

School Year: **2022-23**



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	School Site Council (SSC) Approval Date	Local Board Approval Date
Innovations Academy	34-67330-140699	September 8, 2022	October 20, 2022

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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
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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.

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. The focus on school-wide coherence, teamwork, student engagement, student achievement, Social-Emotional Learning, and Professional Learning Community (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. The long-term goal of eliminating the achievement gap, with all students performing at high levels, will be a focus. Evidence-based interventions including identifying essential standards, providing Multi-Tiered Systems of Support (MTSS), and using common assessments to flexibly group students, will be part of the intention of the School Plan for Student Achievement (SPSA).

School Vision and Mission

Vision: To empower students to achieve successful, independent learning through innovative collaboration with parents, teachers, and students.

Mission:

Innovation

Create a learning environment that gives students a safe space to take risks

Tailored instruction to meet each student's needs

Collaboration

Encourage connections between one another and with the curriculum for high quality learning

Build resilience through reflection on data informed decision-making with students, families, and teachers

Empowerment

Promote culturally responsive and high standard learning opportunities for all students

Encourage and support students' development of self-advocacy, personal responsibility, and problem-solving

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 the 2021-2022 school year, only a few surveys were sent to families to gather information about Innovations' first year. One survey was sent to existing families on how well the school supported their students during their time with Innovations. 59% of the families that completed the survey stated that their reason for leaving Innovations was because they wanted to move their child back to in-person instruction. 61% of the families stated that they were very happy with how the school was structured and the amount of support they received from their teachers. 28% of families felt that the program was too challenging and left Innovations due to the demand for the program. It is clear that families that enroll in Innovations continue to be concerned with health exposures for their families. During a survey sent to fifth, eighth, and twelfth-grade families, over 62% of the families wanted to have a drive-thru or outside promotion and graduation over an in-person event.

In a recent district-wide needs assessment survey, a few trends were noticed: Although 78% of families are satisfied with how the school and district communicate, there is a need for more communication from high-school counselors to support students with after high-school plans, like college planning. Many families would also like opportunities for tutoring or one-on-one support for their struggling students, as well as providing ways to challenge advanced 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)

California Assessment of Student Performance and Progress (CAASPP), i-Ready, English Learner Advisory Committee (ELPAC), and curriculum-embedded assessment data are used throughout the year to determine instructional groups, drive interventions/enrichment, and identify patterns of strengths and weaknesses over time. i-Ready diagnostic and growth monitoring assessments are administered to monitor student progress. Due to Innovations opening during the 2021-2022 school year, historical data is not available. According to the district, iReady diagnostic assessment data from fall 2021 and spring 2022, Innovations' students increased the number of students that were on or above grade-level standards by 9% in reading and 20% in math. Our high school students have the greatest need for additional support, according to the iReady diagnostic in reading and math.

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

Due to Innovations opening during the 2021-2022 school year and this year being the first year we used an online curriculum platform, historical data is not available. We used two online curriculum companies this year, Stride/K12 for kindergarten through eighth grade and Apex for ninth through twelfth grade. Teachers used curriculum embedded assessments to monitor successful student progress through the coursework, as well as the identification of students that needed additional support. One need that was recognized this year is an easier reporting tool that supports teachers in monitoring their student's progress through the curriculum. Currently, teachers can access this information on an individual student level. Providing teachers with a class-level report will aid them in providing intervention supports quicker. This will be an area of focus for the 2022-2023 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Innovations teachers are credentialed and vetted by our human resources department and are highly qualified and credentialed.

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

Due to Innovations opening during the 2021-2022 school year and utilizing two new online curricular platforms, our professional development focus for the year centered around our curricular platforms. We hosted a two-day training session at the beginning of the school year, with additional mini-trainings throughout the year. In order to provide teachers with a stronger start for the 2022-2023 school year and time to dive deeper into the curriculum and its reporting tools, we will be hosting an optional four-day summer training session.

