by IA.

The complaint shall be presented to the Compliance Officer, who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist him/her in the filing of the complaint.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist the complainant in the filing of the complaint.

- **Step 2: Resolution Meeting**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting with the IA school counselor serving as mediator. If the complainant agrees to a Resolution Meeting, the compliance officer shall make arrangements for the same.

Before initiating the Resolution Meeting of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the counselor a party to related confidential information.

If the Resolution Meeting does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend IA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

Within five (5) business days of receiving the complaint, the compliance officer is encouraged to informally discuss with the complainant the possibility of using mediation.

This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide IA's compliance officer with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

IA's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Response**

Unless extended by written agreement with the complainant, the compliance officer shall issue to the complainant a written report of IA's investigation and Decision within sixty (60) calendar days of receipt of the complaint unless the timeframe is extended with the written agreement of the complainant.

IA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered
2. The conclusion providing a clear determination for each allegation as to whether IA is in compliance with the relevant law.
3. Corrective actions, if IA's finds merit in the complaint and any are warranted or required by law
4. Notice of the complainant's right to appeal the decision within thirty (30) calendar days to the CDE, except when IA has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal
6. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of IA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the CDE

If dissatisfied with IA's Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of IA's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. IA failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, IA's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in IA's Decision are not supported by substantial evidence.
4. The legal conclusion in IA's Decision is inconsistent with the law.
5. In a case in which IA's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed IA's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of IA's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to IA for resolution as a new complaint. If the CDE notifies IA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, IA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for

reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by IA when one of the conditions listed in Title 5, California Code of Regulations section 4650 exists, including cases in which IA has not taken action within sixty (60) days of the date the complaint was filed with IA.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of these complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if IA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Consolidated Categorical Programs	☐ School Plans for School Achievement
☐ Pupil Fees	☐ School Safety Plan
☐ Adult Education	☐ Pregnant, Parenting or Lactating Students
☐ Career Technical and Technical Education/Career Technical and Technical Training	☐ Local Control Funding Formula/ Local Control and Accountability Plan
☐ Child Care and Development	☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
☐ Regional Occupational Centers and Programs	☐ Every Student Succeeds Act
☐ Regional Occupational Centers and Programs	☐ Migrant Education Programs

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Age	☐ Gender / Gender Expression / Gender Identity	☐ Sex (Actual or Perceived)
☐ Ancestry	☐ Genetic Information	☐ Sexual Orientation (Actual or Perceived)
☐ Color	☐ Medical Condition	☐ Based on association with a person or group with one or more of these actual or perceived characteristics
☐ Disability (Mental or Physical)	☐ National Origin/Nationality	☐ Marital Status
☐ Ethnic Group Identification	☐ Race or Ethnicity	
☐ Immigration Status/citizenship	☐ Religion	

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any IA staff members? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes
☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Christine Kuglen, Director or
Devon Woodruff, Assistant
Director

Innovations Academy
10380 Spring Canyon
Rd. San Diego, CA
92131

**PLEASE KEEP A COPY OF YOUR COMPLETED FORM FOR YOUR
RECORDS.**

General/Local Complaint Policy

Board Approved: 7/22/25

The Innovations Academy ("IA") Board has approved this policy to be used for parents when something is working or not working for at IA. This is our name for our General Complaint Policy. It is what we believe works best to truly address issues and solve them.

Modeling is essential in the learning process. If we want our children to learn how to communicate effectively it is of utmost importance that we model what this looks like. Here is a chart of specific actions that will support our children to learn effective communication.

Instead of:	Do:
Complaining about something that happened	Speak with the teacher or staff about your concern
Shutting down because you feel left out of some communication	Speak to the teacher about how to get all class info
Believing something someone tells you (aka participate in rumors)	Go to the source and get the information yourself
Sharing a frustration about the school, the teacher or the parent association with another parent or on social media	Speak directly with the director, the teacher or the Parent Association president
Harboring frustration, anger or hurt about something your child told you happened at school	Approach the teacher or Executive Director to inquire about the situation

Feedback is an essential part of communication that is very valuable to us as a community. If there is something you like, let us know (we can publish it in our gratitude book)! If there is something you do not understand, are confused by, or do not like, also let us know. Going directly to the source generally gives clarity and understanding.

The only way to get your needs met is to let us know what your needs are. If you have a complaint, frustration, question, concern, excitement or appreciation, please communicate with us. There are many ways to communicate: talk in person, write an email, send a note, or make a phone call. We want our families to get their questions answered. We want to be in communication with you. We need you to tell us when you need that to happen. All of your positive and negative feedback helps us improve our program and understand the needs of so many families.

Though giving feedback sounds good on paper it can truly be the most difficult thing you will do. Actually, approaching a person when you have negative

feelings is a huge challenge. Expect to feel uneasy and let the person with which you need to speak know you need their time. You can start with, "I'm confused; I'm hurt; I'm happy; or I'm excited; when I see (hear, notice...):

Understand that we would rather have the information so that we can improve than to have rumors and negative information, like poison, spread through the internet, school or community grapevine.

If you have a concern, here are the appropriate steps to take:

~~1. Start at the source:~~

- ~~a. If you have a concern with something in the classroom, speak to the teacher.~~
- ~~b. If you have a concern with something in the front office, speak with the Executive Director.~~
- ~~c. If you have a concern with an IEP, speak with the Education Specialist/Case Manager.~~
- ~~d. If you have a concern about the educational program, speak with the Executive Director.~~
- ~~e. If you have a concern about an issue with another student, speak with the teacher, the Assistant Director or the Executive Director.~~

~~2. If you have completed step one and feel the concern is persisting, email the teacher (or other staff member) and copy the director. A meeting will be set up with all parties involved.~~

~~3. If you have completed step one and two and the concern is persisting, set up a private meeting with the director.~~

~~4. If you have completed steps one, two, and three and do not feel that your concern has been fully addressed, email the Executive Director and copy the Innovations Academy Board of Directors (board@innovationsacademy.org).~~

~~5. If you have communicated thoroughly using steps one through four and do not feel that the concern has been fully addressed, please get in touch with the IA Board of Directors in one of the following ways:~~

- ~~a. Write a letter to the I.A. Board and send it to our school address, or~~
- ~~b. Email our board at Board@InnovationsAcademy.org, or~~
- ~~c. Attend a board meeting and present during community comments.~~

We have provided the form on the next page for providing feedback to the School.

GENERAL ASSURANCES

- ~~1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.~~

- ~~2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.~~
- ~~3. Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.~~

General Complaint Form
To be turned into the front office

Name/Anonymous: _____

Date: _____

If you would like to provide feedback, we'd love to hear it. Please take your time and turn it in to the main office. We understand that giving negative feedback is challenging and we commit to address your issue when it is brought to our attention. We invite your information and need it in order to improve. Both children and adults are encouraged to use this form. Please use as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.)

Date of Alleged Incident(s): _____

Name of Person(s) this complaint is about (if known and applicable): _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Summary of my issue/observation (Attach additional pages, if needed): _____

I would like to (check all that apply):

_____ To talk to a particular staff member (name: _____)

_____ To meet with the Executive Director

_____ To call a conference for my family with another family at IA.

_____ Receipt of this form to be acknowledged

_____ To thank the parties involved who are

_____ To express my appreciation for

_____ Other: _____

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

• **Special Education / Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the San Diego Unified School District SDUSD/SDUSD SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Lisa Smith LSmith@innovationsacademy.org

• **Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

• **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If

the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for student and parents, and any individualized education program

("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at:

Christine Kuglen
Executive Director
5454 Ruffin Road, San Diego, CA 92123
858-271-1414
christine@innovationsacademy.org

A copy of the complete *Educational Records & Student Information Policy* is available upon request at the main office.

• **Resources for Parents**

Classes/Workshops/Presentations: The following are resources for parenting/discipline classes as well as Special Education workshops that we've found to be beneficial for all of our students:

Learning Development Services – Established in 1970 as an educational, psychological, and neuropsychological center for children, adolescents, families and adults. They offer a full range of diagnostic, educational, and clinical services. They offer many free lectures on Special Needs children, ADD, and other topics. <http://learningdevelopmentservices.com/>

Positive Discipline is for parents and teachers who are looking for skills that do not include punishment or rewards to encourage their children to think for themselves, feel capable, become more responsible, and have a greater respect for themselves and others. <https://www.positivediscipline.com/>

Assessments: Below is a list of information regarding outside assessments that we feel comfortable recommending to all students. The below assessments are free of charge.

Center for Behavioral Teratology - This SDSU Research Group gives a **free** cognitive screening to children ages 5 – 17 years of age. They can be reached at 6363 Alvarado Court, Suite 100/200, San Diego, CA 92120, or by phone at (619) 594-1228, or ~~-see, see~~ their website: - <https://ccn.sdsu.edu/resources/>

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Directory for Communication

This information may also be found on the IA website:

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<u>Staff</u>	Role	Phone	Email
Christine Kuglen	Executive Director	858-271-1414 619-379-9275*	Christine@InnovationsAcademy.org
Emily Luscomb	Assistant Director	858-271-1414	Emily@innovationsacademy.org
For communication with any other school personnel			Contact the front office or send a message via ParentSquare

SCHOOL INFORMATION

What is the SCHOOL NAME?	Innovations Academy; CDS Code: 37683380118083
What is the SCHOOL ADDRESS?	5454 Ruffin Rd. San Diego, CA 92123
What is the SCHOOL TYPE?	Direct-Funded Seat-Based Public Charter School
What is the ADMINISTRATOR'S NAME?	Christine Kuglen, Director
What is the SCHOOL PHONE #?	858-271-1414
What GRADE LEVELS does the school serve?	K-8
What is the student population of your school?	Approximately 440 students
How many teachers do you have assigned to your school?	Approximately 25
Your school earthquake supplies are stored in the...?	supply closet
What do you call your classroom go-bag?	Emergency kit

DISTRICT INFORMATION

What is the DISTRICT NAME?	Innovations Academy is an independent LEA authorized by the San Diego Unified School District
What is the District HQ address?	SDUSD: 4100 Normal Street San Diego, CA 92103
Who is the district Superintendent?	Dr. Fabiola Bagula, Superintendent of SDUSD/ Christine Kuglen, Superintendent of Innovations Academy LEA

REPORTING INFORMATION

What is the email address of the person responsible for website content?	director@innovationsacademy.org
What is the LOCAL CHILD PROTECTION AGENCY?	San Diego County Child Welfare Services
What is the local 24 hr. CHILD ABUSE HOTLINE?	858-694-5141; Toll Free 800-344-6000
What is the ADDRESS to send child abuse reports?	P.O. Box 269131 San Diego, CA 92126
What is the web address to view the LCAP (for crime assessment)?	https://innovationsacademy.org/about-us/accountability/lcap/

DATES AND COMPLIANCE

What date did staff receive training on this plan?	August 2025
Date this plan was provided to law enforcement & fire agencies:	February 2024
What date was this plan adopted?	February 2026/updated June 16, 2026
How many fire drills will your school execute this year?	one per month; 10
How many lockdown drills will your school execute this year?	one per year; 1
How many earthquake drills will your school execute this year?	one per quarter; 4
Date Appendix B Maps were inserted/reviewed:	November 2025

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Safety Planning Committee Members: (or School Site Council)

Title: Affiliation:	Name:	Signature:	Date signed:
Director	Christine Kuglen		
Assistant Director	Emily Luscomb		

SECTION 1: General Information – School Safety

Part 1: Comprehensive School Safety Plan Overview

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 but not limited to:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

COMMITTEE REQUIREMENTS

The plan must be developed by the school site council or a designated school safety committee that includes the principal, teachers, classified staff, parents, and students (when appropriate), and must actively consult local law enforcement, fire department, emergency medical services personnel, and other first responders (AB 1747 & AB 2887). The final plan and all updates must be shared with these agencies.

TIMELINE

Effective school safety planning is an ongoing process that requires regular review and evaluation, especially after critical incidents.

- Each school is required by law to update and adopt its CSSP by March 1 every year.
- 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.
- 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.
- An updated file of all non-sensitive safety-related plans and materials must be readily available for inspection by the public if requested.
- By July 1, 2030, schools with 100+ students are encouraged (but not required) to implement a standardized web- or app-based emergency response platform (AB 960).

Summary of Requirements

Every California public school (including charter schools) that serves any grade K-12 must develop, annually review, and update by March 1, and maintain a Comprehensive School Safety Plan (EC 32280–32289.6) tailored to its specific needs and resources.

The CSSP must include, at a minimum:

- a. child abuse reporting procedures
- b. disaster procedures, including adaptations for students with disabilities
- c. serious acts leading to suspension/expulsion
- d. notifying teachers of dangerous pupils
- e. discrimination/harassment
- f. inclusion of any schoolwide dress code that prohibits pupils from wearing 'gang-related apparel'
- g. safe entry into and exit from the school (pupils, parents, and staff)
- h. a safe and orderly environment conducive to learning at the school.

- i. rules and procedures on school discipline
- j. tactical responses to criminal incidents procedures, including individuals with guns on school campuses and at school-related functions
- k. procedures to prepare for active shooter/armed assailant drills (only when included)
- l. dangerous, violent, or unlawful activity response procedures
- m. procedures to respond to cardiac arrest or similar life-threatening medical emergency
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site.
- o. opioid overdose procedures

Schools located in high- or very-high fire-hazard severity zones must coordinate refuge-shelter and early-evacuation plans with local operational areas beginning in 2026-27.

The Plan must be evaluated at least annually, made available for public inspection (except confidential tactical sections), and approved by the governing board/authorizer at a public meeting.

Part 2: About the School

SAFETY PLAN REVIEW, EVALUATION, AND AMENDMENT PROCEDURES

Innovations Academy believes that a safe school begins with a comprehensive, collaboratively developed safety plan. Parents, students, teachers, administrators, counselors, classified personnel, and community agencies participate in developing and reviewing the plan. The safety committee meets annually to review procedures, practice schoolwide safety protocols, and recommend updates to the Comprehensive School Safety Plan for board approval. The Comprehensive School Safety Plan reflects the current needs and resources of Innovations Academy. Innovations Academy consults with local law enforcement in the development and revision of the plan, whenever practicable, consistent with Education Code 35294.1 and 35294.2.

The safety committee evaluates the plan at least once each year and amends it as necessary to ensure proper implementation. Emergency Response Protocol Drills are conducted throughout the year, and after each drill, staff receive feedback on adherence to procedures and any needed adjustments. This information is shared with the committee and is used to inform the annual review and update of the plan.

ASSESSMENT OF SCHOOL SAFETY

Innovations Academy actively supports and monitors student well-being to ensure a safe environment for students, staff, and community members. Through Positive Discipline practices, students learn expected behaviors, how to manage mistakes, and how to build empathy and emotional regulation. Logical consequences, rather than rewards or punishments, guide student learning and support a positive, healthy school climate.

In addition to these schoolwide practices, Innovations Academy follows the California Department of Education's Model Behavioral Threat Assessment Policy to support early identification and intervention when student behavior raises safety concerns. The school maintains a multidisciplinary threat assessment team and uses a structured, evidence-informed process to assess reported concerns, provide appropriate supports, and prevent targeted school violence. Detailed procedures are included in Sections 2 and 6 of this plan.

As an employer, Innovations Academy also maintains a separate, mandated Workplace Violence Prevention Plan (WVPP) in accordance with Labor Code 6401.9. The WVPP addresses employee safety, workplace violence reporting, hazard assessment, and Cal/OSHA compliance. While related in purpose, the WVPP is distinct from the student-focused behavioral threat assessment process and is maintained within the school's operational and human-resources systems.

MAINTAINING A HIGH LEVEL OF SAFETY

Innovations Academy follows all California Education Code requirements for maintaining a safe and orderly school environment. We use the California Education Code to guide our decisions regarding class and school suspensions. We use the Positive Discipline philosophy to guide our teaching and approaches as we help students recognize and control

their own emotions. We use restorative practices to help students build empathy for others and encourage them 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.

