



# School Plan for Student Achievement (SPSA)

| School Name         | County-District-School (CDS) Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|---------------------|-----------------------------------|-----------------------------------------|---------------------------|
| Innovations Academy | 3467330140699                     | May 12, 2025                            | August 14, 2025           |

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by Innovations Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Additional Targeted Support and Improvement
- Additional Targeted Support and Improvement (ATSI) Subgroup - White

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Innovations Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Additional Targeted Support and Improvement

### Additional Targeted Support and Improvement (ATSI) Subgroup - White

Innovations Academy aligns its Single Plan for Student Achievement (SPSA) closely with the district's LCAP goals, ensuring a comprehensive, data-driven approach to school improvement. The school uses multiple data sources—including CAASPP, Renaissance, Edmentum, and SEL assessments—to identify needs and inform targeted interventions. Weekly Professional Learning Teams (PLTs) analyze student data to refine instruction and monitor progress, which directly supports continuous school improvement and accountability. Programs such as MTSS, Advisory, and expanded CTE/dual enrollment options ensure support for academic, social-emotional, and college/career readiness needs. The school's collaborative culture, stakeholder engagement, and integration of formative assessment strategies strengthen its capacity to implement, monitor, and adapt its action plans. These efforts reflect a strong alignment with ESSA and LCAP goals, fostering equity and high achievement for all students.

Innovations Academy directly supports students of two or more races through a comprehensive, equity-centered approach that emphasizes culturally responsive teaching, inclusive curriculum, and personalized learning. The school ensures that students see themselves reflected in instruction and classroom discussions, while activities like Diversity Day, Heritage Month celebrations, and identity-focused assignments foster a strong sense of belonging. Each student has a personalized learning plan developed in collaboration with families and staff, providing tailored academic and social-emotional support. Students also benefit from dedicated SEL instruction, access to counseling services, and opportunities for meaningful engagement through elective choices, surveys, and feedback-driven events. Aligned with district equity goals, Innovations is intentional in its efforts to close achievement gaps and create an inclusive, empowering environment where students of all racial backgrounds—especially those identifying with two or more races—are seen, respected, and supported to succeed.

The SPSA is continuously updated through mid-year data reviews and stakeholder feedback, ensuring alignment with ESSA, the LCAP, and other funding streams. This coordinated planning process ensures that resources are effectively allocated to improve academic outcomes and support all students, including those with disabilities, English Learners, and socioeconomically disadvantaged youth.

## 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.

# School & Community Profile

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

Currently, we have a teaching staff of 10 general education teachers and one special education teacher. We share a counselor, speech pathologist, mental health specialist, psychologist, and school nurse with other school sites. Our administrative team is comprised of a full-time principal, one assistant principal, a registrar, a budget clerk, and an administrative assistant. Our hard-working staff strives to provide an exceptional educational experience.

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

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Site Council Meetings are scheduled in August/September, January/February, and May of each school year.

Parents teachers and students and community members.

Kimberly Walker, Principal Innovations Academy

Ann Botsford, Ast. Principal

Suzy Solorzano, teacher

Jessica Cisneros-Elliott, teacher

Shane Anderson-student

Clancy Anderson-parent

Nereida Herrera-parent

Leo Herrera-student

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Innovations Academy is still in the early stages of developing a strong school culture and inclusive community. Each year, the diversity of our student population shifts, and as part of our mission to develop lifelong, independent learners through innovation, collaboration, and empowerment, we closely examine performance data to identify areas of inequity. Our needs assessment has highlighted the following resource inequities that require targeted attention and support:

**Chronic Absenteeism:** Students of Two or More Races, Hispanic students, socioeconomically disadvantaged students, and White students are disproportionately affected by chronic absenteeism. As an independent study program, our attendance is based on work completion, which poses a challenge for students who may lack the necessary academic or personal supports. This inequity in access to consistent instructional engagement highlights the need for additional interventions and support structures. We are addressing this through Professional Learning Communities (PLCs), PBIS

strategies, and site-based strategies like Every Child by Name, Response to Intervention (RTI), and Student Success Teams (SST) to provide more individualized support and improve attendance outcomes.

**Mathematics Achievement:** Although our CAASPP-tested student population is small, internal data and observations indicate math remains a significant area of need across all groups. The lack of subgroup-specific performance data presents an additional equity gap, limiting our ability to disaggregate and target support precisely. To address this, we are using strategies such as the 15-Day Challenge and PLC collaboration to provide focused math interventions and close individual skill gaps.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism falls into the “Red” category.

Based on a review of the California School Dashboard and local data, Innovations Academy demonstrates several critical areas in need of significant improvement. Chronic absenteeism is a major concern, marked in the Red performance category, with 42.4% of students chronically absenteeism increase of 6.2% from the previous year. This issue is particularly severe among English Learners (60%), socioeconomically disadvantaged students (52.1%), Hispanic students (47.6%), and White students (42.2%). These elevated rates highlight the need for targeted attendance interventions and stronger engagement strategies to address the root causes of absenteeism. In an independent study model, attendance is based on work completion, which can be especially challenging for students who enter mid-year. A student may attend all live instruction classes but still receive missing attendance if assignments are not completed. This has become a laser focus for our staff, as increasing work completion will not only improve attendance but also support academic success. To address this need, Innovations Academy has implemented a Strong Start initiative, which includes an orientation for new families, individualized teacher meetings, assignment agendas, and instruction on building independent study skills. Additionally, the school plans to hire a part-time attendance clerk to support new and existing families with technology, relationship building, and a better understanding of independent study expectations.