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

Staff development was primarily focused on supporting teachers with the online curricular platforms. We also met with Solution Tree to start our Professional Learning Communities (PLC) work. Our PLC work centered around establishing a foundation for future PLC initiatives and training on the "15 Day Challenge", which is an intervention strategy that provides standard-aligned, targeting instruction to students.

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

Folsom Cordova has a team of Curriculum and Instruction Specialists that support Innovations in progressing and strengthening our PLC work. Stride/K12 also provides trainers with a multi-session training schedule during the school year that supports staff with the online curricular platform.

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

Teacher collaboration occurs through Professional Learning Teams (PLT) and whole-group. A need for more PLT collaboration time was discovered this year. Therefore, weekly PLT meetings have been included in the professional development calendar for the 2022-2023 school year. These PLT meetings will allow for more time for teachers to review data and discuss specific students. They will focus on the district's PLC initiative questions "What do we want our students to learn? How will we know if they learned it? What will we do when they have not learned it? What will we do when they have learned it?" Teachers will also align the Stride/K12 curriculum and the district's essential standards during their optional July training session. This work will support teachers in their continued PLC work and developing common formative assessments with our essential standards throughout the 2022-2023 school year.

Teaching and Learning

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

District standards were provided to Stride/K12 to ensure content standards alignment. Staff also meet regularly to update and adjust instruction to ensure common core alignment. Due to Innovations opening during the 2021-2022 school year, our class offerings were limited for our high school students, while Stride/K12 customized our high school courses for the 2022-2023 school year. Staff with limited credentials also limits Innovations in offering classes in CTE, PLTW, and advanced and foundational level courses. Identifying and hiring teachers with advanced and specialized credentials is a focus for Innovations Academy.

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

Innovations Academy is an independent study school, which does not follow specific instructional minutes guidelines. However, students meet with their teachers daily for virtual, live, synchronous instruction. Kindergarten students meet with their teacher for 120 minutes, first through second grade meet with their teacher for 180 minutes, third through sixth grade meet for 210 minutes, seventh through twelfth grade meet for 240 minutes daily. The remainder of the school day is completed through asynchronous work.

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

Innovations shortened live instructional schedule allows for daily intervention and small group sessions with teachers. Three days a week, dedicated Multi-Tiered Support System (MTSS) sessions are also scheduled. During this time, teachers will identify students that need additional support in a specific essential standard. Students that need additional support in the targeted essential standard will attend the MTSS sessions, supported by targeted instruction and driven by data from common formative assessments (CFA).

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

All students had access to standards-aligned curriculum and materials through Stride/K12 and Apex.

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

All students have access to standards aligned core courses through Stride/K12, Apex, and district-adopted supplemental programs. Stride/K12 is aligned to California Common Core Standards. Apex is aligned to core courses. Students have access to teacher intervention and tutoring sessions after school for additional support.

Opportunity and Equal Educational Access

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

All students have access to after school tutoring, intervention and assigned MTSS sessions. Additional professional development in reading the data from the district-wide social emotional learning (SEL) surveys and implementing the district-wide SEL curriculum to meet the needs of emotionally struggling students.

Evidence-based educational practices to raise student achievement

All students have access to research-based educational practices as validated by the District's Curriculum Advisory Committee, as well as by our Curriculum and Instruction Specialists and the use of state and school board adopted materials. Research has shown the increase in academic opportunities and support benefit students learning and success.

Parental Engagement

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

The Innovations Academy website posts school-wide events and resources for easy access to students and families. Innovations also uses the district platform, Blackboard Connect to send messages to students and families. We also utilize resources from families, the school district, and the community to assist our under-achieving students.

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)

We involve parents, students, staff, and community members in our school-wide events. Innovations Academy is also in the process of establishing a PTA. PTA officers will be identified during the 2022-2023 school year.

