

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Innovations Academy	34-67330-140699	September 14, 2021	October 21, 2021

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

We will follow all components of the Every Student Succeeds Act (ESSA) requirements and be aligned with the Folsom Cordova Unified School District (FCUSD) Local Control and Accountability Plan (LCAP).

School Vision and Mission

Innovations Academy was established during the summer of 2021. We are currently gathering feedback from all stakeholders in order to develop our vision and mission.

School & Community Profile

Innovations Academy is Folsom Cordova Unified's first kindergarten thru 12th grade school that services students virtually. Innovations Academy is an independent study school that was developed during the summer of 2021 due to a positive response from families that wanted to continue with virtual education after the pandemic. For our students, Innovations is their school of choice where they attend virtually, thrive, and excel. The office of Innovations Academy is located east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova.

During our opening school year, 2021-2022, we have a teaching staff of 13 general education teachers, 1.5 special education teachers, and 1 high school counselor. We share a speech pathologist and nurse with other school sites. Our administrative team is comprised of a full time principal and administrative assistant. Our hard-working staff strives to provide an exceptional educational experience.

Our students meet with their teachers daily, surpassing AB130's live instruction requirements. Teachers are able to offer live instruction that is more individualized towards the class's needs, as our curriculum is designed for independent study students and offers content instruction that is embedded within the material.

Learning extends beyond the core curriculum of reading, math, social studies, and science. Social-emotional learning is an important component of the overall educational program at Innovations. We are working with the district's multiple Social Emotional Learning platforms to develop a robust program for all of our students.

In addition to Innovations Academy, Folsom Cordova Unified has twenty elementary schools, four middle schools, three traditional high schools, one charter school, one community day school, and two continuation high schools, and one independent study high school.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Due to the inception of Innovations Academy taking place during 2021, there is no data from surveys in regards to the 2020-2021 school year. However, feedback from the district stakeholders provided input and support to develop a permanent virtual school option for the Folsom Cordova Unified students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers will be formally observed as per the collective bargaining agreement. Folsom Cordova Unified evaluation system requires new teachers to be formally observed twice each semester, and informally observed twice each semester. Tenured staff are formally and informally observed once each semester. Formal observations are documented using Talent Ed /Perform. In addition, informal observations occur on a regular basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through developing highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through developing highly qualified staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through developing highly qualified staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through developing highly qualified staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through developing highly qualified staff.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through alignment to state and district standards and requirements.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through alignment to state and district standards and requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through alignment to state and district standards and requirements.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through alignment to state and district standards and requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

No data for the 2020-2021 school year. Innovations Academy plans to use data from district and state assessments to support student achievement through alignment to state and district standards and requirements.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

No data for the 2020-2021 school year. However, we will ensure that all students will have access to our program.

Evidence-based educational practices to raise student achievement

No data for the 2020-2021 school year. However, we will ensure that all students will have access to our program.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

No data for the 2020-2021 school year. However, we will ensure that all parents will have access to our program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

No data for the 2020-2021 school year. However, we will ensure that all parents will have access to our program.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

No data for the 2020-2021 school year. However, we will ensure that all parents will have access to our program.

Fiscal support (EPC)

No data for the 2020-2021 school year. However, we will ensure that all parents will have access to our program.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Innovations Academy will meet with the stakeholder groups throughout the year in order to receive feedback on the development of our school. Currently, we meeting monthly with staff, regularly with the other stakeholder groups such as English Learner Advisory Committee, District English Language Arts Committee, and School Site Council.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No data for the 2020-2021 school year. However, district trends show that our district performs well overall, however we have groups of students that have unique needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	NA%	NA%	NA%	NA	NA	NA
African American	NA%	NA%	NA%	NA	NA	NA
Asian	NA%	NA%	NA%	NA	NA	NA
Filipino	NA%	NA%	NA%	NA	NA	NA
Hispanic/Latino	NA%	NA%	NA%	NA	NA	NA
Pacific Islander	NA%	NA%	NA%	NA	NA	NA
White	NA%	NA%	NA%	NA	NA	NA
Multiple/No Response	NA%	NA%	NA%	NA	NA	NA
Total Enrollment				NA	NA	NA