Innovations Academy has established procedures for identifying a refuge shelter for all students and staff, notifying the fire department responsible for the school site, and maintaining a communication and evacuation plan that allows sufficient time to evacuate all students and staff during an early-notice evacuation warning. The school is not in a high-fire-hazard severity zone.

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

INSTRUCTIONAL CONTINUITY PLAN

Innovations Academy maintains an instructional continuity plan (See Section 8) to ensure that students receive instruction when natural disasters or other emergencies make in-person instruction impossible (EC 32282(a)(3)).

Part 3: Training and Emergency Drills

Innovations Academy provides staff with annual safety plan training. Prior to the start of each school year, the records clerk collects all required training certificates, and the Director or designee will verify completion for every staff member. All required trainings, including Positive Discipline methods, will be completed and documented by the first day of school. During this training, staff review key information, including how to choose the appropriate action for various emergency incidents and disasters; review randomly selected emergency events and procedures outlined in this plan; review child abuse reporting procedures; and discuss school safety procedures. Staff also reviews the incident command system outlined in this plan and the relocation/reunification procedures to ensure the safety of our student population and the reunification of families during/after critical incidents.

Innovations Academy holds monthly drills, including fire, earthquake, and lockdown drills. These drills include evacuation when appropriate. All drills are age-appropriate for our students. The school holds 10 safety drills throughout the school year.

DRILL IMPLEMENTATION POLICY AND APPROACH

Lockdown drills will be trauma-informed and follow age-appropriate measures. Innovations Academy 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.

Staff shall not include the use of real weapons, gunfire blanks, or explosions in the conducting of the drill.

SCHOOLWIDE DRILL AND LOCKDOWN TRAINING

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 were 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

BULLYING AND CYBERBULLYING

Innovations Academy annually provides the California Department of Education's online bullying-prevention training module (EC 32283.5(a)) to certificated staff and all employees who regularly interact with students. Staff are trained to recognize common signs that a student may be experiencing bullying, including:

- Unexplained injuries
- Lost or broken belongings
- Fear of attending school or activities
- Withdrawal from friends or interests
- Sleep or eating disturbances
- Anxiety, nervousness, or distracted behavior
- Self-destructive or unusual behaviors
- Decreased self-esteem

Staff are also informed of groups at elevated risk for bullying, including:

- LGBTQ students and students perceived as LGBTQ
- Students with physical or learning disabilities

CPR AND AED TRAINING

All staff are trained in CPR and have access to the AED.

SECTION 2: Procedures to Ensure Compliance with School Safety Laws

Part 1: Maintaining a Safe and Orderly Environment

INNOVATIONS ACADEMY STUDENT CONDUCT CODE (EC 35291 and EC 35291.5)

Positive Discipline, based on the work of Adler and Dreikurs and developed by Jane Nelsen, forms the foundation of Innovations Academy's approach to student conduct. The program teaches students to become responsible, respectful, and resourceful members of their community by building skills in a respectful, encouraging manner. Innovations Academy staff invest significant time in creating a learning environment where students feel connected, valued, and capable. We expect students to partner with us in maintaining this optimal learning environment.

EXPECTATIONS OF STUDENTS

To ensure a safe, orderly, and engaging campus, students are expected to:

- Actively engage in academic learning, including attempting challenging tasks and following directions.
- Participate constructively in conflict resolution, seeking to understand others' perspectives and working toward resolution.
- Create and follow through on acceptable plans to resolve conflicts or behavioral concerns.

Students who are unwilling to meet these expectations may be removed from class, sent home, and/or required to attend a parent meeting.

RESPONSES TO BEHAVIOR COMPROMISING SAFETY OR LEARNING

When student behavior disrupts learning or impacts the community, staff may use one or more of the following responses:

- Taking a break inside or outside the classroom
- Generating a written plan for behavior change
- Visiting the Solution Center or office to develop a plan
- Completing work outside the classroom or in an alternative classroom
- Making a contribution in a lower-grade classroom
- Parent notification
- Home-to-school behavior checklists
- A day of reflection
- Suspension or expulsion

When behavior is significant or ongoing, students and/or parents may be asked to participate in individual or family counseling with the IASC counselor. Parents are contacted when a student commits an enumerated offense under Innovations Academy's Suspension & Expulsion Policy or engages in repeated minor infractions. Any incident that compromises safety or the learning environment is evaluated for a parent meeting, suspension, or a possible recommendation for expulsion, outlined in the next section.

COMMUNICATING EXPECTATIONS

Families can find up-to-date information about Positive Discipline and conduct expectations in the Family Handbook.

Part 2: Child Abuse Reporting

PREVENTION AND TRAINING

Innovations Academy follows the Board-adopted Professional Boundaries Policy and maintains practices to prevent child abuse and misconduct by ensuring that all adult-student interactions are observable and visible to others. Staff supervise students in all settings, keep doors open or windows unobstructed when meeting individually with a student, and avoid private one-on-one situations unless necessary for student support. Employees and volunteers maintain professional boundaries and avoid conduct that could be perceived as grooming or favoritism. Staff do not enter student restrooms except for safety emergencies, and ensure no adult is alone with a single student during transportation or off-site activities. All after-school programs and tutoring follow the same visibility and supervision requirements. The school

consults with its insurer or risk-management partners on facility practices that support student safety.

Per AB 1432 and SB 848, all employees, volunteers, board members, and contractors who interact with students must complete annual state-standard mandated-reporter training. Innovations Academy uses the California Mandated Reporter Training module, and proof of completion is required before the start of each school year or within the first week of hire.”

REPORTING PROCEDURES (EC 35294.2 [a] [2]; PC 11166)

All Innovations Academy employees, volunteers, board members, and contractors are mandated reporters and are legally required to report all known or reasonably suspected cases of child abuse or neglect. Mandated reporters do not investigate or determine the validity of allegations; if abuse or neglect is suspected, or if a student discloses information that leads an employee to reasonably believe abuse has occurred, a report must be made. No supervisor or administrator may impede, inhibit, or sanction an employee for making a report.

Mandated reporters must contact Child Protective Services/Child Welfare Services directly, as reporting to a supervisor does not satisfy the legal obligation. Reporters complete Form SS 8572 (http://ag.ca.gov/childabuse/pdf/ss_8572.pdf) and make an initial telephone report before the end of the workday, followed by a written report. If a phone report cannot be made immediately, an initial report may be submitted by email or fax. A report should also be shared with the school director and/or school counselor at the same time.

RIGHT TO CONFIDENTIALITY AND IMMUNITY

Mandated reporters must provide their names when making a report, but their identities remain confidential. Reports of suspected abuse are confidential, and mandated reporters are immune from state criminal or civil liability when reporting as required, even if the suspicion arose outside their professional duties.

CONSEQUENCES FOR FAILING TO REPORT

Failure to make a required report is a misdemeanor punishable by up to six months in jail and/or a fine of up to \$1,000 (PC 11166(c)).

AFTER THE REPORT IS MADE

Child Protective Services is required to investigate all reports. Allegations involving abuse or neglect within families may also be investigated by Child Welfare Services.

Part 3: Notifying Teachers of Dangerous Pupils

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.

Part 4: School Crime Assessment

In compliance with SB 187 and SB 848, the Director will compile statistics and assess all crimes committed on school campuses and at school-related functions by reviewing office referrals, suspension/expulsion data, property damage

data, and/or any juvenile crime data provided by local officials. When the director or designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the Innovations Academy school site, they will send a written notice of the occurrence and the general nature of the crime to each pupil's parent or legal guardian and each school employee.

Each year, the Innovation Academy Board of Directors reviews data and provides input on outlined improvement plans before adopting any updates to the Safety Plan.

Part 5: School-wide Dress Code Relating to Gang-Related Apparel (EC 35183, STU 4)

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 and clean, provide adequate coverage, be appropriate for school activities, and follow standards of common decency (no profanity, no discriminatory or sexually explicit content, etc.).

In accordance with Education Code sections 35183 and 35291.5, Innovations Academy prohibits students from wearing gang-related apparel. Gang-related apparel is defined as clothing, accessories, symbols, or grooming styles that could reasonably be determined to threaten the health and safety of the school environment. The determination of what constitutes gang-related apparel may vary and will be made in consultation with local law enforcement when appropriate.

Footwear must be safe for school activities. Students should wear or bring closed-toe athletic shoes for outdoor activities and P.E., as scheduling may vary and classes frequently participate in active games.

Part 6: Safe Ingress and Egress - Safe School Zones: California Penal Code Section 626

ARRIVAL PROCEDURES

Morning drop-off begins no earlier than 30 minutes before the school start time (8:30 a.m.). Students must enter campus through the turnaround gate. Once on campus, all students must remain on site. Gates close and lock at 8:30 a.m.; students arriving after this time must sign in at the front office.

DISMISSAL PROCEDURES

Kindergarten: Dismissal begins at 2:00 p.m. Tuesday-Friday. Parents/guardians meet their child in the classroom. Written permission must be provided to the front office for anyone other than a parent/guardian to pick up a student.

Grades 1-8:

- Monday dismissal: 12:30 p.m.
- Tuesday–Friday dismissal: 3:00-3:30 p.m.

Parents determine how their child will go home (walk, meet a parent, etc.) and must communicate this plan to both their child and the teacher. Parents are encouraged to pick up in person at least once per week to support communication and connection.

Additional Dismissal Requirements:

- Students in grades K-5 going home with another family must have a signed note or email provided to the teacher or office.
- Students remaining after the pick-up window will be sent to the office. Supervision cannot be guaranteed after 3:45 p.m.
- Teachers must release students only to parents, legal guardians, or individuals designated in writing unless modified by a court order. When in doubt, staff must contact the Director before releasing a student.

SAFE INGRESS AND EGRESS PROTOCOLS

Administration maintains procedures to ensure that students, staff, parents, and community members can enter and exit the campus safely and that the building remains secure during non-school hours. These procedures include:

- Training staff to lock and secure buildings and grounds when not in session (e.g., not propping doors, securing gates, locking classrooms).
- Ensuring gates are locked at the end of each day to protect campus security.
- Posting signage directing all visitors to sign in at the main office.
 - Establishing a culture in which any adult without a visitor label, and any child not enrolled at the school, is escorted immediately to the office.
 - Maintaining a clear dismissal and student pick-up plan to ensure student safety.

PARENT RESPONSIBILITIES

Parents/guardians are responsible for ensuring their child's safe arrival and departure from school, including:

- Providing the school with written authorization for anyone picking up their child.
- Sending a signed note or calling the office if their child will go home with a friend.
- Following all seatbelt and child-safety laws.
- Ensuring students biking, skateboarding, or rollerblading wear appropriate helmets.
- Ensuring students using public transportation know their route and how to walk safely to and from the stop.

VISITOR POLICY

Innovations Academy welcomes community members while prioritizing student safety and minimizing disruptions to learning. Requirements include, but are not limited to:

- ALL visitors must sign in immediately upon entering the building, receive a visitor label, and sign out upon departure.
- Students from other schools or students who have completed their school day may not be on campus unless accompanied by a parent/guardian or with administrative permission.
- The visitor log includes: name, purpose of visit, destination, and time in/out.
- At the Director or designee's discretion, visitors may be asked to provide proof of identity, address, occupation, or other legally permissible information.
- Parents/guardians visiting for reasons other than routine drop-off/pick-up (e.g., volunteering, early pick-up, late drop-off) must sign in as visitors unless otherwise directed by the Director.

ADMINISTRATIVE AUTHORITY

The Director or designee may refuse to register or may revoke the registration of any visitor whose presence may disrupt school operations, pose a safety risk, or violate school policy. Visitors who fail to register or who are asked to leave must depart immediately. If necessary, law enforcement may be contacted to enforce removal. Visitors who reenter within seven days after being directed to leave may be subject to misdemeanor penalties.

Parents are informed annually of the school's visitor/outside policies and reminded to register upon entering campus to support school safety. Policy operates in conjunction with Innovations Academy's Registered Sex Offender Policy.

Part 7: Bullying, Discrimination, Intimidation, Harassment, & Hate Crimes.

Innovations Academy maintains and follows Board Policy regarding the prevention, identification, and response to hate-motivated incidents. Staff must immediately notify the Director or Assistant Director when any hate-based behavior is observed or reported. The administrator assesses the situation, ensures student safety, and determines appropriate next steps consistent with Board Policy, which may include restorative conversations, parent communication, counseling support, and disciplinary action. All incidents are documented, and patterns of behavior are monitored to prevent recurrence.

DEFINITIONS

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including written communication or electronic acts, directed toward one or more students that may constitute sexual harassment, hate violence, or that creates an intimidating or hostile educational environment. Bullying has, or can reasonably be predicted to have, one or more of the following effects on a reasonable student:

- Fear of harm to person or property

- Substantial detriment to physical or mental health
- Substantial interference with academic performance
- Substantial interference with participation in or benefit from school services, activities, or privileges

Cyberbullying includes the transmission of harassing communications, threats, or harmful texts, sounds, or images through the Internet, social media, or electronic devices. It also includes impersonating another person online to damage their reputation.

PREVENTION AND EDUCATION

Innovations Academy informs employees, students, and families about expectations for technology use and encourages parents to reinforce them at home. Administration encourages employees to model effective problem-solving, anger management, and self-advocacy skills for students.

The administration regularly informs employees, students, and families about school policy and encourages parents to discuss it with their children. Staff advises students to:

- Refrain from bringing or using cell phones on campus
- Avoid smartphone access under age 14 and use computers only with parent monitoring
- Never share passwords, personal data, or private photos
- Think carefully before posting online, understanding that posts cannot be fully retracted
- Avoid sharing information they would not want seen by parents, teachers, administrators, or future employers
- Consider how comments might feel if they were the recipient

Because staff cannot be present for every interaction, Innovations Academy emphasizes student education as a primary prevention strategy. Students are taught that hateful, demeaning, or discriminatory behavior is unacceptable and that compassion and respect are core community values.

Staff provide instruction that helps students:

- Understand and accept peers of all backgrounds, including those with protected characteristics (e.g., sexual orientation, gender identity, disability, race, ethnicity, religion, immigration status)
- Recognize the impact of bullying based on protected characteristics
- Distinguish between appropriate and inappropriate behaviors
- Practice responding to conflict and bullying in non-aggressive, constructive ways
- Build confidence and learn when and how to seek adult help

SEXUAL HARASSMENT (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.

By definition, 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 that is inappropriate in the workplace because it is offensive, unwelcome behavior that would not occur but for the gender of the offended person. Both sexual harassment and accusations of sexual harassment are disruptive to the work environment.

If you or a co-worker experiences 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.

STAFF TRAINING

Innovations Academy maintains and follows Board Policy requiring annual staff training on bullying, discrimination, harassment, and hate-motivated behavior. Training includes recognizing hate-based conduct, understanding the impact of bias, responding in a trauma-informed and culturally sensitive manner, and following required reporting procedures. This training is completed alongside the state-required bullying-prevention module.

Part 8: Protocol for Opioid Emergencies

EMERGENCY PROTOCOL

Innovations Academy maintains and follows Board Policy regarding the prevention, identification, and response to opioid-related medical emergencies. Staff must immediately notify the Director or Assistant Director when a student or adult is suspected of experiencing an opioid overdose. The administrator assesses the situation, ensures student and staff safety, and determines appropriate next steps consistent with Board Policy, which may include activating emergency medical services, administering naloxone if available and trained to do so, contacting parents/guardians, and providing counseling or follow-up support. All incidents are documented, and patterns of concern are monitored to prevent recurrence.

PREVENTION AND PARENT NOTIFICATION

The school provides parents and guardians with annual information about the risks, warning signs, and health dangers associated with opioid use, including counterfeit pills containing fentanyl. This information is posted on the school website and distributed to families each year. Families are encouraged to notify the school of any concerns related to substance use within the household so that appropriate support can be provided.