Funding

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

Staff development, intervention funding, translation services, homeless student support, supplementary materials, software, and online services for parents are available and utilized. Additional funds from the Educator Effectiveness Fund Grant will be utilized to support additional training for teachers in PLC work during the 2022-2023 school year.

Fiscal support (EPC)

English Learner funding, Title II funding, Title III funding

Educational Partner 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 educational partner 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 educational partner groups such as English Learner Advisory Committee, District English Language Arts Committee, and School Site Council. Ongoing meetings throughout the 2021-2022 school year will track and monitor the goals.

Resource Inequities

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

In a recent district-wide needs assessment survey, a few trends were noticed: Although 78% of families are satisfied with how the school and district communicate, there is a need for more communication from high-school counselors to support students with after high-school plans, like college planning. Many families would also like opportunities for tutoring or one-on-one support for their struggling students, as well as providing ways to challenge advanced students. This feedback was used to guide the bell schedule for Innovations Academy, to ensure that students had daily individualized support accessible.

Innovations Academy was recently awarded funds from the Educator Effectiveness Fund Grant. Funds from this grant will support staff professional development in the area of Professional Learning Communities (PLC) work, with a focus on utilizing data around essential standards and common formative assessments (CFAs) in order to support students in need.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	NA%	NA%	0.95%	NA	NA	3
African American	NA%	NA%	0.63%	NA	NA	2
Asian	NA%	NA%	52.22%	NA	NA	165
Filipino	NA%	NA%	13.29%	NA	NA	42
Hispanic/Latino	NA%	NA%	9.49%	NA	NA	30
Pacific Islander	NA%	NA%	0.32%	NA	NA	1
White	NA%	NA%	17.41%	NA	NA	55
Multiple/No Response	NA%	NA%	5.70%	NA	NA	18
Total Enrollment				NA	NA	316

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	NA	NA	59
Grade 1	NA	NA	49
Grade 2	NA	NA	54
Grade 3	NA	NA	53
Grade 4	NA	NA	53
Grade 5	NA	NA	48
Grade 6	NA	NA	
Grade 7	NA	NA	
Grade 8	NA	NA	
Grade 9	NA	NA	
Grade 10	NA	NA	
Grade 11	NA	NA	
Grade 12	NA	NA	
Total Enrollment	NA	NA	316

Conclusions based on this data:

1. During the 2021-2022 school year, enrollment showed that my population of students were made up primarily of Asian students.

2. Due to Innovations Academy opening year 2021-2022, there is limited data.

3. Due to Innovations Academy opening year 2021-2022, there is limited data.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	NA		45	NA		14.2%
Fluent English Proficient (FEP)			57			18.0%

Conclusions based on this data:

1. In order to protect student privacy because 10 or more students were tested.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	52	NA	NA	52	NA	NA	52	NA	NA	100.0
Grade 4	NA	NA	63	NA	NA	63	NA	NA	63	NA	NA	100.0
Grade 5	NA	NA	55	NA	NA	55	NA	NA	55	NA	NA	100.0
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 11	NA	NA		NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	170	NA	NA	170	NA	NA	170	NA	NA	100.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	2496.	NA	NA	59.62	NA	NA	26.92	NA	NA	11.54	NA	NA	1.92
Grade 4	NA	NA	2520.	NA	NA	42.86	NA	NA	33.33	NA	NA	14.29	NA	NA	9.52
Grade 5	NA	NA	2585.	NA	NA	52.73	NA	NA	38.18	NA	NA	7.27	NA	NA	1.82
Grade 6	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
All Grades	N/A	N/A	N/A	NA	NA	51.18	NA	NA	32.94	NA	NA	11.18	NA	NA	4.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	51.92	NA	NA	46.15	NA	NA	1.92
Grade 4	NA	NA	33.33	NA	NA	58.73	NA	NA	7.94
Grade 5	NA	NA	40.00	NA	NA	56.36	NA	NA	3.64
Grade 6	NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	41.18	NA	NA	54.12	NA	NA	4.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	46.15	NA	NA	48.08	NA	NA	5.77
Grade 4	NA	NA	36.51	NA	NA	57.14	NA	NA	6.35
Grade 5	NA	NA	58.18	NA	NA	34.55	NA	NA	7.27
Grade 6	NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	46.47	NA	NA	47.06	NA	NA	6.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	25.00	NA	NA	69.23	NA	NA	5.77
Grade 4	NA	NA	19.05	NA	NA	77.78	NA	NA	3.17
Grade 5	NA	NA	23.64	NA	NA	72.73	NA	NA	3.64
Grade 6	NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	22.35	NA	NA	73.53	NA	NA	4.12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	28.85	NA	NA	65.38	NA	NA	5.77
Grade 4	NA	NA	22.22	NA	NA	68.25	NA	NA	9.52
Grade 5	NA	NA	40.00	NA	NA	56.36	NA	NA	3.64
Grade 6	NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	30.00	NA	NA	63.53	NA	NA	6.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address needs both school-wide and grade-level-wide to elevate student achievement through a school-wide focus on Guaranteed and Viable curriculum and student engagement.
- No data for the 2020-2021 school year, as Innovations Academy was established during the 2021-2022 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	52	NA	NA	52	NA	NA	52	NA	NA	100.0
Grade 4	NA	NA	63	NA	NA	63	NA	NA	63	NA	NA	100.0
Grade 5	NA	NA	55	NA	NA	55	NA	NA	55	NA	NA	100.0
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 11	NA	NA		NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	170	NA	NA	170	NA	NA	170	NA	NA	100.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	2503.	NA	NA	50.00	NA	NA	38.46	NA	NA	5.77	NA	NA	5.77
Grade 4	NA	NA	2519.	NA	NA	28.57	NA	NA	42.86	NA	NA	22.22	NA	NA	6.35
Grade 5	NA	NA	2583.	NA	NA	60.00	NA	NA	23.64	NA	NA	14.55	NA	NA	1.82
Grade 6	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
All Grades	N/A	N/A	N/A	NA	NA	45.29	NA	NA	35.29	NA	NA	14.71	NA	NA	4.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	61.54	NA	NA	36.54	NA	NA	1.92
Grade 4	NA	NA	42.86	NA	NA	50.79	NA	NA	6.35
Grade 5	NA	NA	58.18	NA	NA	40.00	NA	NA	1.82
Grade 6	NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	53.53	NA	NA	42.94	NA	NA	3.53

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	42.31	NA	NA	53.85	NA	NA	3.85
Grade 4	NA	NA	30.16	NA	NA	55.56	NA	NA	14.29
Grade 5	NA	NA	45.45	NA	NA	50.91	NA	NA	3.64
Grade 6	NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	38.82	NA	NA	53.53	NA	NA	7.65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	NA	NA	53.85	NA	NA	44.23	NA	NA	1.92
Grade 4	NA	NA	31.75	NA	NA	63.49	NA	NA	4.76
Grade 5	NA	NA	36.36	NA	NA	60.00	NA	NA	3.64
Grade 6	NA	NA		NA	NA		NA	NA	
Grade 7	NA	NA		NA	NA		NA	NA	
Grade 8	NA	NA		NA	NA		NA	NA	
Grade 11	NA	NA		NA	NA		NA	NA	
All Grades	NA	NA	40.00	NA	NA	56.47	NA	NA	3.53