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	NA	NA	NA
Grade 1	NA	NA	NA
Grade 2	NA	NA	NA
Grade 3	NA	NA	NA
Grade 4	NA	NA	NA
Grade 5	NA	NA	NA
Grade 6	NA	NA	NA
Grade 7	NA	NA	NA
Grade 8	NA	NA	NA
Grade 9	NA	NA	NA
Grade 10	NA	NA	NA
Grade 11	NA	NA	NA
Grade 12	NA	NA	NA
Total Enrollment	NA	NA	NA

Conclusions based on this data:

- Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district has about 20,000 students with about 35% as unduplicated.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district has about 13% EL students and 3% homeless youth.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	NA	NA	NA	NA	NA	NA
Fluent English Proficient (FEP)	NA	NA	NA	NA	NA	NA
Reclassified Fluent English Proficient (RFEP)	NA	NA	NA	NA	NA	NA

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year. However, the district has 2,533 EL students as of October 2020.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year. However, out of the 2,533 FCUSD EL students, 51% are making progress.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	N/A	N/A	N/A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA

Conclusions based on this data:

- Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
- Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year. There is no data for the 2018-2019 or 2019-2020 school year, due to Covid-19.

3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year. However historically, the district data shows that our foster youth, homeless and Pacific Islander populations need additional support.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	N/A	N/A	N/A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year. There is no data for the 2018-2019 or 2019-2020 school year, due to Covid-19.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year. However historically, the district data shows that our foster youth, homeless, Hispanic, students with disabilities and Pacific Islander populations need additional support.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	NA	NA	NA	NA	NA	NA	NA	NA
Grade 1	NA	NA	NA	NA	NA	NA	NA	NA
Grade 2	NA	NA	NA	NA	NA	NA	NA	NA
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

2. Innovations Academy opening year is 2021-2022. However, the district has about 1,102 IFEP, 2,401 EL, and 2,189 RFEP students.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
NA	NA	NA	NA
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		NA
Foster Youth		NA
Socioeconomically Disadvantaged		NA

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district has about 30% Title 1, 13% EL, and 0% Foster Youth populations.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district has about 35% of unduplicated students.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts NA	Graduation Rate NA	Suspension Rate NA
Mathematics NA	Chronic Absenteeism NA	
English Learner Progress NA		
College/Career NA		

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, due to Covid-19.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however historically chronic absenteeism is an area of need for our district in our underserved populations.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
NA	NA	NA
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
NA	NA	NA

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
NA	NA	NA	NA
Hispanic	Two or More Races	Pacific Islander	White
NA	NA	NA	NA

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
NA	NA	NA

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year due to Covid-19.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however historically chronic absenteeism is an area of need for our district in our underserved populations.

School and Student Performance Data

Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
NA	NA		NA	NA

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
NA		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district performs in the green overall.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however historically chronic absenteeism is an area of need for our district in our underserved populations.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator					
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>NA</td></tr><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students:</td></tr><tr><td>Performance Level:</td></tr></tbody></table>	English Learner Progress	NA	making progress towards English language proficiency	Number of EL Students:	Performance Level:
English Learner Progress					
NA					
making progress towards English language proficiency					
Number of EL Students:					
Performance Level:					

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district's student population is about 11%.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however 51% of EL students are making progress towards English proficiency.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
NA	NA	NA	NA	NA

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
NA		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
NA Prepared	NA Prepared	NA Prepared
NA Approaching Prepared	NA Approaching Prepared	NA Approaching Prepared
NA Not Prepared	NA Not Prepared	NA Not Prepared

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district shows that 51% of students are prepared for college/career.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however historically chronic absenteeism is an area of need for our district in our underserved populations.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
NA	NA	NA	NA	NA

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
NA		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district trends show that 89.2% of students graduated last year.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however historically chronic absenteeism is an area of need for our district in our underserved populations.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
NA	NA	NA	NA	NA

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
NA		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019
NA	

Conclusions based on this data:

- Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however the district shows a suspension rate of 4.2% for 2018-2019.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year, however historically chronic absenteeism is an area of need for our district in our underserved populations.

School and Student Performance Data

Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
NA	NA	NA	NA	NA

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
NA		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
NA	NA	

Conclusions based on this data:

- Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

2. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.
3. Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)

1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 - Maintain schools in good repair

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

1.1 Folsom-Cordova Unified School District ensures that all teachers have a valid California credential. The school site and District offer professional development for teachers to support the adopted curriculum and social emotional learning. The District provides its own new teacher induction program for beginning teachers. Mentors from our own District will be provided for those new teachers.