RECOGNIZING THE RISKS

Fentanyl-related overdoses among youth have increased dramatically statewide. Counterfeit pills, often purchased through social media, may appear identical to legitimate medications but contain lethal amounts of fentanyl. Because fentanyl is odorless, tasteless, and colorless, and because counterfeit pills vary widely in potency, even a single pill can be fatal.

SCHOOL RESPONSE TO SUSPECTED OPIOID EMERGENCY

If a student or individual on campus is suspected of experiencing an opioid overdose, staff will:

- Call 9-1-1 immediately
- Follow emergency response procedures, including monitoring breathing and responsiveness
- Notify administration
- Follow any additional directives from emergency medical personnel

Students who disclose drug use or ask for help will not be punished. They may speak with a school counselor, wellness staff, or another trusted adult for support.

WARNING SIGNS FAMILIES SHOULD WATCH FOR

Encourage families to monitor for:

- Irregular eating or sleeping patterns
- Low energy or withdrawal
- Depression, anxiety, or irritability
- Declining grades
- Loss of interest in activities
- Sudden changes in clothing or peer groups

If concerns arise, parents should be encouraged to talk with their child and reach out to the school for support.

FAMILY RESOURCES

The school provides access to local and national resources on opioid awareness, prevention, and response, including:

- San Diego County Prescription Drug Abuse Task Force
- San Diego County Office of Education
- National Harm Reduction Center
- California Department of Public Health Naloxone FAQ
- DEA “One Pill Can Kill”
- Song for Charlie (youth fentanyl awareness)
- 24/7 Crisis Text Line: Text HOME to 741741
- National Suicide Prevention Lifeline: Call or text 988

Part 9: Protocol for Dangerous, Violent, or Unlawful Activity

Innovations Academy is committed to assessing and responding appropriately to dangerous, violent, or unlawful activity that occurs or is threatened on campus, at school-sponsored activities, or on school buses serving the school. The Assessment of the Current Status of School Crime and Safety and the Risk Assessment sections of this plan help identify the types of violent or unlawful activity that may occur and the potential for such incidents. These assessments guide decisions about training, resources, equipment, and strategies to mitigate, prevent, prepare for, respond to, and recover from dangerous or unlawful activity. Based on these assessments, the school develops Goals and Objectives to strengthen prevention and response.

School administration, in coordination with law enforcement, may conduct investigations into violent, dangerous, or unlawful incidents. Depending on the outcome of an investigation, the administration will follow school disciplinary procedures and may assist with prosecution through the District Attorney’s office when appropriate.

Innovations Academy follows the Law Enforcement Notification Matrix below to ensure timely and appropriate communication with emergency responders.

LAW ENFORCEMENT NOTIFICATION MATRIX

1. CALL 9-1-1

- Bomb threat or suspicious package
- Firearm on campus
- Explosive device on campus
- Fire
- Immediate risk of harm to students and/or staff
- Intruder on campus
- Medical emergency
- Possible abduction

2. CALL LAW ENFORCEMENT (9-1-1 if immediate danger; dispatch for non-emergency)

- Assault with a dangerous weapon and/or resulting in great bodily injury (EC 48902), including loss of consciousness; concussion; bone fracture; protracted loss or impairment of bodily function; wounds requiring extensive suturing; disfigurement
- Report of sexual assault or battery (Grades 4-12) (EC 48902), including touching an intimate part of another person, against their will, for sexual gratification, arousal, or abuse
- Homicidal threat (Grades 6–12) (EC 49390), including any action creating a reasonable suspicion that a student is preparing to commit a homicidal act related to school or a school activity

3. NOTIFY LAW ENFORCEMENT (9-1-1 if immediate danger; dispatch for non-emergency)

- Physical attack, assault, or threat toward an employee (EC 44014)
- Possession of a controlled substance (EC 48902)

- Possession of a dangerous weapon (EC 48902), including dirk, dagger, ice pick, knife with blade longer than 2.5 inches, locking-blade folding knife, razor with unguarded blade, taser or stun gun, or any instrument that expels a metallic projectile (e.g., BB or pellet gun)

Part 10: Immigration Enforcement Notification

Innovations Academy will ensure timely and appropriate notification when immigration enforcement is confirmed on or near the school site. Once the Director or Assistant Director verifies the presence of immigration enforcement, the school will immediately initiate the required notification process involving our school communication platform. Parents, guardians, teachers, administrators, and school staff will be informed promptly, with real-time notification when there is a direct threat to the safety of the school, a school-sponsored activity, or a school bus, or when disruptions occur at any of these locations. Notifications will not include any personally identifiable information and will state only the date and time the presence of immigration enforcement was confirmed and the location of the activity on campus. ParentSquare, the school PA system, and/or staff group communication channels may be used to distribute the notice. When appropriate, the notification may also include links to resources regarding educational rights, state laws protecting student and family privacy, and counseling or support services for families impacted by immigration enforcement, including model policies adopted by the LEA.

Part 11: Students with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Director, or designee, is responsible for pre-identifying individuals who may require assistance and assigning staff to support them. Adaptations are driven by each student's IEP or 504 Plan and are documented on a one-page "Emergency Circumstances" summary that is securely stored in the emergency binder and on the secure school server. A copy of this summary is provided to parents/guardians, and staff reviews these summaries during the August in-service and again prior to emergency drills.

Each "Emergency Circumstances" summary identifies the student's functional needs, required supports, communication considerations, mobility needs, and any specialized equipment or procedures necessary to ensure safe evacuation or sheltering. Staff assigned to support students with disabilities receive training on these individualized procedures and practice them during drills to ensure readiness.

Because of the volume of foot traffic expected through stairways and corridors during an evacuation, a rescue assistance area must be established separately from the main flow of foot traffic. This area must be clearly marked so disabled individuals know where to go for refuge in a critical time. The proper signage for this area is "Area of Rescue Assistance," and evacuation maps will convey this information.

The Director, or designee, ensures that:

- All staff responsible for assisting students with disabilities understand their assigned roles.
- Rescue assistance areas remain accessible, unobstructed, and clearly labeled.
- Any assistive devices, communication supports, or mobility equipment identified in a student's plan are available and functional.
- Parents/guardians are informed annually of the school's emergency procedures and how their child's individualized supports are implemented.
- Emergency adaptations are reviewed at least annually and updated whenever a student's IEP or 504 Plan changes.

Innovations Academy is committed to ensuring that all students, including those with disabilities and access or functional needs, can safely participate in emergency drills and real-world emergency responses with dignity, independence, and appropriate support.

Part 12: Use of Cell Phones During Emergencies

Cell phones are not permitted on campus except as allowed under the school's adopted Board Policy. Students are instructed to follow the guidance of the adult they are with in order to remain safe and keep others safe. There is no proof that having a cell phone keeps a student safe in an emergency.

SECTION 3: Rules and Procedures of School Discipline

Part 1: Specific Guidelines

Innovations Academy uses Positive Discipline as the foundation for student behavior support. When these measures do not produce the intended results, or when disciplinary action is required by law, the school may implement suspension or expulsion consistent with local policy aligned with the Education Code. Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline may include counseling, parent conferences, alternative educational environments, suspension, or expulsion. Corporal punishment is prohibited. 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.

Students with disabilities are afforded all protections under IDEA, Section 504, and the California Education Code. The school convenes an IEP team within ten school days to determine whether behavior subject to discipline is a manifestation of disability.

The complete adopted discipline policy and procedures are available from the school office.

GROUND FORS FOR SUSPENSION OR EXPULSION

A student may be suspended or expelled for misconduct related to school activity or attendance, including incidents occurring:

- On school grounds
- While going to or coming from school
- During lunch (on or off campus)
- During or traveling to/from a school-sponsored activity

Specific suspendable and expellable offenses include causing physical injury, possession of dangerous objects, controlled substances, robbery, vandalism, theft, harassment, hate violence, sexual harassment, and other acts defined in the Education Code.

Alternatives to suspension are attempted first for truancy, tardiness, or other attendance-related issues.

SUSPENSION PROCEDURE

Only the Director or designee may suspend a student. Suspension is preceded by a conference with the student and parent unless an emergency situation exists. An emergency is defined as a clear and present danger to the lives, safety, or health of students or school personnel.

Parents are notified by phone or in person, followed by a written notice that states the specific offense and the return date. Suspensions may not exceed five consecutive school days unless extended pending an expulsion hearing.

EXPULSION PROCEDURE

Only the Director or designee may recommend expulsion. Students are entitled to a hearing within 30 school days unless postponed for good cause. Written notice is provided at least 10 days prior and includes:

- Date and place of the hearing
- Specific facts and charges
- Applicable disciplinary rules
- Rights to representation, to present evidence, and to question witnesses

An Administrative Panel may hear the case and make a recommendation to the Board, which makes the final determination. The decision is final and not subject to appeal.

Special procedures apply to cases involving sexual assault or battery, including protections for complaining witnesses.

POST-EXPULSION REQUIREMENTS

- Written notice of expulsion is sent to the parent/guardian and includes the specific offense and the obligation to inform future schools.
- The District receives a copy of the expulsion notice.
- Expelled students are responsible for seeking alternative education programs.
- A rehabilitation plan is provided, including a timeline for reapplication (no later than one year).
- Readmission decisions are made by the Board based on completion of the rehabilitation plan and school capacity.

RECORDKEEPING

The school maintains records of all suspensions and expulsions and provides them to the District upon request.

SECTION 4: Action Alert Procedures – Classroom Quick Guides

General information

ANNOUNCEMENT FORMAT

All alerts are announced over the PA system and repeated three times, or they are delivered by messenger if the PA is unavailable and it is safe to do so.

IMMEDIATE STUDENT ACCOUNTING

Use the class roster or the go-bag checklist. Report status silently (text, email, etc.) when safe.

ADAPTATIONS FOR DISABILITIES

Follow individual student plans (IEP/504 summaries in emergency binder).

ALL CLEAR

Announced as “ALL CLEAR, ALL CLEAR, ALL CLEAR” via PA or messenger. Resume normal activities only when verified by staff or administration.

Part 1: Action Alert - EVACUATE

PURPOSE

Move students and staff to a safer location immediately (e.g., in the event of a fire, gas leak, bomb threat, or other hazard requiring an exit).

ALERT SIGNAL

PA announcement (repeated three times): "EVACUATE, EVACUATE, EVACUATE for [specific reason, if known]. Proceed to [designated site]."

If PA is unavailable, the alternative must prioritize safety for the specific incident type (e.g., do not use a runner if there is an intruder).

- Use alternative electronic communication: email, text messaging
- Use runners
- Use bullhorns or radios

Ensure all classrooms, offices, cafeterias, libraries, gymnasiums, and on-campus programs are notified.

STAFF/TEACHER QUICK STEPS

- Grab the emergency kit, roster, and lead students out using the nearest safe exit route.
- Assist students with disabilities per their plan.
- Close the classroom door (do not lock).
- Proceed quickly and calmly to the primary evacuation site or alternate if directed.
- Take attendance.
- Keep students together; await further instructions.
- Do not re-enter the building until "ALL CLEAR" is announced.

STUDENT ACTIONS

- Follow teacher directions immediately.
- Leave belongings behind.
- Walk quickly and quietly; no running unless in imminent danger.
- Help classmates if it's safe to do so.

DRILLS

- Practice calm, orderly exit.

Part 2: Action Alert - Relocation and Reunification (off-site evacuation)

PURPOSE

Move students and staff off-site to a safer location for an extended period and facilitate controlled parent/guardian reunification (e.g., major wildfire evacuation order, prolonged utility failure, or other large-scale threat requiring complete relocation).

ALERT SIGNAL

PA announcement (repeated three times): "RELOCATE for REUNIFICATION, RELOCATE for REUNIFICATION, RELOCATE for REUNIFICATION. Proceed to [designated off-site location/transport point]."

STAFF TEACHER QUICK STEPS

- Grab go-bag/roster and calmly lead students out using the nearest safe exit.
- Assist students with disabilities per their plan.
- Proceed to the designated transport area or directly to the off-site reunification location if walking.
- Take attendance using the green/red card system (see General Information).
- Keep students grouped and supervised at all times.

- Follow procedures for controlled student release to authorized parents/guardians only (photo ID required; sign-out log). Do not release students to anyone not pre-authorized.
- Await further instructions or "ALL CLEAR."

STUDENT ACTIONS

- Follow the teacher's directions immediately and stay with your group.
- Leave belongings behind unless directed otherwise.
- Remain calm and quiet to help staff keep everyone safe.

PRIMARY OFF-SITE REUNIFICATION LOCATIONS

To ensure safety, relocation and reunification sites are confidential and are contained within an 'internal' section of the Appendix.

TRANSPORTATION METHODS

The transportation method (bus, walk, or parent pickup) will be announced as it becomes available.

COMMUNICATION

During an emergency, families will receive reunification instructions through the school's communication system once law enforcement has secured the site.

Part 3: Action Alert - Shelter

PURPOSE

Protect students and staff in place from hazards such as earthquakes, hazardous materials releases, severe weather, or other threats requiring immediate indoor protection (may include Drop/Cover/Hold On or Seal the Room). Shelter-In-Place events are typically short (often a few hours). There is no risk of running out of oxygen in a sealed classroom during this timeframe.

ALERT SIGNAL

The Director or designee notifies staff and students via a PA Announcement:

"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."

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 to avoid drawing attention to your room.

STEP 5 - WAIT

Instruct students to remain in their positions until an evacuation is 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.

STAFF TEACHER QUICK STEPS

- Order Facilities/Custodial staff to shut down HVAC systems
- Turn on the emergency radio and monitor updates
- Direct staff to seal doors and vents if necessary
- Activate Parent Alert System (ParentSquare, phone tree, or other method)
- Request that parents not come to campus until it is safe

Post exterior signage if safe:

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

PROCEDURES BY LOCATION

1. Classrooms and Offices

- Post “Shelter-In-Place” sign on exterior door or window (if safe)
- Shut doors and windows; close blinds
- Seal doors and vents with plastic and duct tape if directed
- Take out the class roster and take roll
- Wait for the official “ALL CLEAR, ALL CLEAR, ALL CLEAR” before releasing anyone

2. Gymnasium, Theater, or Large Spaces

- Move students and staff into a hallway or smaller interior room
- Shut doors and windows; close blinds
- Seal doors and vents if directed
- Record names of all individuals present
- Wait for “ALL CLEAR, ALL CLEAR, ALL CLEAR”

3. Outdoors

- Move immediately into the nearest building
- Shut doors and windows; close blinds
- Seal doors and vents if directed
- Record names of all individuals present
- Wait for “ALL CLEAR, ALL CLEAR, ALL CLEAR”



In a wheelchair or using a walker:

- Lock your wheels and remain seated until the shaking stops.
- Always protect your head and neck with your arms, a pillow, a book, or whatever is available.

**USING
WALKER**



**USING
WHEELCHAIR**



Part 4: Action Alert - Lockdown

PURPOSE

Protect students and staff by hiding and barricading to prevent an imminent threat from entering the building (e.g., active assailant, dangerous intruder).

ALERT SIGNAL

PA announcement (repeated three times): "LOCKDOWN, LOCKDOWN, LOCKDOWN. Locks, lights, out of sight."

STAFF/TEACHER QUICK STEPS

- Immediately clear all hallways/ bring students into the nearest classroom if safe.
 - Lock and barricade doors (use furniture if needed); cover windows/door windows.
 - Turn off lights; move students out of sight (away from doors/windows).
 - Maintain silence; silence all devices (phones on vibrate/silent only for emergency use).
 - Assist students with disabilities per their plan.
 - Account for students silently using the green/red card system once in position (see General Information).
 - Ignore bells/fire alarms unless imminent fire danger or directed by law enforcement.
 - Do not open the door for anyone- wait for verified law enforcement or "ALL CLEAR."
- If a threat is in your room and escape is possible: Run, Hide, and Fight as a last resort.

STUDENT ACTIONS

- Move quickly and silently into the room or hiding spot.
- Stay low, quiet, and out of sight.
- Follow teacher directions without question.
- Silence phones but keep for emergency contact if needed.