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address needs both school-wide and grade-level-wide to elevate student achievement through a school-wide focus on Guaranteed and Viable curriculum and student engagement.
2. No data for the 2020-2021 school year, as Innovations Academy was established during the 2021-2022 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	NA	NA	*	NA	NA	*	NA	NA	*	NA	NA	7
1	NA	NA	*	NA	NA	*	NA	NA	*	NA	NA	6
2	NA	NA	*	NA	NA	*	NA	NA	*	NA	NA	7
3	NA	NA	*	NA	NA	*	NA	NA	*	NA	NA	5
4	NA	NA	*	NA	NA	*	NA	NA	*	NA	NA	7
5	NA	NA	*	NA	NA	*	NA	NA	*	NA	NA	4
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	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	47.22	NA	NA	41.67	NA	NA	5.56	NA	NA	5.56	NA	NA	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	66.67	NA	NA	22.22	NA	NA	5.56	NA	NA	5.56	NA	NA	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	27.78	NA	NA	50.00	NA	NA	16.67	NA	NA	5.56	NA	NA	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	72.22	NA	NA	22.22	NA	NA	5.56	NA	NA	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	58.33	NA	NA	30.56	NA	NA	11.11	NA	NA	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	36.11	NA	NA	61.11	NA	NA	2.78	NA	NA	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	41.67	NA	NA	52.78	NA	NA	5.56	NA	NA	36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address needs both school-wide and grade-level-wide to elevate student achievement through a school-wide focus on Guaranteed and Viable curriculum and student engagement.
2. No data for the 2020-2021 school year, as Innovations Academy was established during the 2021-2022 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Two or More Races		
Native Hawaiian or Pacific Islander		
White		

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

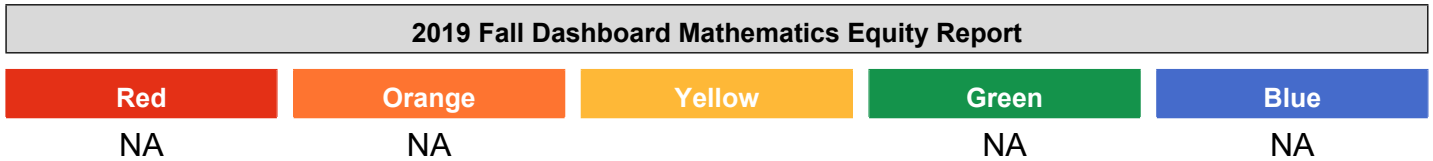
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

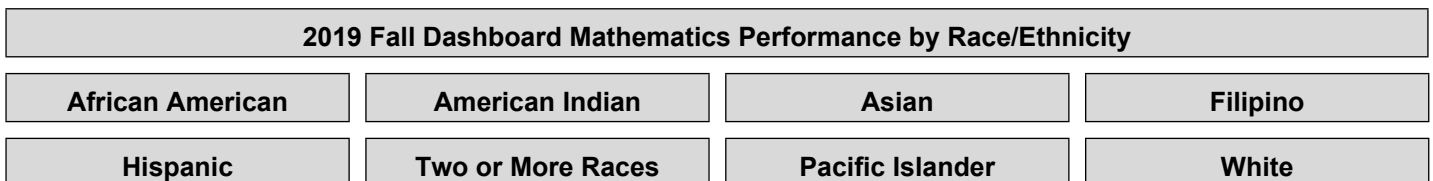
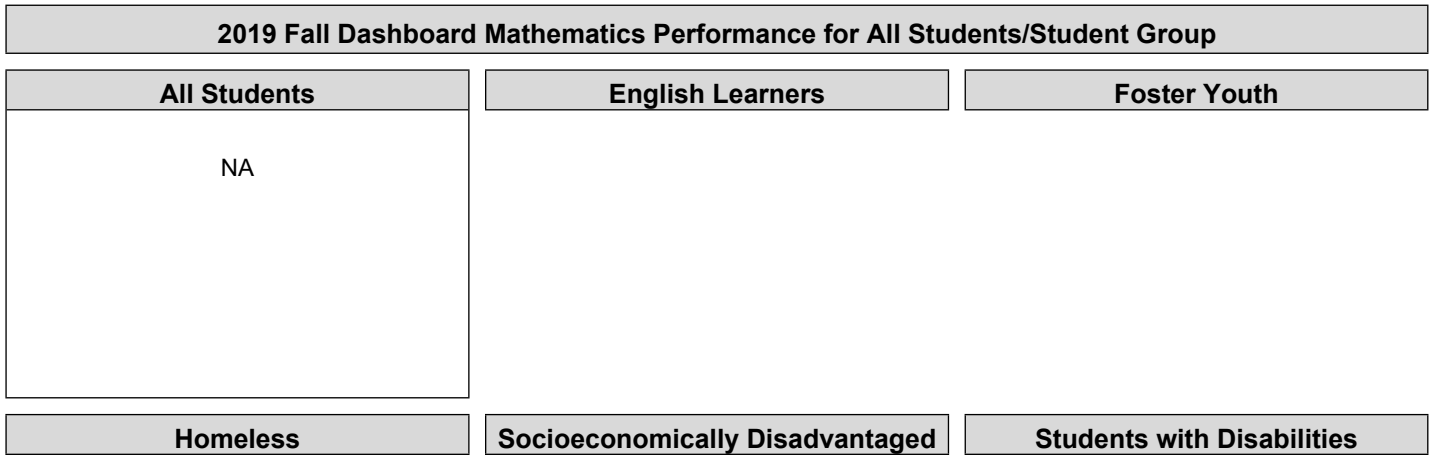
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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 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.