1.3 At Innovations we use District approved curriculums for virtual learning provided by Stride. We will also supplement this curriculum with other researched based supports such as LETRS and iReady. These curriculums are aligned to our Common Core State Standards.

Identified Need

1.1 Support first and second year teachers and teachers whom are new to Innovations and/or a grade level.

1.3 Ongoing, linguistically and culturally responsive, training and support for adopted curriculums.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Induction program	All new teachers will complete the induction program.	All new teachers will complete the induction program.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This affects all students.

Strategy/Activity

All teachers will have professional development to support strong first instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students will have access to culturally responsive materials and activities.

Strategy/Activity

Provide materials, activities, events, and resources to students, and teachers that are culturally responsive.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for Local Control and Accountability Plan student groups (state priority 3, 5 and 6).

2.1 - Increase student attendance rates and reduce chronic absences for all students.

2.2 - Increase the high school graduation rate and decrease the dropout rate.

2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.

2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

2.1 Increase alternative education student attendance rate to 80%.

2.3 Implement and support all facets of a robust Social Emotional Learning program.

2.4 Provide innovative ways to include families in the cultural development of Innovations Academy; facilitate family input into surveys; provide effective communication with the school community.

2.5 Continued use of our established community partners and addition of at least one new partnership each year at Innovations Academy.

2.6 Effectively communicate with our school community through print, email, the Remind app, social media, and our school website.

Identified Need

2.1 Time for the administration to review weekly attendance reports, call parents, and/or perform home visits.

2.1 Attendance incentives for students and families are needed to recognize and encourage positive attendance and communication when students are absent.

2.3 Provide support and training to support teachers with the implementation of our Social Emotional programs.

2.4 Provide support for families through administration.

2.5 Planning time is needed for the Principal, PTA, and Parent Coordinator.

2.6 More community partners are needed to enhance the educational program at Innovations.

2.7 We will provide translations in Spanish for all school communications.

2.7 We will communicate regularly through Social Media.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	76%	80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, focusing on underserved populations.

Strategy/Activity

Increase communication with families so they understand how attendance is tracked for independent study schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build school community through clubs, student council, field trips, and outside school social events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)
 3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
 3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
 3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

3.1 Innovations Academy will provide staff with opportunities for professional learning to optimize classroom instruction and practices. We will focus our professional development on researched based strategies, curricular platforms, and our development to be a Professional Learning Community virtual school.
 3.2 We will function as a Professional Learning Community by providing release time for collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students meet grade level standards.
 3.3 Professional development will focus on strategies and techniques that have proven effective at raising the skills of our English Language Learners (ELL) and our students not achieving proficiency according to i-Ready diagnostics and CAASPP results.
 3.4 We will work in partnership with our curriculum company to custom design our high school courses to ensure A-G alignment.
 3.4 We will work towards gaining WASC accreditation

Identified Need

3.1 Training on utilizing Second Step virtually for kindergarten - 8th grade and the BASE program for high school students.
 3.2 Identify essential standards in each grade and subject
 3.3 Provide training on how to utilize the EL supports in our curriculum platforms
 3.4 Hire a CTE teacher

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Curriculum platforms	All teachers will be trained and use the district adopted curriculum for Innovations Academy.	All teachers will be trained and use the district adopted curriculum for Innovations Academy.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hire a school counselor that will support the design and implementation of the SEL curriculum for kindergarten - 12th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Work with Solution Tree to train teachers on essential standards and develop our PLC work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to work with k12/Stride to provide teachers training and support on the curriculum platforms and instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).

4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

Implementation of engaging high quality instruction for all students in all areas of the curriculum.