DRILLS

- Annual lockdown drills (three per year).

Part 5: Action Alert - Secure

PURPOSE

Precautionary response to increase security when there is a potential threat outside or near the campus (e.g., police activity in the area, suspicious person off-campus, or hostile visitor contained in the office). Exterior doors are locked to prevent entry, but instruction and normal activities may continue inside the building in a limited fashion.

ALERT SIGNAL

PA announcement (repeated three times): "SECURE, SECURE, SECURE the campus for [e.g., problem in the area/police activity occurring off-campus]."

STAFF/TEACHER QUICK STEPS

- Immediately bring any students from outside into the building.
- If in a lockable room, gather nearby students and lock the door.
- Close shades/blinds if safe to do so.
- Take attendance.
- Continue classroom activities as much as possible within the secured space.
- No movement throughout the facility unless authorized by administration.
- Remain alert and prepared to quickly transition to EVACUATE or LOCKDOWN if directed (situations can escalate rapidly).

STUDENT ACTIONS

- Follow teacher directions immediately and move indoors if outside.
- Stay inside the secured room and continue activities quietly.

-Listen for updates and be ready for a change in alert.

Part 6: Action Alert - Stay

This alert reassures the campus community that there is no immediate danger, even if sirens or responders are seen or heard, and reminds everyone to stay out of the way.

ALERT SIGNAL

PA announcement (repeated three times): “STAY, STAY, STAY – out of the way.”

STAFF/TEACHER QUICK STEPS

- Remain in your current location and continue normal operations/instruction unless assigned a specific duty.
- Do not leave the room or area to investigate – this could interfere with responders.
- Reassure students that the situation is under control and they are not in danger.
- If in an open area (hallways, outdoors), move students away from access gates, walkways, and entrances to allow clear passage for responders.
- Monitor students closely and maintain calm.
- Be prepared to quickly transition to EVACUATE, SECURE, or LOCKDOWN if directed (situations can escalate rapidly).

STUDENT ACTIONS

- Stay where you are and continue normal activities.
- Listen to your teacher and remain calm.
- Move aside if directed to clear a path.

SECTION 5: Incident Command System

PUBLIC EMPLOYEES AS DISASTER SERVICE WORKERS

Under California Government Code §3100, all public school employees are Disaster Service Workers during a declared local, state, or federal emergency and may not leave campus without the Director's permission. All staff must follow orders given by state and local authorities. In an emergency, every Innovations Academy staff member will be tasked with duties.

The National Incident Management System (NIMS), Standard Emergency Management System (SEMS), and the Incident Command System (ICS) for Innovations Academy are as follows:

- In a large-scale disaster, the County Superintendent of Schools will activate the Emergency Operations Center (EOC) at the district's designated location or other appropriate facility as feasible.
- Direction and coordination from the County EOC will be disseminated to each site's specific Incident Command Post.
- Communications to and from all LEAs will be through the County Superintendent of Schools (or designated Public Information Officer). Primary communication with the EOC is by telephone; if phone service is down, sites will use radios, cell phones, school/office websites, or other available systems.
- Site Incident Command will implement the standardized emergency management system (SEMS) plan to keep students and staff safe.

Incident Command Overview

Innovations Academy uses the nationally recognized Incident Command System (ICS), which organizes personnel by function rather than by title or rank. Because Innovations is a small school with limited staffing, the standard five ICS functions (Command, Operations, Planning/Intelligence, Logistics, Finance/Administration) are consolidated as described in this section (See the Appendix for a School Incident Command Structure flow chart).

INCIDENT COMMAND ROLES

Incident Commander and Planning/Intelligence (DIRECTOR) = command, decision-making, coordination, information, documentation, situational awareness

Safety Officer (DESIGNEE) = hazard monitoring, unsafe-act prevention, staff safety

Public Information Officer (ASSISTANT DIRECTOR) = media coordination, parent communication, message approval, information accuracy

Scribe (CLERICAL DESIGNEE) = documentation tracking, note-taking, form management, record maintenance

Logistics (DESIGNEE) = supplies, equipment, personnel support

Finance/Administration (FISCAL DESIGNEE) = timekeeping, cost tracking, purchasing, reimbursement documentation

Operations (LEAD CERTIFICATED DESIGNEES) = student supervision, search & rescue, first aid support, security/traffic control, reunification and release

1. INCIDENT COMMANDER AND PLANNING/INTELLIGENCE DUTIES

Incident Command

- Remains at the Command Post at all times; performs decision-making only (no field actions)
- Establishes SMART objectives and directs/coordinates all response activities
- Continuously assesses the situation and adjusts objectives as needed
- Requests outside assistance (fire, police, EMS, district EOC)
- Maintains communication with district EOC and leadership
- Serves as the official school spokesperson if PIO is not assigned
- Ensures the Emergency Response Box readiness with the support of the logistics and scribe designees. See Supply/Equipment Team below for details.

Planning/Intelligence

- Maintains detailed logs of actions, decisions, communications, injuries, and missing persons
- Ensures accurate documentation and record-keeping
- Continuously gathers and analyzes information to determine:
 - How big is this incident? Who is affected? What resources will be needed in the next hour/day/week?

2. SAFETY OFFICER

- Identify hazards and monitor safety conditions, including HVAC and utilities shut off, etc.
- Stop or prevent unsafe acts
- Ensure proper protective equipment use
- Monitor environmental and structural risks
- Recommend safety corrections to the Incident Commander
- Verify safe evacuation routes and assembly areas
- Track weather, air quality, and external hazards
- Support accessibility and safety needs for individuals with disabilities
- Maintain constant communication with the Incident Commander
- See additional information regarding search/rescue, security/utilities/fire suppression/HAZMAT below

3. PUBLIC INFORMATION OFFICER (PIO)

- Serve as the communication link between the site and the district EOC
- Manage outgoing communication when phones are down using radios, cell phones, websites, or other available systems
- Act as the official school spokesperson when designated
- Send messages to students and staff
- Send updates on school social media accounts
- Monitor social media for information and misinformation
- Document all communications with the district EOC and outside agencies
- See Section 7 for a Communication Quick Guide

4. OPERATIONS (FIRST AID, SEARCH, REUNIFICATION, AND RELEASE)

- A designated certificated staff member serves as
- The Operations Lead
- The First Aid/Search Lead, and
- The Release & Accountability Lead
- All staff attend to assigned duties. Specific duties are detailed in the sections that follow.

DETAILED INCIDENT COMMAND FUNCTIONS

First Aid/Medical Team

The Operations Team, under the direction of the Operations Lead, is responsible for first aid and medical support until trained professionals arrive and take command.

CERTIFICATED/SUPPORT STAFF RESPONSIBILITIES

Under the direction of the designated lead, staff are responsible for:

- Providing immediate first aid and triage
- Establishing a safe treatment area
- Monitoring injured or ill individuals until EMS arrives
- Documenting injuries and care provided
- Coordinating with the Operations Section and Student Release Team regarding student movement
- Requesting additional supplies or support through the Incident Command Post
- Certificated and support staff assigned to this team will follow established emergency procedures and use supplies from the First Aid Kit and Emergency Disaster Kit

Psychological First Aid/Crisis Team

The Innovations Academy counselor is part of the Operations Team under the direction of the Operations Lead. With support from any available County Office or emergency crisis teams, the counselor is responsible for students' social-

emotional well-being on campus during an emergency. These individuals provide psychological first aid as needed in the immediate aftermath of a critical incident or emergency. They are responsible for:

- Directing team activities
- Periodically interacting with operations to identify concerns and report status
- Assigning staff, as needed, and ensuring appropriate training is provided.
- Monitoring the social-emotional safety and well-being of the students and staff

Specific duties may include:

- Psychological triage/first aid
- Providing reassurance to students
- Keeping the staff and the Principal/Superintendent informed on the overall status.
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with operations/logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Search and Rescue Team

Innovations Academy does not have the staffing capacity for a search and rescue team but has designated Safety Officer assigned to work with local officials as necessary.

Security/Utilities Team

When maintaining site security and safety, the Safety Officer is responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate action to shut them off as needed. Specific duties may include:

- Locking all external doors; unlocking when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents/guardians
- Keeping students and staff out of buildings, as necessary
- Assisting at a reunion area, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if the building has clear structural damage or is advised to do so by the command post

Supply/Equipment Team

Under the direction of the Incident Commander, the Logistics designee is responsible for ensuring the availability, delivery, and proper maintenance of all emergency supplies and equipment. The Incident Commander and designee will remain familiar with all stocked emergency materials and will coordinate with site leadership to ensure resources are sufficient for sustained response operations.

Duties may include:

- Reporting equipment and supply needs to the Incident Commander.
- Estimating the number of individuals requiring food, water, shelter, or care.
- Collaborating with the Incident Commander to determine the anticipated duration of care and resource needs.
- Inventorying supplies on hand and identifying shortages.
- Assessing the adequacy of available water, food, sanitation, and other essential supplies.
- Organizing and overseeing the distribution of resources for immediate use.
- Coordinating with the Operations designee to ensure staff is:
 - Distributing emergency water and food supplies
 - Setting up and maintaining sanitation stations
 - Identifying supply/equipment needs for individuals with disabilities or access/functional needs
 - Implementing water-conservation measures

EMERGENCY RESPONSE BOX

The site maintains one Emergency Response Box for use by the Site Incident Command Team. It is located in the Main Office near the Director's Office. This clearly labeled file box contains critical documents needed for emergency decision-making and coordination.

Contents include:

- Current Site Emergency Response Plan, including evacuation procedures and staging locations
 - Aerial photo showing all structures, utility shutoffs (electric, gas, water), cable/telephone lines, intrusion and fire alarm panels, classroom numbers, and vehicle/pedestrian gate access points
- Current site map showing all buildings, room numbers, and evacuation routes
- Most recent architectural blueprints
- Current staff and student rosters, alphabetized, including information related to students with disabilities or access/functional needs
- Student rosters by grade level with emergency contact and release information
- List of staff skills (e.g., languages, specialized training, emergency equipment carried in vehicles)
- If available, current student photos on CD-ROM or the most recent yearbook
- Telephone numbers for all classrooms/buildings, listed in numerical order

EMERGENCY DISASTER KITS

This site maintains three (3) Emergency Disaster Kits located in the Front Office and Room 200.

The Emergency Disaster Kit contains essential resources for the Site Incident Command Team. The kit is transported to the Command Post during an emergency and used by the Site Incident Commander. It is distinct from the First Aid Kit and Student Release Kit, though all three are stored together.

Contents of the Emergency Disaster Kit include:

- Handheld air horns (minimum of 5)
- Bullhorn (minimum of 1)
- Batteries (minimum of 2 sets for bullhorn, flashlights, radios, and walkie-talkies)
- Flashlights (1 per Site Incident Command Team member; 15 total)
- Emergency radio (for Site Incident Commander)
- Walkie-talkies (minimum of 6 for Commander and Team Leaders)
- Duct tape (minimum of 2 rolls for marking blank vests)
- Rosters (minimum of 1 set per room, alphabetized)
- Pencils and pens (1 each per team member; 34 total)
- Red chalk (25 sticks)
- Medical Team Supplies:
 - Roster
 - First aid kit
 - Water bottles
 - Blankets
 - Clipboards
 - Vests for Key Personnel (15 total)

Student Release Supplies:

- Student roster
- Clipboard

Annual Inspection

The Incident Commander will conduct an annual inspection of kits each October to verify that all kits are fully stocked and operational. The Incident Commander is responsible for ensuring replacement of expired, damaged, or non-functioning items and ensuring all supplies remain ready for immediate use.

Assembly Area Team

Embedded in Operations duties above.

Request and Reunion Gate Teams

The designated Reunification Lead under the direction of the Operations Lead is responsible for processing parent requests for student release during an emergency. These individuals should have reunification forms/logs readily available and collect student release forms/logs from staff.

Specific duties may include:

- Greeting and quickly directing parents/guardians, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents/guardians, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested
- Checking identification
- Keep accurate records of students leaving the campus
- Directing parents/guardians or guardians to the reunion area
- Dispatching student runners to the reunion area to escort students whose parents/guardians have come to claim them

MASS REUNION PLANNING

When there is a massive influx of parents/guardians, the following activities should be part of the preparedness plan:

- Cross-train staff to assist
- Ensure that there are enough supplies (pens, forms, etc.)
- Have a plan to divide the parents/guardians into smaller groups organized by grade level, etc.
- Make signs to direct traffic

Compassionately reunite parents/guardians with their children. The Incident Commander or designee will notify parents/guardians about injured or deceased students. If a child is injured, it is recommended that the parents/guardians be invited to a private or secluded location, away from others, to be informed of their child's condition. If available, the counselor or a crisis team member should stay with the parent to assist them.

Fire Suppression/Hazmat Team

The Incident Commander or Safety Officer designee will arrange fire suppression and chemical release training for staff so they can address immediate threats if first responders are unavailable.

Staff may need to be responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the command post during an emergency. Specific duties may include:

- Evaluating potential release of chemicals
- Identifying damaged areas and supplementing with pictures as appropriate.
- Locating and extinguishing small fires.
- Using the proper extinguisher for the type of fire:
 - Class a, b or c for ordinary combustibles
 - Class b or c for fires involving flammable liquids
 - Class c only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Documentation/Command Post Liaison Position

1. SCRIBE (DOCUMENTATION SUPPORT PRIORITIZED BY THE INCIDENT COMMANDER)

- Maintain a written log of actions, decisions, and communications
- Record incoming and outgoing messages (radio, phone, in-person)
- Track student/staff counts, injuries, missing persons, and status updates
- Document resource requests, supply use, and equipment needs
- Update maps with hazards, damage, and blocked routes
- Maintain all ICS forms, logs, and required documentation

- Organize and file incident records for legal and after-action use
- Monitor and document social media information (if assigned)
- Preserve updated Emergency Response Box documents

2. FINANCE/ADMINISTRATION

- Coordinates procurement, payment, and tracking with the County Office of Education Fiscal Services
- Keeps detailed logs of costs and maintains receipts for reimbursement, including costs related to the incident, purchases, rentals, repairs, and contracted services
- Tracks staff hours, including overtime, extended hours, and reassigned duties
- Coordinates purchases (supplies, equipment, and services)
- Follows required fiscal procedures, including proper authorizations for expenditures
- Maintains documentation for potential insurance claims, damage assessment records provided by Incident Commander or designee,
- Prepares FEMA, state, and district reimbursement documentation
- Maintains organized financial records for follow-up, audit/review

SECTION 6: Critical Incident / Disaster Procedures

Part 1: General Information:

DIALING 9-1-1

If your life or someone else's is in danger, dial 9-1-1 immediately. When you reach the dispatcher:

- Stay calm and speak clearly -Give exact location: "Innovations Academy Charter School, [specific address, room or area]"
- State the emergency (fire, medical, intruder, etc.)
- Describe suspect/victim/vehicle if applicable -Say "I am in immediate danger" if true
- Answer the dispatcher's questions
- Do not hang up until told to do so
- After the call, notify the Director or designee.

POST-DISASTER SHELTERS

If the school is designated as a public shelter by the Red Cross or county, secure all confidential student records and clearly mark staff-only areas.

LOSS OR FAILURE OF UTILITIES

Should the school or the 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, the school will contact SDG&E to verify the reason and the expected duration of the outage. If the outage issue is internal, then school personnel will work with the Facilities Manager to assess the issue and restore power.

Part 2: Accident or Injury (Serious)

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 results in an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs, and other organs.

SIGNS OF CARDIAC ARREST

The person

- Collapses suddenly
- Doesn't respond
- Isn't breathing or is only gasping for air
- Has no pulse

GENERAL PROCEDURE

- Anyone who witnesses a cardiac arrest on campus can perform CPR.
- All IA staff are trained in CPR and have access to the AED.
- 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 (Rate of 100-120 BPM)

- Continue CPR 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.