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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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
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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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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:

- 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, however the district trends show that 89.2% of students graduated last year.
- 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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

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 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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:

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.
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.

Goal Subject

Students will receive equitable instruction for highly-qualified teachers

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to a curriculum that 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, with a focus on English learners.

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 i-Ready. 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
1.1 Induction program	All new teachers will complete the induction program.	All new teachers will complete the induction program.
1.1 Evaluations	TalentEd evaluation system will be used to ensure all staff are evaluated.	All teachers on evaluation this year will complete the evaluation cycle.
1.3 Online Curriculum Training	All teachers will complete school-wide trainings and be offered additional one on one and small group trainings as well.	All teachers have access to individualized training and support.

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)
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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

Complete all required evaluations and provide timely feedback to all staff using TalentEd and in-class observations.

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support teachers in utilizing state standards and the adopted, online curriculum to guide and individualize their instruction to student needs.

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 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

PLC professional development for teachers and staff to support student achievement.

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: 2021-22

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.

The Covid-19 pandemic continues to impact our district and Innovations Academy, even during our first year of operation. As a result, this is shown through enrollment fluctuation during the 2021-2022 school year. Planned strategies and activities for the 2022-2023 will prioritize instruction, professional development, and targeted intervention and supports to meet the needs of our highest need learners.

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

Fluctuation of enrollment directly impacts full-time employees which can limit our ability to meet high-school A-G requirements.

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.

We plan to prioritize a community-based advertisement campaign to increase awareness of Innovations Academy in and outside our district.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase parent and student engagement

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 for all students.

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 85%.

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.

2.6 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.

2.4 Create a Climate and Culture team to research, plan, and implement school-wide social events throughout the school year.

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

2.6 We will communicate regularly through Social Media.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	76%	80%
Climate and Culture Team	none	The Climate and Culture team will consist of staff and students to plan social events that are relevant to our student body.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Communication	district-wide communication and feedback prior to the opening of Innovations	Surveys as needed, school-wide email and text communication, website, and social media communication.

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 through family orientations, daily phone calls, and email reminders with families so they understand how attendance is calculated 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, Climate and Culture Team, 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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase communication through multiple avenues (parent newsletter, updated website, topic specific emails) so families are well-informed of school-wide events and information.

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 4

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

Utilizing the school counselor to support positive reinforcement of attendance.

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: 2021-22

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.

The Covid-19 pandemic impacted Innovations Academy significantly.

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

Many families came to Innovations Academy due to the virtual component of the program. Innovations Academy attendance is based upon work completion per Education Code. Referrals were made to return students who struggled with meeting attendance to their comprehensive sites, per Educational Code guidelines.

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.