Identified Need

4.1 - 4.5 At Innovations, we recognize the need for time to do the work it takes to plan for maximum student engagement around essential standards and the guaranteed and viable curriculum. We will provide time to monitor student learning and mastery of said essential skills in language arts and math. We will participate in District progress assessments, plan time to look at assessment results, and make informed decisions about the next steps in learning for students. Teachers will be provided Professional Learning Team (PLT) time monthly, so that teachers may plan instruction, common formative assessments, and Multiple Tiers of Systematic Support (MTSS) time where students will either have extra time with the standards taught or extension of the standards taught all the while no new core curriculum is being taught. Systematic support is essential in the success of our school goals. We will work hard to protect and honor the systems that are in place at Innovations because we know they lead to the success of ALL students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MTSS Data		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Training from Solution Tree in the 15 Day Challenge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop and adjust our MTSS plan and schedule to meet the needs of our new school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Innovations Academy opening year is 2021-2022. Therefore, there is no data for the 2020-2021 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Kimberly Walker	Principal
Suzy Solorzano	Classroom Teacher
Randee Ramirez	Other School Staff
Pam Hardenbrook	Parent or Community Member
Ryli Turner	Secondary Student
Venkatesh Rachapudi	Parent or Community Member
Justin Sievenpiper	Parent or Community Member
Barath Narayan	Parent or Community Member
Debra Estoque	Parent or Community Member
Narashimha Kommireddy	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members

Role

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/14/21.

Attested:



Principal, Kimberly Walker on 9/14/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Innovations Academy
Folsom Cordova Unified

10866 Gadsten Way
Rancho Cordova, Ca 95670
Phone: 916-294-2445
Fax: 916-294-2446

School Site Council Meeting

September 14, 2021

Member	Attendance
Kimberly Walker	Kimberly Walker
Venkatesh Rachapudi	Venkatesh Rachapudi
Debra Estoque	Debra Estoque
Suzy Solorzano	Suzy Solorzano
Pam Hardenbrook	Pam Hardenbrook
Narasimha Kommireddy	Narasimha Kommireddy
Barath Narayan	Barath Narayan
Radhika Narayan	Radhika Narayan
Randee Ramirez	Randee Ramirez
Swetha Miriyala	Swetha Miriyala
Justin Sievenpiper	Justin Sievenpiper
Ryli Turner	Ryli Turner
Rakesh Vaganti	Rakesh Vaganti

**SCHOOL SITE COUNCIL MEETING
AGENDA / MINUTES**

Innovations Academy

Date: 9/14/2021

Time: 3:30 pm

Location: Teams

1. Call to Order - Introductions

Meeting was called to order at 3:30.

Members Present:

- *Kimberly Walker, Principal*
- *Venkatesh Rachapudi , Parent*
- *Debra Estoque, Parent*
- *Suzy Solorzano, Teacher*
- *Pam Hardenbrook, Community Member*
- *Narasimha Kommireddy, Parent*
- *Barath Narayan, Parent*
- *Radhika Narayan, Parent*
- *Randee Ramirez, Classified*
- *Swetha Miriyala, Parent*
- *Justin Sievenpiper, Parent*
- *Ryli Turner, Student*
- *Rakesh Varganti, Parent*

Quorum established with six members in attendance.

Introductions: Introduce newly elected members to the council. They are filling vacancies of site members who have completed their two year term of service.

2. Previous Meeting Minutes – *None*

3. Public comment- *none*

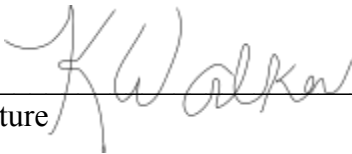
4. Unfinished Business- *None*

5. New Business:

- a. **SSC Training** (Purpose, Roles and Responsibilities)-*PRINCIPAL reviewed the SSC training slides and explained the purpose and limitations of Title I and LCAP funding. They also explained that while SSC is a legal requirement, the intent was to guarantee parent/staff/community involvement to create a joint effort including all interested stakeholders. PRINCIPAL also explained the responsibilities of SSC to approve, monitor, and review the school plan as well as the parental involvement policy and compact.*
- b. **Mission and Vision:** *PRINCIPAL reviewed the ideas that the teachers brought forward in order to develop Innovations mission and vision. Parents were invited to add their thoughts to the poll tool.*
- c. **Safety Plan Presented by PRINCIPAL.** *Jointly developed, presented by PRINCIPAL and Venkatesh Rachapudi moved to approve the Safety Plan. Suzy Solorzano seconded the motion. Motion passed 6-0*
- d. **Single Plan For Student Achievement SPSA-** *Jointly developed, presented by PRINCIPAL and Justin Sievenpiper moved to approve the SPSA. Barath Narayan seconded the motion. Motion passed. 7-0*
- e. **Next Steps:** *The principal updated the site council on the topic of implementation: teacher training, student support, website, PTA, and student council.*

6. Adjournment/Next Meeting – *4:00*

Minutes respectfully submitted by: Kimberly Walker



Signature

9/14/21

Date

***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**