CARDIAC ARREST RESOURCES

1-800-AHA-USA1 provides more information about heart disease and heart attacks.

BUS FIELD TRIP EMERGENCY PROCEDURE

These procedures are for use by bus drivers and the Director/designee 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, if necessary, by cell phone.

DRIVER ACTIONS

The bus driver will take the following steps:

- Pull to a safe point on the side of the road, away from buildings, poles, wires, and bridges
- Set the brakes and turn off the ignition
- 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

DRIVER and TEACHER ACTIONS

- Teachers and the driver should remain calm and reassure the passengers
- Assess injuries to passengers /self. Provide first aid as appropriate
- Using route manifests accounts for all students and staff
- When necessary, evacuate the bus per evacuation procedures if there is smoke or fire
- If applicable, activate emergency hazard flashers and place reflectors in the designated locations

Part 3: Active Assailant / Gunfire

Innovations Academy is committed to maintaining a safe and secure campus where students and staff are protected from physical and psychological harm. In compliance with AB 1747, the Comprehensive School Safety Plan includes tactical response procedures for criminal incidents, such as those involving individuals with guns or other weapons on campus.

1. IMMEDIATE RESPONSE: ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANT

If there is an active shooter, an individual with a weapon, or any violent assailant on or near campus, Innovations Academy will immediately implement the standardized Lockdown and Active Assailant procedures outlined in this plan.

STAFF RESPONSIBILITIES DURING AN ACTIVE ASSAILANT INCIDENT

- Immediately notify the Director or designee of any threat, weapon, or concerning behavior
- Follow Lockdown or Run-Hide-Fight procedures as directed
- Keep students calm, quiet, and out of sight
- Do not open doors until law enforcement provides the ALL CLEAR
- Report missing or injured students as soon as it is safe to do so

STAFF AND STUDENT ACTIONS

- Follow Lockdown or Run-Hide-Fight procedures as directed
- Move out of sight, lock doors, and barricade if possible
- Silence phones and remain quiet
- Follow instructions from administration or law enforcement
- Do not open doors until law enforcement issues the ALL CLEAR

2. THREAT ASSESSMENT

If a threat is made or a weapon is found on campus, the Threat Assessment Team, a multidisciplinary group including administration, counselors, mental health professionals, IT staff, and law enforcement, will immediately initiate the threat assessment protocol.

The Threat Assessment Team will determine the level of threat and appropriate response actions to follow.

THREAT PROCEDURES

1. A TRANSIENT threat is not serious, is often made in anger or frustration, and can be resolved through intervention.

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Contact the student's parents or guardians if necessary
- Notify the intended victim's parents if appropriate
- Resolve the threat through explanation, apology, or making amends
- Consult with Risk Management and the School Resource Officer (SRO)
- Refer for conflict mediation, restorative justice, or counseling
- Follow discipline procedures as outlined in Board Policy/Administrative Regulation (BP/AR)
- Develop a Behavior Intervention Plan if appropriate

2. A SERIOUS SUBSTANTIVE threat indicates intent or capability to cause harm and requires immediate intervention.

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Mobilize additional Threat Assessment Team members as needed
- Contact the student's parents or guardians
- Notify the intended victim's parents
- Protect and notify the intended victim
- Caution the student about the consequences of carrying out the threat
- Provide direct supervision of the student until parents assume control
- Consult with Risk Management, the Security Manager, and SRO
- Conduct a mental health assessment
- Follow discipline procedures as outlined in BP/AR
- Develop a Behavior Intervention Plan
- Implement a safety plan to protect all involved

3. A VERY SERIOUS SUBSTANTIVE threat involves clear intent, planning, or capability to cause significant harm.

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Mobilize the full Threat Assessment Team
- Contact the student's parents immediately
- Notify and protect the intended victim and their parents
- Provide direct supervision of the student until parents assume custody
- Consult with Risk Management, the Security Manager, and SRO
- Conduct a comprehensive mental health assessment
- Follow discipline procedures as outlined in BP/AR
- Develop a Behavior Intervention Plan
- Implement a comprehensive safety plan, including monitoring, supervision, and protective measures

4. OTHER CRIMES ON CAMPUS

If other crimes occur on campus, such as theft or vandalism, the Director or designee, Risk Management, and law enforcement will:

- Conduct an investigation
- Determine appropriate disciplinary actions
- Assist with prosecution procedures if necessary

6. POST-INCIDENT PROCEDURES

- Law enforcement maintains control of the scene until officially released
- Follow established reunification procedures for student release
- Provide mental health support and counseling for students and staff

- Conduct an after-action review to improve future response

Active assailant incidents are unpredictable and may require staff and students to shift between response options as conditions change. Training helps individuals manage fear, recall key actions, and commit to movement even under extreme stress. While procedures and directives guide the response, staff may need to rely on their judgment to choose the safest option available in the moment.

Open, age-appropriate conversations and regular practice strengthen readiness and help the school community feel informed rather than alarmed. After any incident, the school will follow reunification procedures, support students and staff through recovery, and conduct an after-action review to improve future preparedness.

Through consistent training, clear communication, and a shared commitment to safety, the school maintains a culture of readiness that prioritizes the protection and well-being of all students and staff.

Part 4: Biological/Chemical Weapons

When a hazardous substance, such as a chemical, biological, or radiological contaminant, is released into the environment, Shelter-in-Place is used to protect students and staff from exposure. While similar to a lockdown, the critical difference is the shutdown of all air-handling systems to prevent outside air from entering the building. To ensure rapid implementation, facility personnel must be familiar with the HVAC system's location and operation.

PREPARATION REQUIREMENTS

Facility and emergency personnel must:

- Identify and record the location of all air intake vents, HVAC shutdown switches, and access keys
- Identify and record all other points where outside air may enter the building (e.g., ventilation grills, gaps under doors)
- Train designated team members (maintenance, custodial staff) on HVAC shutdown procedures and sealing methods

WHEN TO SHELTER IN PLACE

Shelter-in-Place may be ordered during:

- Radiological incidents
- Hazardous materials incidents
- Chemical, biological, or airborne contaminant releases

ACTIONS

1. Notify Administration

- The staff member identifying the hazard immediately notifies the Director or designee

2. Notify Staff and Students

- Shelter-In-Place ANNOUNCEMENT: "Your attention please. Due to the emergency situation, students and staff should immediately prepare to Shelter-in-Place and stand by for further instructions." - OR-
- Runners, if PA is unavailable or unsafe to use (Ensure all classrooms, offices, the gym, auditorium, and all on-campus programs are notified.)

3. Shut Down Air Circulation

- The facilities manager or custodian will immediately
- Shut down the HVAC system
- Close all air intake vents
- Secure any other openings where outside air may enter

4. Secure Rooms

Staff will:

- Close and lock all doors and windows
- Seal gaps under doors and around vents if necessary
- Keep students inside and away from windows

5. Monitor Information

- Turn on a radio or emergency communication device
- Monitor updates from emergency services
- Await further instructions from site administration

6. Notify Parents/Guardians

- Activate the Parent Alert System (ParentSquare) to inform families of the situation
- Instruct them NOT to come to the school until it is declared safe

7. Exterior Signage

- If time and safety permit, post signs on exterior doors and windows: "This school is sheltering in place. Do not attempt to enter any office or building."

Part 5: Bomb Threat

Schools may receive bomb threats by telephone or mail. Implement the following procedures to ensure the safety of students and staff.

STAFF ACTIONS

1. Bomb Threat by TELEPHONE

- Listen carefully and do not interrupt the caller.
- Keep the caller on the line using statements such as: "I'm sorry, I didn't understand you. Could you repeat that?"
- Alert another staff member using a prearranged signal to:
- Call 9-1-1
- Notify the telephone company to trace the call
- Provide the operator with:
- Name of the school
- Name of the person receiving the call
- Phone number on which the threat was received
- Observe and note:
- Background noises
- Voice characteristics
- Exact wording of the threat
- Notify the Director or designee immediately after the call ends

2. Bomb Threat by MAIL

- Notify the Director or designee
- Note how and where the threat was found and who discovered it
- Limit handling of the item
- Place it in an envelope or protective cover to preserve fingerprints
- Turn the written threat over to law enforcement

INCIDENT COMMAND PROCEDURE (ALL THREATS)

The Director or designee will:

- Call 9-1-1 immediately
- Instruct staff and students to TURN OFF pagers, cell phones, and two-way radios, as radio signals may trigger explosive devices
- Direct staff to visually check their areas for suspicious packages or objects

- If found, staff should note the location and description and report it immediately
- Do not touch/disturb suspicious items
- Visually inspect (work and public areas, unlocked closets, exterior grounds, and power sources)
- Determine whether to evacuate the threatened building or adjacent buildings
- Modify evacuation routes to avoid the suspected area
- If evacuation of the entire school is required, ACTIVATE the fire alarm
- REMEMBER: Evacuation may not always be the safest response
- Use the intercom/PA system to evacuate threatened rooms, if needed
- Do not return to any building until emergency responders declare it safe
- Avoid publicizing the threat more than necessary to maintain calm and prevent misinformation



BOMB THREAT STAND-OFF CHART

Threat Description Improvised Explosive Device (IED)		Explosives Capacity ¹ (TNT Equivalent)	Building Evacuation Distance ²	Outdoor Evacuation Distance ³
	Pipe Bomb	5 LBS	70 FT	1200 FT
	Suicide Bomber	20 LBS	110 FT	1700 FT
	Briefcase/Suitcase	50 LBS	150 FT	1850 FT
	Car	500 LBS	320 FT	1500 FT
	SUV/Van	1,000 LBS	400 FT	2400 FT
	Small Moving Van/ Delivery Truck	4,000 LBS	640 FT	3800 FT
	Moving Van/ Water Truck	10,000 LBS	860 FT	5100 FT
	Semi-Trailer	60,000 LBS	1570 FT	9300 FT

1. These capacities are based on the maximum weight of explosive material that could reasonably fit in a container of similar size.

2. Personnel in buildings are provided a high degree of protection from death or serious injury; however, glass breakage and building debris may still cause some injuries. Unstrengthened buildings can be expected to sustain damage that approximates five percent of their replacement cost.

3. If personnel cannot enter a building to seek shelter they must evacuate to the minimum distance recommended by Outdoor Evacuation Distance. These distance is governed by the greater hazard of fragmentation distance, glass breakage or threshold for ear drum rupture.

Part 6: Civil Disturbance Procedures

Disorderly conduct may involve emotionally escalated individuals, implied threats, or real threats of violence. The individual(s) may not be rational; staff must prioritize safety and professionalism to avoid escalating the situation.

1. De-Escalation: HEAR Method

Staff should use the HEAR method to de-escalate emotional or confrontational situations:

- Hear: Allow the individual to speak and express frustration without interruption
- Empathize: Acknowledge their feelings and demonstrate understanding
- Ask/Answer: Ask clarifying questions to understand the issue and gather needed information
- Responsibility: Take responsibility for assisting in resolving the concern or connecting the person with someone who can help

2. TYPES of Threats

Threats generally fall into two categories:

1. Implied Threats

- Statements suggesting future harm (e.g., “I’ll be back,” “You’ll regret this”)
- These may escalate and must be taken seriously

2. Real Threats

- Immediate, physical confrontation with intent and ability to cause harm

3. ACTIONS for Threatening BEHAVIOR

If a person is threatening you:

- Maintain space and keep the individual in front of you
- Keep your back toward the nearest exit when possible
- Use clear, simple language to identify consequences (e.g., “You may be asked to leave if this continues”)
- Stay calm, professional, and focused on identifying the problem and solution
- Avoid sudden movements or escalating language

4. ACTIONS for IMPLIED Threats

Implied threats must be evaluated carefully, as they can escalate into violence.

- Avoid one-on-one confrontation with the individual
- Immediately notify the Director or designee
- Document the threat and circumstances

INCIDENT COMMAND PROCEDURE

If the threat comes from a co-worker, the Director may:

- Review the individual’s employment history
- Interview colleagues to determine:
 - Access to weapons
 - Recent personal or work-related stressors
 - Any history of making threats
- If the threat is considered real, notify law enforcement immediately

5. ACTIONS for REAL Threats

A real threat involves a person who is physically confronting a staff member or student with the intent and ability to cause harm.

STAFF ACTIONS

- Stay very calm and attempt to verbally calm the person
- Agree with the person when possible to avoid escalation (agreement does not mean endorsement)
- Avoid sudden movements or raising your voice
- Attempt to discreetly notify other staff of the danger
- If possible, dial 911 and leave the line open
- Use keywords such as weapon, bomb, hostage, and location to alert operators
- Ask questions that redirect anger away from you and toward a neutral topic or location

Take as much time as possible to:

- Create distance
- Remove yourself from the situation
- Allow help to arrive

UNLAWFUL DEMONSTRATION OR WALKOUT

Innovations Academy would allow students to peacefully assemble. If students choose to walk off campus, a member of the 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 in heavily trafficked areas.

Part 7: Cyber-Attack (cyber security)

DESCRIPTION

Cyber threats, whether accidental or deliberate, can disrupt education and operations, expose sensitive personally identifiable information (PII) of students and staff, and result in significant legal and financial consequences.

ALERT SIGNAL: Varies

A cyberattack generally does not require physical action; it is handled by IT staff. When a situation arises that changes the scenario (e.g., water contamination due to a cyberattack), the course of action would adjust to address the problem.

Option 1: No alert.

Option 2: Alert staff via alternative messaging, such as text, in-person communication, or an announcement, that the computer systems are currently inaccessible, or provide further instructions.

INCIDENT COMMAND PROCEDURE

The Director will:

- Inform staff that the problem is being addressed. This will prevent further disruption and limit reports of the issue.
- Verbal notify the information technology help desk.

Part 8: Death or Suicide Attempt

ADDITIONAL INFORMATION

The "Mental Health Crisis" section within this plan provides school-wide strategies and procedures.

DESCRIPTION - DEATH ON CAMPUS

A death on campus may result from any cause (medical emergency, accident, violence, etc.). The location is a crime scene until law enforcement releases it.

ALERT SIGNAL: Announcement

Option 1: "SECURE, SECURE, SECURE the campus. Return to all classrooms."

Option 2: "STAY, STAY, out of the way."

Option 3: "RELOCATE all staff and students from [location] to [location] immediately. Students, remain with your teacher."

IMMEDIATE ACTIONS

- Call 9-1-1 and notify the Director.
- Provide trained life-saving measures until EMS arrives.
- Clear and secure the area; preserve evidence.
- Prevent students from viewing the scene.

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Confirm 9-1-1 notification.
- Issue the appropriate alert to control movement.
- Notify District and County EOC.
- Document everyone involved (students, staff, first responders).
- Prohibit staff from making public statements.
- Ensure law enforcement notifies the parent/guardian as soon as practical.
- Develop safety and re-entry plans for affected students/staff.
- Identify witnesses for law enforcement.

Staff will:

- Immediately relocate and supervise students away from the scene.
- Share only factual information with the Director.
- Make no public statements.

TRAUMA

Engage mental health resources immediately. Early intervention improves outcomes for students and staff.

DESCRIPTION - ATTEMPTED SUICIDE

While most suicides do not occur on school campuses, it is possible to experience this type of incident.

IMMEDIATE ACTIONS IN SCHOOL ATTEMPT

- Call 9-1-1 and notify the Director.
- Provide trained life-saving measures until EMS arrives.
- Clear and secure the area.

INCIDENT COMMAND PROCEDURE

The Director (or counselor as appropriate) will:

- Issue the appropriate alert.
- Activate appropriate safety and re-entry plans.
- Notify District/County EOC and parent/guardian.
- Complete incident report.

Staff will:

- Relocate and supervise students.

IMMEDIATE ACTIONS OUT OF SCHOOL ATTEMPT

The Director will:

- Activate safety and re-entry plans.
- Notify District/County EOC and parent/guardian.
- Complete incident report.
- If the student transfers schools, share relevant information with the receiving school to support transition.