To increase attendance, staff included additional outreach strategies and meetings to prospective, newly enrolled, and returning students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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 time for collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students meet grade level standards.
 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
 3.4 Obtain WASC Accreditation
 3.4 Obtain A-G approval

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.
iReady, CAASPP	none	Using spring 2022 i-Ready and CAASPP data to determine

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		interventions and supports for all students.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide teachers training and time to unpack state standards and align them to our online curriculum.

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: 2021-22

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.

We hired a .6 counselor which with the support of teachers, developing our Positive Behavior Intervention and Supports (PBIS) program, supporting our Response To Intervention (RTI) programs, and high school and college and career readiness to our middle and high school students.

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

Fluctuation of enrollment directly impacts full-time employees which can limit our ability to meet high-school A-G requirements.

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.

Planned strategies and activities for the 2022-2023 will prioritize instruction, professional development, and targeted intervention and supports to meet the needs of our highest need learners. We plan to prioritize a community-based advertisement campaign to increase awareness of Innovations Academy in and outside our district.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Monitoring student progress and educational outcomes

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.

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).

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

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

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 the essential skills in language arts and math for all grades. 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 weekly, so that teachers may plan instruction, create and analyze 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	none	Teachers will use the 15 Day Challenge from Solution Tree as the foundation of their Multi-Tiered Systematic Support

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		(MTSS) sessions to increase student outcomes.
CAASPP ELA scores	School-wide: 49% met or exceeded the ELA grade level standards	Increase CAASPP ELA proficiency by 5%
CAASPP Math scores	School-wide: 39% met or exceeded the Math grade level standards	Increase CAASPP Math proficiency by 5%

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 and PLC.

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)

17,925.00

Source(s)

Other
5000-5999: Services And Other Operating Expenditures
Solution Tree Training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

PLC Training and Collaboration

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement and train teachers on the Every Child By Name (ECBN) program for early identification and support to struggling students.

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 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Weekly PLT meetings for teachers to plan, collaborate, review data, and discussed shared students for early intervention.

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: 2021-22

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.

As 2021-2022 was the first year Innovations Academy opened, it became the year of our baseline data.

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

Fluctuating enrollment made it challenging to implement intervention strategies for some students from start to finish.

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.

During the 2022-2023 school year, we will strengthen our student and family onboarding process to ensure successful outcomes for students to Innovations Academy. We will also work with our attendance and engagement teams to work with families and students to address attendance concerns. We will use the iReady and CAASPP data from 2021-2022 school year as a baseline to understand where our students challenges are, so we may implement immediate interventions for students.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$17,925.00

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 (\$)
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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 (\$)
Other	\$17,925.00

Subtotal of state or local funds included for this school: \$17,925.00

Total of federal, state, and/or local funds for this school: \$17,925.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Other	17,925.00

Expenditures by Budget Reference

Budget Reference	Amount
5000-5999: Services And Other Operating Expenditures	17,925.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Other	17,925.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 4	17,925.00

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

Name of Members	Role
Kimberly Walker	Principal
Suzy Solorzano	Classroom Teacher
Scotlyn MacGregor	Classroom Teacher
Bailey Stark	Classroom Teacher
Jerry Dunlap	Other School Staff
Julie Hong	Secondary Student
Madeleine Sanderson	Parent or Community Member
Jason Morinaga	Parent or Community Member
Tammy Morgan	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 9/8/22.

Attested:



Principal, Kimberly Walker on 9/8/22



SSC Chairperson, Kimberly Walker on 9/8/22

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.