Staff will:

- Maintain contact with the student (in person, phone, or online).
- Immediately call 9-1-1 or local law enforcement for a welfare check.
- Notify Director or suicide prevention liaison.

DESCRIPTION - SUICIDAL IDEATION

Any threat, statement, or behavior indicating possible intent to die by suicide is a mental health emergency requiring immediate intervention. Some circumstances might increase a student's suicide risk, including, but not limited to, suspension/expulsion, relationship problems, significant loss, interpersonal conflict, or being a student of a vulnerable group.

IMMEDIATE ACTIONS

- Ensure student safety and constant supervision.
- Supervise the student at all times.
- Remove access to potential means (sharp objects, medications, etc.).
- If appropriate, conduct an administrative search of the student for razor blades, pills, etc.

- Call 9-1-1 and advise the dispatcher of a mental health crisis if the student is too agitated and cannot be contained.
- If risk appears imminent, call 9-1-1 immediately.
- Do not transport the student yourself. See Incident Command Procedure below.

INCIDENT COMMAND PROCEDURE

The Director or a designated suicide prevention liaison will:

- Gather background information (statements, writings, social media, witness accounts).
- Conduct risk assessment with at least one other crisis team member (never in the student's presence).
- If moderate or high risk, call 9-1-1. Law enforcement or paramedics may place a 5150/5585 hold and transport if criteria are met (only these agencies may transport).
- Provide the responding agency with a written summary of the incident and the relevant history.
- Monitor the case until the imminent risk is resolved.
- Designate a certificated staff member to accompany the student if:
 - The student requests the presence of a staff member.
 - The school is unable to contact the parent/guardian.
 - The parent/guardian is unavailable to meet the student at the hospital.
 - It is deemed appropriate pursuant to circumstances, such as age, development level, or pertinent historical student information.

Reporting Concerns

Any staff member who becomes aware of statements, written communication, social media posts, or behaviors indicating possible self-harm must immediately notify the Director, Assistant Director, or school counselor. Staff do not investigate or assess intent; they report concerns promptly so that trained personnel can respond.

Communicating with the Parent/Guardian

The assessing party should contact the parent/guardian or consult the emergency card for an authorized third party.

When communicating with parent/guardian:

- Share concerns and strongly recommend means restriction at home (secure firearms, medications, sharp objects, etc.).
- Provide re-entry plan and written return-to-school requirements.
- Supply local mental health resources and facilitate referrals.
- If the parent/guardian refuses to follow safety recommendations, consider filing a suspected child abuse report.

Student Action/Safety Plan

- Create a documented, collaborative safety plan listing coping strategies and supports. Review barriers with the student.
- Forward/revise plan if the student transfers schools.

Return to School

- Require written clearance from a licensed California health care provider.
- Convene re-entry meeting with student, parent/guardian, and relevant staff.
- Mobilize ongoing supports (counseling referrals, check-ins, wrap-around services) on a need-to-know basis.

Part 9: Earthquake Procedures

Although the probability of an earthquake occurring is lower than that of many other emergencies, the potential for injury and damage is high. Students and staff must be familiar with the protective actions required before, during, and after ground shaking.

If an earthquake occurs or shaking is felt:

STAFF AND STUDENT ACTIONS (INDOORS)

- Stay inside during ground shaking
- Move away from windows, shelves, and heavy objects

- At the teacher's command, take the DROP position
- Take cover under a sturdy table, desk, or counter
- If no shelter is available, move to an inside wall or corner, turn away from windows, kneel, and cover head/neck
- Use notebooks or jackets to protect from falling debris if available
- Remain in sheltered position for at least 60 seconds or until directed to move

STAFF AND STUDENT ACTIONS (OUTDOORS)

- Move away from buildings, trees, power lines, and other hazards
- Take a protective position on the ground
- When safe, proceed to the designated assembly point

SPECIAL LOCATIONS

- Hallways or stairways: Follow directions of nearest staff member
- Library: Move away from windows and bookshelves and take cover
- Science labs or shops: Extinguish burners if possible and avoid hazardous chemicals

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS

- Shattering or flying glass
- Objects stored above head level
- Items blocking movement to safe areas
- Cabinets without latches
- Objects stored on wheels
- Open shelving without lips or restraining wires
- Free-standing cabinets
- Blocked exits

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Keep the school open until every student has been released to a parent or authorized adult
- Do not allow fires to be lit due to possible gas leaks
- Notify utility companies of any breaks or suspected breaks in service
- Consult with the Director of Maintenance and Operations regarding building safety
- Keep the District Office informed of conditions



Drop where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.



Cover your head and neck with one arm and hand

-If a sturdy table or desk is nearby, crawl underneath it for shelter

-If no shelter is nearby, crawl next to an interior wall (away from windows)

-Stay on your knees; bend over to protect vital organs



Hold on until shaking stops

-Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts

-No shelter: hold on to your head and neck with both arms and hands.

EARTHQUAKE IMMEDIATE 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, AND 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

NOTE: Students who are outside the classroom at the time of the earthquake must:

- Follow the nearest adult or
- Join the nearest class and notify the teacher

STEP 3 – EVACUATE BUILDING

1st – Listen for evacuation announcement

2nd – Evacuate silently using the route on the evacuation map to the designated safety area

3rd – Line up and remain silent at the designated safety area

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

STEP 4 – RETURN TO CLASS

Return only after receiving the official ALL CLEAR

Escort students back to the classroom

SETTLING DOWN AFTER THE FIRST SHOCK

After the initial shaking stops, teachers should:

- Prepare for possible aftershocks
- Evacuate the classroom when directed
- Take roll book and emergency supplies if possible
- Announce that no student may return to the building unless directed
- Lead students to pre-arranged assembly areas
- Remain in designated areas until re-entry is approved or relocation is ordered

Part 10: Explosion, Aircraft Crash, or Similar Incident

Any explosion, aircraft crash, or sudden release of smoke or toxic fumes is treated as an imminent threat. Primary hazards include: blast pressure, structural collapse, fire, falling debris, and airborne contaminants. Staff must act immediately to protect students.

Shelter-In-Place response is used when hazardous substances, airborne contaminants, or external dangers make it safer for students and staff to remain indoors. This includes chemical, biological, or radiological releases; explosions; aircraft crashes; sudden smoke or toxic fumes; and other incidents in which outside air or environmental exposure poses a threat.

Shelter-In-Place differs from a Lockdown in that all air-handling systems (HVAC) must be shut down to prevent

contaminated air from entering buildings. To ensure rapid implementation, facility personnel must know the location and operation of HVAC controls, air intake vents, and all other points where outside air may enter.

PREPARATION REQUIREMENTS

To ensure readiness, the site maintains the following information and training:

- Locations of all air intake vents, HVAC shutdown switches, and access keys
- Locations of all other potential air-entry points (vents, grills, gaps under doors)
- Trained personnel (maintenance, custodial, facilities staff) prepared to execute HVAC shutdown
- Pre-staged plastic sheeting, duct tape, and sealing materials in classrooms and offices

IMMEDIATE STAFF AND STUDENT ACTIONS

- Drop, Cover, and Hold On under desks or sturdy furniture
- Stay away from windows, glass, unsecured furniture, and suspended items
- Move students with mobility needs to the strongest interior corner; lock wheelchair brakes
- Visually scan for secondary hazards or devices
- Do not touch anything suspicious
- Notify the Director or designee as soon as it is safe to do so

2. DECISION GUIDE: Shelter vs. Evacuate

The Director or designee will determine whether to Shelter-in-Place or Evacuate, based on conditions.

SHELTER IN PLACE when:

- The explosion source is known and no further risk is present
- The building is undamaged
- No fumes or smoke are entering rooms

STAFF ACTIONS

- Move indoors immediately (if outside)
- Shut off HVAC systems
- Close and lock doors and windows; seal gaps with plastic and tape (from pre-staged kits)
- Take attendance and report status to the office
- Await further instructions

EVACUATE when:

- The building is damaged or unsafe
- Fumes or smoke are entering rooms
- There is concern about secondary devices
- A greater distance from the hazard is required

STAFF ACTIONS

- Immediately notify the Director or designee of the incident and any injuries
- Execute Drop-Cover-Hold On during the blast wave
- Move students away from windows and hazards
- Take attendance and report missing students or injuries
- Assist injured students only if it is safe to do so
- Do not re-enter buildings until the official ALL CLEAR is given

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Call 9-1-1 and remain on the line with the dispatcher
- Issue the correct alert (use runners or bullhorn if PA fails)
- Notify parents/guardians
- Authorize ALL CLEAR and re-occupation only after Fire/Law Enforcement declares the campus safe

Part 11: Fire Procedures

FIRE EVACUATION QUICK ACTION STEPS

Step 1: DETECT Fire

- Hear fire alarm or PA announcement
- Smell smoke or feel heat

Step 2: EVACUATE the Building

- Line up students for evacuation
- Follow the designated map route to exit the building
- Assemble at the designated location on the evacuation map
- Take attendance and identify any absent or unaccounted-for students
- Students outside the classroom at the time of evacuation (e.g., restroom, office, hallway) must:
- Follow the nearest adult, or
- Join the nearest class and notify the teacher

Step 3: RETURN to Class

- Return only after receiving the official ALL CLEAR
- Escort students back to classrooms

FIRE IN SURROUNDING AREA V. ON SCHOOL GROUNDS

1. Fire in SURROUNDING AREA

A fire in the surrounding area may require evacuation or shelter-in-place, depending on conditions. Staff must act immediately to protect students and maintain calm, orderly movement.

EVACUATE when:

- A wildland/urban interface fire threatens the campus
- It is not safe to remain in school buildings
- Smoke, heat, or fire behavior indicates danger
- Directed by fire/law enforcement or district officials

Evacuation may be on-site (to a safer area on campus) or off-site (to a predetermined relocation site).

STAFF ACTIONS

- Bring emergency red folders and personal belongings (keys, purse)
- Evacuate using designated routes unless directed otherwise
- At the assembly area:
- Take attendance
- Report missing students
- Add names of guests/visitors
- Close doors and windows if smoky conditions
- Prepare for student release if directed

INCIDENT COMMAND PROCEDURE ON-SITE EVACUATION

The Director or designee will:

- Sound the fire alarm or issue an evacuation ANNOUNCEMENT:

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

- If PA is unavailable, send runners to all classrooms, gymnasiums, offices, and on-campus programs

- Turn off HVAC and close doors and windows if smoky conditions
- Notify the District Office
- Activate the Parent Alert System (ParentSquare or phone tree)

2. Fire on SCHOOL GROUNDS

A fire on school grounds requires immediate evacuation and activation of emergency response protocols. Staff must act quickly to protect students, maintain calm, and ensure accurate accountability.

The Director or Designee will:

- Sound the fire alarm (unless an automatic system has already activated)
- Call 9-1-1 immediately
- Direct all persons to evacuate to designated assembly areas

Once at the assembly area:

- Account for all staff
- Report missing or injured personnel
- Coordinate with emergency responders

If the fire is extensive, consider relocating students to an alternate site for protective custody until reunification or safe transport home.

STAFF IMMEDIATE ACTIONS

- Provide clear direction and maintain calm, orderly movement
- Escort students outside using designated evacuation routes
- Keep students away from buildings, fire lanes, and emergency responders

Once at the assembly area:

- Take roll immediately
- Report missing or injured students
- Provide assistance to injured students as appropriate

FIRE PREPAREDNESS: DRILL REQUIREMENTS

Fire drills ensure readiness and must follow state law.

Director/Designee Responsibilities

- Notify staff of the fire drill schedule
- Conduct fire drills at least four times per school year (EC 32001)
- Maintain a record of each drill
- Ensure all students, teachers, and employees must leave the building during a drill (5 CCR 550)

Teacher Responsibilities

- Ensure no student remains inside
- Be prepared to use alternate exits if designated routes are blocked
- Ensure all students are accounted for during roll-taking
- Students outside the classroom at the time of evacuation (e.g., restroom, office, hallway) must:
- Follow the nearest adult, or
- Join the nearest class and notify the teacher

Part 12: Flood Procedures

Flooding may occur due to severe weather, infrastructure failure, or rising water in surrounding areas. When flooding threatens campus safety, staff must be prepared to evacuate or shelter in place, depending on conditions. The priority is

to move students and staff to a safe location quickly and calmly.

EVACUATE when:

- Floodwaters threaten buildings or grounds
- Water intrusion makes classrooms unsafe
- Directed by emergency responders or district officials
- Remaining on campus poses a risk to students or staff

Evacuation may be on-site (to a higher or safer area on campus) or off-site (to a predetermined relocation site)

1. ON-SITE EVACUATION Procedures

INCIDENT COMMAND PROCEDURE

The Director or Designee will:

- Sound the alarm or issue an evacuation ANNOUNCEMENT:

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

- Activate the Parent Alert System (ParentSquare or phone tree).
- Notify the District Office

STAFF ACTIONS

- Bring emergency red folders and personal belongings (keys, purse).
- Evacuate using designated routes unless directed otherwise.
- At the assembly area:
- Take attendance
- Report missing students
- Add names of guests/visitors present
- Prepare for student release, if directed

2. OFF-SITE EVACUATION Procedures

INCIDENT COMMAND PROCEDURE

The Director or Designee will:

- Activate the Transportation Team
- Post a sign in the school office with:
- Directions to the evacuation site
- Emergency contact numbers
- Sound the alarm or issue the ANNOUNCEMENT:

“Your attention please. Students and staff should proceed immediately to the off-site evacuation staging area.”

- Use runners if PA is unavailable
- Notify the District Office
- Activate the Parent Alert System

STAFF ACTIONS

- Bring emergency red folders
- Move students to the staging area or buses
- Take attendance and report missing students immediately
- Add names of guests/visitors present
- Prepare for student release
- Do not return to buildings until the official ALL CLEAR

3. SHELTER-IN-PLACE (If Evacuation Is Unsafe)

If flooding makes evacuation unsafe (e.g., rising water outside or blocked exits), staff may be directed to shelter in place.

STAFF ACTIONS

- Move students to the highest safe interior location
- Close doors and windows
- Keep students away from low-lying areas, basements, or rooms with exterior flooding
- Monitor updates from administration
- Maintain calm and provide clear instructions
- Keep students together and supervised at all times
- Keep emergency materials (red folders, first aid kits if available) within reach

Part 13: Food or Beverage Contamination Incident

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.

Part 14: Hazardous Material / Chemical Incident

DESCRIPTION

A hazardous materials incident involves the accidental or intentional release of chemical, biological, radiological, or other dangerous substances on or near campus that may expose students and staff to serious health risks.

ALERT SIGNAL: Announcement

Option 1: "SHELTER, SHELTER, SHELTER for Hazmat! Seal the room."

Option 2: "EVACUATE, EVACUATE, EVACUATE for HazMat to (designated location; upwind)."

IMMEDIATE ACTIONS

- Report any chemical odor, visible cloud, spill, or illness cluster to the Director immediately.
- If inside and release is outside --> Shelter-in-Place (default).
- If release is inside your room/building--> Evacuate immediately using a route away from the source.
- Never evacuate into or through a visible cloud, strong odor, or downwind area.

INCIDENT COMMAND PROCEDURES

In all situations, the Director or designee will:

- Implement the appropriate alert signal.
- Notify the District/County EOC.
- Notify/update parents.
- Open an incident report.
- Hand command to the arriving Fire/HazMat team.
- Issue "ALL CLEAR" only when officially released by hazmat responders.

If Released Off-Site, the Director or designee will:

- Call 9-1-1 to report suspected HazMat release and request Fire/HazMat team.
- Direct shut-off of all HVAC systems.
- Determine safest action (evacuate upwind/crosswind OR shelter-in-place) based on substance, wind, and Fire Dept guidance.

If Released On-Site, the Director or designee will:

- Call 9-1-1 to specify substance (if known) and exact location.
- Determine safest action (evacuate upwind/crosswind OR shelter-in-place) based on substance, wind, and Fire Dept guidance.
- Designate a decontamination holding area for potentially exposed persons (keep separate).