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

1. Summary

Meeting title: SSC Meeting

Attended participants: 8

Start time: 9/8/22, 3:20:58 PM

End time: 9/8/22, 4:08:21 PM

Meeting duration: 47m 23s

Average attendance: 32m 56s

2. Participants

Name	First join	Last leave	In-meeting	Email	Participant Role
Kimberly V	9/8/22, 3:20:58 PM	9/8/22, 4:08:21 PM	47m 13s	kwalker@f	kwalker@f Organizer
Jerry Dunk	9/8/22, 3:20:58 PM	9/8/22, 3:54:30 PM	33m 30s	jdunlap@f	jdunlap@f Attendee
Scotlyn M	9/8/22, 3:20:58 PM	9/8/22, 4:00:54 PM	40m 54s	smacgregc	smacgregc Attendee
Jill Morina	9/8/22, 3:20:58 PM	9/8/22, 4:03:17 PM	37m 17s		Attendee
Madelaine	9/8/22, 3:20:58 PM	9/8/22, 4:03:19 PM	31m 19s		Attendee
Bailey Star	9/8/22, 3:20:58 PM	9/8/22, 4:03:48 PM	35m 48s	bmstark@	bmstark@ Attendee
Tammy M	9/8/22, 3:20:58 PM	9/8/22, 4:03:27 PM	31m 27s		Attendee
Madelaine	9/8/22, 4:03:16 PM	9/8/22, 4:03:16 PM	6m		Attendee

3. In-Meeting activities

Name	Join time	Leave time	Duration	Email	Role
Kimberly V	9/8/22, 3:20:58 PM	9/8/22, 4:08:21 PM	47m 13s	kwalker@f	Organizer
Jerry Dunk	9/8/22, 3:20:58 PM	9/8/22, 3:54:30 PM	33m 30s	jdunlap@f	Attendee
Scotlyn M	9/8/22, 3:20:58 PM	9/8/22, 4:00:54 PM	40m 54s	smacgregc	Attendee
Jill Morina	9/8/22, 3:20:58 PM	9/8/22, 4:03:17 PM	37m 17s		Attendee
Madelaine	9/8/22, 3:20:58 PM	9/8/22, 4:03:19 PM	31m 19s		Attendee
Madelaine	9/8/22, 4:03:16 PM	9/8/22, 4:03:16 PM	6m		Attendee
Bailey Star	9/8/22, 3:20:58 PM	9/8/22, 4:03:48 PM	35m 48s	bmstark@	Attendee
Tammy M	9/8/22, 3:20:58 PM	9/8/22, 4:03:27 PM	31m 27s		Attendee

**SCHOOL SITE COUNCIL MEETING
AGENDA / MINUTES**

Innovations Academy

Date: 9/8/2022

Time: 3:30 pm

Location: Teams

1. Call to Order - Introductions

Meeting was called to order at 3:32

Members Present:

- *Kimberly Walker, Principal*
- *Bailey Stark–teacher*
- *Scotlyn MacGregor–teacher*
- *Jerry Dunlap–classified staff*
- *Julie Hong - student absent, will watch later*
- *Madeleine Sanderson–parent*
- *Jason Morinaga–parent*
- *Tammy Morgan–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. **Roles:**
 - **Chair: Kimberly Walker**
 1. **approved by Bailey, Scotlyn, Jerry, Tammy**
 - **Secretary: Bailey Stark**
 1. **approved by Scotlyn, Jerry, Tammy**
- c. **School Updates**

Mission and Vision: *PRINCIPAL reviewed the final mission and vision that was created by staff with the input from families.*

 - **PTA: This year, we need to establish officers and what activities they want to put on.**
 - **WASC: Principal explained WASC accreditation,**
- d. **Safety Plan Presented by PRINCIPAL.** *Jointly developed, presented by PRINCIPAL*
 - *Jerry moved to approve the Safety Plan.*
 - *Madelaine Sanderson seconded the motion.*
 - *Motion approved - 7 yays, 0 nays*

- e. **Single Plan For Student Achievement SPSA**- Jointly developed, presented by PRINCIPAL
 - Bailey Stark moved to approve the Safety Plan.
Tammy Morgan seconded the motion.
 - Motion - yay's 5
 - f. **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 – CAASPP and Diagnostic Scores

Minutes respectfully submitted by: Bailey Stark

____Bailey Stark_____
Signature

Date 9/8/2022

***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.**