In all situations, Staff will:

- Render first aid if trained and safe; watch for delayed symptoms.

If released off-site, Staff will:

- Immediately move students into classrooms or interior rooms with the fewest windows.
- Close and lock all doors and windows.
- Seal gaps with tape, wet towels, or any available material.
- Keep students calm and quiet; take attendance.
- Turn off room ventilation fans and close vents.
- Remain sheltered until "ALL CLEAR" or further directed by responders.

If released on site, Staff will:

- Evacuate the room/building immediately using the safest route (upwind/crosswind)
- Leave doors open.
- If ordered to evacuate campus: Proceed to the designated upwind assembly area, take attendance, and report missing/extra students.
- Keep anyone with direct contact (skin/eye exposure, inhalation symptoms) separate from others.

Part 15: Mental Health Crisis

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

Part 16: Missing Student; Location Unknown

DESCRIPTION

The safety of every student is Innovations Academy's highest priority. When a student is determined to be missing from campus and their whereabouts are unknown, immediate procedures will be activated. A student is considered missing only when all of the following conditions are met:

1. The student has checked in (or been dropped off) at the school site and is therefore under the school's care and custody.
2. The absence occurs during a time when the student is normally expected to be on campus or at a school-sponsored activity.
3. The student's location cannot be determined after a reasonable and immediate attempt to locate them (classroom check, office sign-out review, quick campus sweep, parent contact).

ALERT SIGNAL: Announcement

Option 1: "STAY, STAY, out of the way. Please remain where you are. We are trying to locate a missing student."

IMMEDIATE ACTIONS

- Notify the Director immediately
- Conduct a cursory search of the site
- Consider issuing a "STAY" action alert to prevent student movement during the search
- Attempt to contact the student through their cell phone via voice AND text if known

INCIDENT COMMAND PROCEDURES

- The Director or designee will determine whether a student's status is missing.
 - Implement alert signal, as appropriate.
- Conduct a thorough search of the school site
- Search the area around the school site (e.g., streets, fields, parks)

- Interview the student's friends or classmates who may know the student and where they might go
- Contact the parent/guardian and determine if they are aware of the student's location using all known means. Leave messages as appropriate. Inform of the situation. Do not create panic.
- Notify local law enforcement of the missing student/status.
- In cooperation with law enforcement, consider a public notification
- Keep law enforcement informed if the student is located
- If public messaging is issued, inform if the student is found
- Cooperate with law enforcement as necessary
- Only release students with face-to-face confirmation until the missing student is located
- Notify the District of the missing student and actions taken
- Follow up with the parent/guardian until the student is located and/or the status is known

NOTIFYING LAW ENFORCEMENT

When notifying law enforcement of a missing student, it is essential to inform them of the following:

- Your name
- Your location
- What you are reporting (missing student)
- The risk status assessed to the situation: Critical Missing / Non-Critical Missing
- The factors used to determine the risk status (under 12, mental condition, etc.)
- Student name
- Student description
- Last known location
- Actions already taken (searched the school and surrounding area, etc.)
- Other factors to describe the situation
- Parent/guardian contact info
- Student contact info

CLASSIFYING THE LEVEL OF RISK

Criteria: Critical Missing

Students within this category lack the legal means to go missing on their own. Students in this category will be considered at high-risk, or 'critical', until they are located and their status is known. A student meeting ANY of the following criteria will be regarded as 'critical missing' and immediate action will be taken.

- Student is 12 years of age or younger
- Student has a diagnosed mental condition
- Student has a diagnosed medical condition which poses a risk to their health if away from medication or monitoring (e.g., diabetic, seizures)
- Student has previously known risk factors (e.g., self-harm, harm to others, substance abuse, domestic violence)
- Student is suspected of being abused, groomed, trafficked, etc.
- If going missing grossly opposes the student's known usual behavior

Strongly consider these situations, which may warrant a decision of classifying the missing student as critical in the absence of the above:

- Student is on an Independent Educational Plan (IEP)
- Student is on a Medical Educational Plan (504)

Criteria: Non-Critical Missing

A student shall be considered a 'non-critical missing' student, and appropriate action will be taken if ALL of the following are true:

- The student's location is unknown, and nobody saw the student leave
- The student meets the definition of a missing student
- The student does not meet any of the risk factors of a 'critical-missing.'

Criteria: Voluntary Missing

Some students are authorized to sign themselves out of the school after instruction is completed. Occasionally, a student will leave without signing out or checking with a staff member. If a student authorized to sign themselves out fails to sign out before leaving, and if a staff member is reasonably certain they left the facility voluntarily, this may be considered a 'voluntary missing'. These situations are regarded as low risk.

Confirmation of Voluntary Missing

- Notify the Principal/Superintendent
- Attempt to contact the student for verbal confirmation and advise of failure to sign out.
- Contact the parent/guardian to inform them of the situation. If the parent/guardian expresses concern about the student's health or mental well-being, recheck the classification against the criteria.

Part 17: Public Health Emergency

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.

Part 18: Severe Weather Procedures

DESCRIPTION

Severe weather events range situationally from severe wind to severe heat or even damaging hail or extremely heavy rainfall. During severe weather, there is an increased risk of injury or death due to specific weather-related conditions. Use action alerts during severe weather to protect people and prompt them to take action to protect themselves. If the PA system is not available, use other means of communication.

ALERT SIGNAL: Announcement, as appropriate. Heat severity will not require an action alert; however, a tornado would.

Option 1: "SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Move away from all windows and exterior walls. Move to interior rooms and leave large indoor areas, such as gyms, immediately."

Option 2: "SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Duck, Cover, & Hold immediately."

IMMEDIATE ACTIONS

Notify the Director immediately if you become aware of any severe weather alert.

Heavy Rainfall

In the event of heavy rainfall, see the 'flooding' section within this section of the Plan, as flooding is the potential risk associated with this type of event.

Damaging Hail

Damaging hail can cause injury to persons and damage to property.

- Take shelter indoors.
- Maintain normal teaching activities, except limit them to indoor environments.

Severe Wind/Tornado

- If severe winds are affecting the facility, move to the interior core area of the building (inside wall) away from outside windows and doors.
- Close all windows and blinds and avoid locations that have large roof areas or spans.
- Avoid all areas that have large concentrations of electrical equipment or power cables.

Severe Heat

If severe heat, avoid high-energy activities. Do not use electric fans when the outside temperature is above 95 degrees. They can increase the risk of heat-related illness. They create airflow and a false sense of comfort but do not reduce body temperature.

Heat Exhaustion

Signs of heat exhaustion include heavy sweating, paleness, muscle cramps, tiredness, weakness, dizziness, headache, nausea or vomiting, and fainting. Cool down with whatever methods are available until medical help arrives:

- Go to an air-conditioned place and lie down.
- Loosen or remove extra clothing.
- Cool externally with water.
- Take sips of cool sports drinks with salt and sugar.
- Get medical help if symptoms get worse or last more than an hour.
- As needed, call 9-1-1 or get the person to a hospital immediately.

Heat Stroke

Signs of heat stroke include an extremely high body temperature (above 103 degrees as measured by an oral thermometer); red, hot, dry skin with no sweat; a rapid, strong pulse; dizziness; confusion; and unconsciousness.

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Activate the school ICS team
- Implement the appropriate alert signal or alternate communication.
- If severe winds/weather make it necessary, follow Drop, Cover, and Hold, followed by evacuation to the designated area.
- Based upon the risk to persons and facilities, the Director, in conjunction with the EOC, will develop an action plan to protect staff, students, and the facility.
- As long as everyone is indoors, the greatest risk will be to property. This may include cars, buildings, solar panels, landscaping, etc.
- Remind staff to monitor students for signs of illness/injury
- Make notifications to the district and parents/guardians, as necessary, to inform them of the status and safety of the students.
- Once the incident has concluded and the campus has been determined to be safe, initiate the All-Clear action and assess damage to the property.
- Report damage/ no damage as soon as possible to the EOC.
- Coordinate medical response for any injured persons.

Staff will:

- Bring everyone indoors to protect from severe weather, unless ordered to evacuate.
- Keep away from windows, as applicable to the incident.
- If it is not possible to get to shelter, instruct them to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- If Drop, Cover, Hold, instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs. Implement the designated alternate procedure to support students with disabilities.
- Continually monitor for signs of illness/injury, including heat exhaustion/heat stroke.
- Ensure students drink plenty in severe heat.
- Ensure students with disabilities who are unable to manage themselves are monitored to ensure they are drinking plenty of water, remaining cool, and are being screened for signs of heat exhaustion or heat stroke.
- As soon as practical, assess for injuries, including head injuries sustained from hail, etc.
- Notify the Director of injuries immediately.

Part 19: Suspicious Mail/Packages

A suspicious package may be discovered anywhere on campus. Staff must treat all suspicious items as potentially dangerous. Staff and students should be trained not to touch or pick up any unfamiliar object or package.

STAFF PROCEDURE

If a suspicious item is identified:

- Immediately notify the Director or designee
- Keep students and staff away from the area until emergency responders arrive
- Do not attempt to move, open, or examine the item

INCIDENT COMMAND PROCEDURE

The Director or designee will:

- Call 9-1-1 immediately
- Instruct staff and students to TURN OFF pagers, cell phones, and two-way radios, as radio signals may trigger explosive devices
- Direct staff to visually check their areas for suspicious packages or objects
- If found, staff should note the location and description and report it immediately
- Do not touch/disturb suspicious items
- Visually inspect (work and public areas, unlocked closets, exterior grounds and power sources)
- Determine whether to evacuate the threatened building or adjacent buildings
- Modify evacuation routes to avoid the suspected area
- If evacuation of the entire school is required, ACTIVATE the fire alarm
- REMEMBER: Evacuation may not always be the safest response
- Use the intercom/PA system to evacuate threatened rooms, if needed
- Do not return to any building until emergency responders declare it safe
- Avoid publicizing the threat more than necessary to maintain calm and prevent misinformation

SECTION 7: Communications

Critical Incidents

The information below is intended for quick reference.

CONFIDENTIALITY

Student privacy should be protected at all times. Disclose confidential information only to those with a right and a need to know (both are required). Confidential documentation must be kept in a separate, confidential file, apart from the student's cumulative records. Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child, using a parent/guardian authorization for the release/exchange of information (HIPAA Release). Any consultations/discussions must occur in a completely confidential setting.

Media protocol

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity, interference with emergency response, and increased liability. Conversations intended to be confidential may become very public if overheard by the press. It is essential to keep any media at a distance from the immediate area. The Assistant Director is the Public Information Officer and will:

- Establish a media staging area away from the school/incident command center.
- Ask first responders to designate the area as an investigative scene, which can be used to legally prevent media from entering and keep them at a distance.
- Be the single point of contact.
- Do not allow staff to speak to the media.
- Protect student/staff privacy to the extent possible.
- Do not confirm any information, even if the person asking seems to know the information already.

Staff will follow these guidelines:

- Do not make any statements to the media during or after a critical event without first conferring with the Assistant Director.
- Refer all media inquiries to the Assistant Director.
- Notify the Assistant Director whenever the media contacts you.

Emergency Communication Checklist - PIO

- Ask for help from the District/County Office
- Gather all relevant facts, determine the need, and the type of responses
- Create a fact sheet and send to appropriate parties (especially those who answer the phones and site administration)
- Create a media message/statement (media may be placed on hold depending on the situation)
- Notify appropriate educational partners based on the specific situation
- Monitor media and send updates as needed
- Collect any printed materials found (fliers, notes, outside agency social media posts, printouts) that may be used during the debriefing process and/or after-action reporting
- Prepare information regarding the incident related to the School/District for the Joint Intelligence Center (when necessary)

Stakeholder	Message tool
Law enforcement, OES	Phone call
School Board, other Superintendents	Phone call, text alert
Administration, Faculty, and Staff	PA, email, text alerts
Students	Verbally
Parents/guardians	Email, recorded call, website, social media, text alerts
Media	Email, follow-up calls

Local community	Website, social media
Government Entities (county, CDE, etc.)	Email and/or phone call
School Organizations (clubs, athletics, PTA)	Email and/or phone call

SECTION 8: Instructional Continuity Plan

The Instructional Continuity Plan (ICP) was last revised on February 10, 2026, and adopted by Innovations Academy on November 13, 2025, to ensure all students have access to instruction during a natural disaster or emergency, as required by SB 153 (2024), which adds instructional continuity requirements to EC 32282. Beginning in 2026–27, inclusion of this ICP in the CSSP is required for approval of a Form J-13A waiver.

The ICP is designed to minimize instructional disruption and ensure that pupils' social-emotional, mental health, and academic needs are supported during emergencies. Administrators, teachers, staff, students, and families collaborate in the development and implementation of this plan. The ICP is reviewed annually as part of the CSSP process and updated based on feedback and lessons learned.

CONTINUITY OF LEARNING PLAN OVERVIEW

Innovations Academy prioritizes essential learning during emergencies. Learning objectives and student progress will be communicated to families, and additional supports, such as tutoring, check-ins, and virtual office hours, will be provided when possible.

During unforeseen events (e.g., power outages), instruction will continue to the extent possible, and families will be notified of changes through ParentSquare.

Professional learning and resources will be provided to staff to support transitions to remote instruction and assessment.

A return to site-based learning will occur as soon as the facility is deemed safe. Conditions for resuming in-person instruction include:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Safe and clean water
- Campus free of debris and hazards
- Internet connectivity restored
- Sufficient staffing
- Kitchen is operational for meal service

COMPONENT 1: PUPIL ENGAGEMENT PROTOCOL WITHIN 5 DAYS

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.

Two-Way Communication

The school will maintain two-way communication using existing systems, including:

- SMS
- Phone calls
- Email
- School portal
- Social media
- Flyers

These methods ensure timely updates and allow families to communicate needs or concerns.

Social- Emotional, Mental Health, and Academic Supports

All students, including students with disabilities, English learners, foster youth, and students experiencing homelessness, will continue to have equitable access to instructional resources and supports. Supports include:

-Identification of students needing additional help

- Immediate referral to counseling and administrative staff
- Access to physical and mental health professionals, including multilingual support
- Continuation of IEP services and documentation
- Continued support for EL students aligned with the California English Learner Roadmap

If in-person learning is disrupted, Innovations Academy will assist families in enrolling in or being temporarily reassigned to another school, district, COE, or charter school as needed.

COMPONENT 2: ACCESS TO IN-PERSON OR REMOTE INSTRUCTION

Learning Plans and Work Completion

Innovations Academy will provide access to in-person or remote instruction as soon as practicable, and no later than 10 instructional days following an emergency.

LEARNING PLANS AND WORK COMPLETION

Remote instruction will:

- Align with EC 51747 and 51749.5
- Meet standards equivalent to independent study
- Prioritize essential standards
- Maintain progress monitoring
- Provide additional academic support as needed

The school maintains a 1-device-per-student inventory and will make every effort to provide families with network access and additional support resources.

Instructional materials and assignments will be accessible through established platforms and processes for distribution and submission.

Alternate Emergency Assignment Instructions

TK/K

Reading: 20 minutes- Read aloud with an adult or listen to audiobooks

Math 20 minutes- Practice your numbers, counting, and math facts with an adult, online or on paper

Writing 10 minutes- Practice writing upper and lower case letters, numbers, and name

Enrichment- physical exercise, legos/ blocks, puzzles, playdoh, coloring, and crafting

1st/2nd Grade

Reading: 30 minutes- Read aloud with an adult or independently or listen to audiobooks

Math 30 minutes- Practice your numbers and math facts with an adult, online or on paper

Writing 20 minutes- Keep a daily journal Journal Prompt Suggestions

Enrichment- physical exercise, legos/ blocks, puzzles, playdoh, coloring, and crafting

3rd/4th Grade

Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks

Math 45 minutes- Practice your numbers and math facts with an adult, online or on paper

Writing 30 minutes- Keep a daily journal about your day Journal Prompt Suggestions

Enrichment- physical exercise, puzzles, coloring, and crafting

5th/6th Grade

Reading: 60 minutes- Read aloud with an adult or independently or listen to audiobooks

Math 60 minutes- Practice your numbers and math facts with an adult, online or on paper

Writing 45 minutes- Keep a daily journal about your day Journal Prompt Suggestions

Enrichment- physical exercise, puzzles, coloring, and crafting

7th-12th Grade

Check email for weekly assignments and instructions posted by the teachers. Hand in or submit assignments as instructed by the teacher by established due dates.

Enrichment- physical exercise, puzzles, crafting/drawing/art, and hands-on activities.

State and Local Assessment Administration

Assessment practices will continue to the extent possible, aligned with state and local requirements. Adjustments will be communicated to families as needed.

General Requirements for Traditional IS

When remote instruction is provided through independent study, all statutory requirements, including written agreements, synchronous instruction expectations, and tiered reengagement, will be followed.

Academic Content

Instruction will continue to focus on essential academic content and maintain alignment with grade-level standards. Remote instruction must meet standards equivalent to those used in independent study programs.

Tiered Reengagement

IA will meet or exceed requirements for tiered reengagement procedures for students who:

- Do not participate in instruction
- Do not complete assigned work
- Are identified as needing additional support

Staff will contact families, provide support, and coordinate with counseling and administrative teams.

Opportunities for Live Interaction and Synchronous Instruction

IA will meet or exceed student opportunities for:

- Live interaction with teachers
- Synchronous instruction
- Scheduled check-ins
- Virtual office hours
- Additional academic support

These opportunities will be communicated through ParentSquare and classroom platforms.

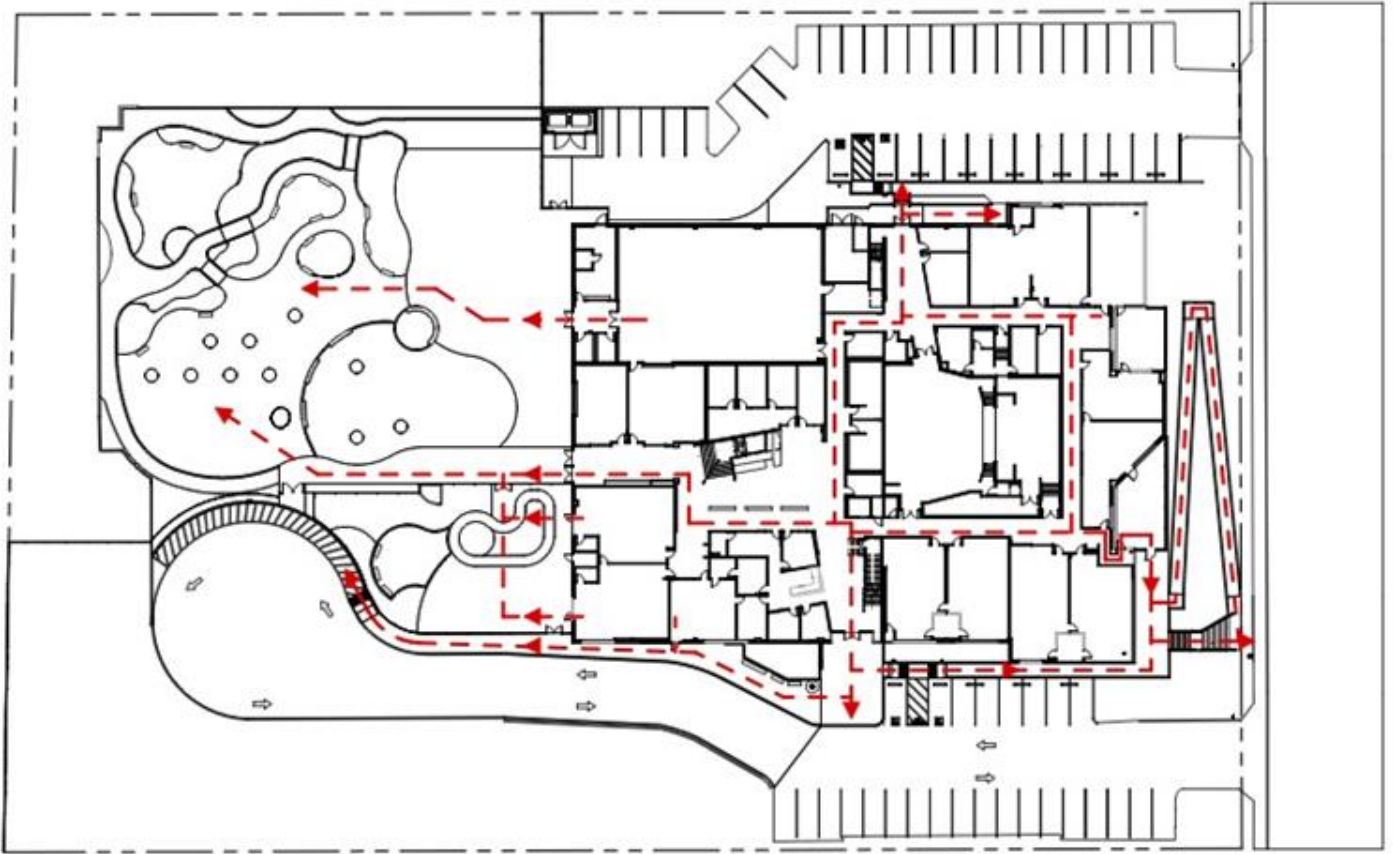
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SECTION 9: Appendices

Appendix A: Evacuation Locations for Innovations Academy; CDS Code: 37683380118083

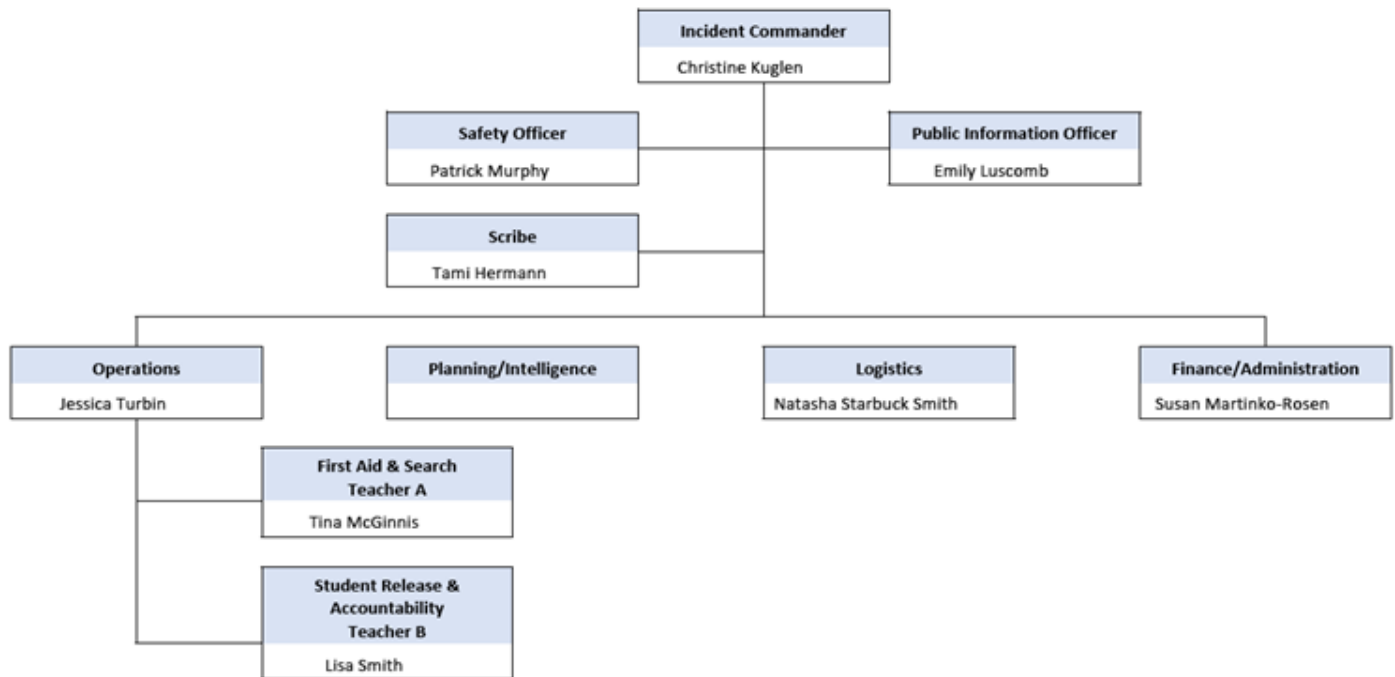
Appendix B: Innovations Academy; CDS Code: 37683380118083 Maps

(ATTACH EVACUATION MAPS, FLOOD AND EARTHQUAKE RISK MAPS, PLUS ANY ADDITIONAL MAPS UNIQUE TO YOUR SCHOOL SITE)



Appendix C: Innovations Academy; CDS Code: 37683380118083 - School Incident Command Structure

Innovations Academy Incident Command System



Appendix D: Innovations Academy; CDS Code: 37683380118083 Emergency Notification Matrix

Emergency Contact Data Sheet

School: Innovations Academy; CDS Code: 37683380118083
Incident Commander: Christine Kuglen, School Director 619-379-9275
Command Center Location:
Release of Students Location:

Phone Numbers	
Emergency Services	9-1-1
Police Department	619-221-8985
Fire Department	619-533-4430
Poison Control	800-222-1222
Child Protective Services	858-694-5141

Gas Shut-Off

Emergency Phone Tree



Innovations Academy

Staff Student Communication Policy approved 6/16/26

Parent/Guardians are the most important people in a child's life. The school is an institutional tool selected by parents/guardians to support their child's educational development. Innovations Academy is committed to ensuring that any staff-student electronic communication is visible to all parents/guardians.

Students at Innovations Academy are not assigned school email accounts for use as a communication tool. They are not given access to ParentSquare, the designated communication platform for school-home communication. There is no reason for a staff member to communicate directly with a student off campus. If a staff member has a message for a student outside of school regarding a field trip or academic item, the message will be communicated via the parent using ParentSquare.

Students have access, when necessary, to academic information via Google Classroom. Staff will only communicate with students in person or via written feedback to students regarding their academic work. No electronic communication will occur exclusively between any staff member and student.

Communication is prohibited between staff and students via social media platforms, including via DMs, disappearing message apps, texts, personal email and personal SMS.

If a student messages or texts a staff member directly at any time, the staff member is required to report it to the director within 24 hours or as soon as possible and the director will directly notify the parents/guardians of the situation. Any parent who observes off-channel contact is asked to notify the director or assistant director via info@innovationsacademy.org

Violations of this communication policy include credential/certificate discipline referrals to the Commission on Teacher Credentialing.



Innovations Academy

Policy for Smartphones and Electronic Devices on Campus

Board Approved 6/16/26

We at IA powerfully create our lives through self-expression, compassionate connection, and purposeful learning. This is the first sentence of our mission statement, and we recognize that it is also the reason why families have entrusted us with their children. We believe that the authentic, face-to-face, compassionate communication that ties not only teachers and students, but students to each other, must take place in the absence of cell phones and other communication devices (such as smart watches).

Our philosophy is that students in the Kindergarten through Eighth grade should only have monitored exposure to the internet when absolutely necessary. We support parents who delay their child's exposure (via smartphones, computers and other internet accessible devices) to the internet.

Innovations Academy has historically limited student's access to smartphones and other internet accessing devices on our school campus, during school-sponsored activities, and when students are under the supervision or control of Innovations' employees. We do that to protect the mental health of each student, to promote face to face connection among our students and staff, to respect the academic dignity of our campus and respect students from being exposed to questionable/inappropriate material on our campus.

We encourage all devices to remain at home. If a student brings a phone to school, it is required that they turn it into the basket at the gate as they enter campus or at the front desk upon entry to the building. The phone should be turned off or put into silent mode and will be stored in the front office for the duration of the school day. If the device is mistakenly left on and sound emits from the device, the phone will be picked up and silenced by a staff member to avoid work disruption. If an image is viewed in the process, it is understood that this was due to the negligence of the phone's owner. No staff member will intentionally access the device of a student without permission.

No student is permitted to have on their person, in a backpack or bag or in any storage at all any cellphone or electronic device that connects to the internet on the campus of Innovations Academy. Phones are deposited in the basket upon entry and picked up upon leaving the building. If the child participates in any afterschool hours activity on campus, the phone will be retrieved after completing that activity immediately upon leaving the campus.



Innovations Academy

All students will place all smartphones, smart devices and other technology in the basket at the gate or front door upon entry

Common items to include in said policy include the following:

- 1. Examples of Limits on When Smartphones May be Used*
 - Ban or restrict during instructional time or when under the supervision or control of a charter school employee*
 - Allow before/after school and while at lunch or during passing periods*
 - Require that smartphones be off and stored all day*
- 2. Examples of the Location Where Smartphones Can be Used*
 - Prohibit phones from being turned on in classrooms unless a teacher specifically allows for during instruction*
 - Ban in bathrooms and locker rooms for privacy reasons*
 - Allow only in designated areas (outside/cafeteria) during non-instructional time*
- 3. Examples of Storage Requirements*
 - Must be off or on silent (not vibrate) and out of sight (backpack, locker, or pocket)*
 - Stored in a lockable pouch during the school day*
 - Place the smartphone in phone caddies where students place devices at the start of class/school*
- 4. Examples of Enforcement Protocols*
 - Temporary confiscation by administrator or teacher, to be returned at the end of class or school day*

Any student found in possession of a cell phone or “smart” device (one that connects to the internet) as previously mentioned will have it immediately taken away and a parent/guardian will be required to come to a scheduled meeting with the school counselor, Director, and/or Assistant Director. The device will be returned to the parent/guardian at that meeting. If this happens a second time, the student will be forbidden from bringing the device to school.

Parents who need or wish to contact their children during the school day should leave a message at the front desk. Students are allowed to come to the office to make a phone call during class time only with the permission of the teacher or other staff member, and at breaks and lunch as well as before and after school.



Innovations Academy

Notwithstanding the above, students shall not be prohibited from using or possessing a smartphone on campus, while attending school-sponsored activities, or under the supervision or control of school employees under any of the following circumstances:

- When an administrator of the Charter School grants permission to the student to possess or use the smartphone, subject to any reasonable limitation they may impose.
- 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 student.



Innovations Academy

Innovations Academy Board Meeting Service Disruption Policy Board Approved 6/16/26

Purpose This policy establishes procedures for handling technical disruptions during public meetings, ensuring compliance with California Senate Bill 707 (Durazo) and the Ralph M. Brown Act.

The scope of this policy applies to all board meetings conducted via two-way audiovisual or telephonic platforms.

Policy Statement

In the event of a service disruption (loss of livestream, audiovisual feed, or telephonic access), the legislative body shall recess the meeting for up to one hour to attempt restoration.

Efforts will be made to immediately restore access and will be documented before resuming or adjourning.

Procedures

1. Detection of Disruption

The staff member who monitors the telephonic and internet feeds will also monitor for a disruption. Disruption is declared if public access or participation is impaired.

2. Immediate Recess

Designated staff will alert the board who will announce a recess due to technical disruption. The meeting may be paused for up to one hour.

3. Restoration Efforts

Available staff will attempt to restore service and document steps taken (e.g., platform reset, alternate dial-in).

4. Documentation

Roll-call vote confirming good-faith effort to restore service. The disruption details will be recorded in the meeting minutes.

5. Resumption or Adjournment

If service is restored within one hour the meeting will resume. If not restored, the meeting will be adjourned with documented vote.

Responsibilities Chair: Declares disruption, announces recess, oversees compliance.

Person taking minutes: Records disruption, restoration efforts, and roll-call vote.

Staff and board members: Executes restoration efforts and provide technical report.