Academic Progress falls in the “Orange” category.

Academic performance shows notable declines on the dashboard during the 2024-2025 school year, with both English Language Arts (ELA) and Mathematics in the Orange performance category. ELA scores fell by 29.6 points, placing students 11.2 points below standard, while math performance dropped 41 points, leaving students 70.3 points below standard. Significant gaps persist among English Learners and socioeconomically disadvantaged students, who are performing well below standard in both subjects. Furthermore, only 18.8% of English Learners showed progress in English language acquisition—a 31.3% decline—highlighting an urgent need for improved language development supports. To address these challenges, Innovations continues to implement focused academic interventions and enhance instructional strategies tailored to underserved groups, using data-driven approaches to monitor progress and adjust supports. During the 2024-2025 school year, teachers prioritized math during intervention time and will continue to do so through targeted efforts in interventions and Professional Learning Communities (PLCs). The 15-Day Challenge continues to be used during Tier 1 and Tier 2 instruction to strengthen instructional strategies, provide math interventions, and support test-taking practice with Smarter Balanced Assessment formative tools to better prepare students for the CAASPP test.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Due to our small population of students, some subgroups are not categorized by performance color.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The California Healthy Kids Survey (CHKS) highlights key areas of need at Innovations Academy. While high school students reported above-average perceptions of caring adult relationships and high expectations, many younger students—particularly in 7th grade—indicated that adults rarely check in on their well-being. Mental health concerns are significant, with 21% of 7th graders and 25% of 9th graders reporting suicidal thoughts—well above the state average. This aligns with the increase in mental health referrals from the previous year.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Innovations Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 1.0%%                 | %      | 0.7%%  | 3                  |       | 1     |
| African American               | 10.5%%                | 12.9%% | 11.1%% | 31                 | 22    | 16    |
| Asian                          | 27.2%%                | 13.5%% | 11.1%% | 80                 | 23    | 16    |
| Filipino                       | 1.7%%                 | 1.8%%  | %      | 5                  | 3     |       |
| Hispanic/Latino                | 24.8%%                | 31.0%% | 29.9%% | 30                 | 73    | 43    |
| Pacific Islander               | 0.3%%                 | %      | %      | 1                  |       |       |
| White                          | 22.8%%                | 25.7%% | 34.0%% | 67                 | 90    | 49    |
| Multiple/No Response           | 11.6%%                | 15.2%  | 13.2%% | 34                 | 26    | 19    |
| Total Enrollment               |                       |        |        | 294                | 171   | 144   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 22                 | 4     |       |
| Grade 1                           | 24                 | 9     | 3     |
| Grade 2                           | 17                 | 11    | 5     |
| Grade3                            | 44                 | 8     | 7     |
| Grade 4                           | 25                 | 17    | 2     |
| Grade 5                           | 34                 | 17    | 17    |
| Grade 6                           | 22                 | 16    | 16    |
| Grade 7                           | 35                 | 18    | 23    |
| Grade 8                           | 29                 | 23    | 17    |
| Grade 9                           | 9                  | 18    | 14    |
| Grade 10                          | 9                  | 14    | 20    |
| Grade 11                          | 15                 | 8     | 16    |
| Grade 12                          | 9                  | 8     | 4     |
| Total Enrollment                  | 294                | 171   | 144   |

**Conclusions based on this data:**

1. Enrollment continues to drop, specifically in the elementary grades, while high school enrollment increases each year.
2. Hispanic and white subgroups are increasing in enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                | 45                 | 96    | 95    |                     | 14.2% | 14.5% |
| Fluent English Proficient (FEP) | 57                 | 145   | 149   |                     | 18.0% | 22.7% |

### Conclusions based on this data:

1. The English Learner (EL) population at Innovations Academy increased from 45 students in 2021-2022 to 95 students in 2023-2024.
2. The percentage of Fluent English Proficient (FEP) students at Innovations Academy increased from 18.0% in 2022-2023 to 22.7% in 2023-2024.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 52                     | 79    | 11    | 52                   | 79    | 10    | 52                        | 79    | 10    | 100.0                         | 100.0 | 90.9  |
| Grade 4                                | 63                     | 91    | *     | 63                   | 91    | *     | 63                        | 91    | *     | 100.0                         | 100.0 | 99    |
| Grade 5                                | 55                     | 102   | 18    | 55                   | 102   | 18    | 55                        | 102   | 18    | 100.0                         | 100.0 | 100   |
| Grade 6                                |                        |       | 24    |                      |       | 23    |                           |       | 23    |                               |       | 95.8  |
| Grade 7                                |                        |       | 26    |                      |       | 24    |                           |       | 23    |                               |       | 92.3  |
| Grade 8                                |                        |       | 19    |                      |       | 18    |                           |       | 18    |                               |       | 94.7  |
| Grade 11                               |                        |       | 21    |                      |       | 20    |                           |       | 20    |                               |       | 95.2  |
| All Grades                             | 170                    | 272   | 122   | 170                  | 272   | 116   | 170                       | 272   | 115   | 100.0                         | 100.0 | 95.1  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2496.            | 2513. | *     | 59.62               | 69.62 | *     | 26.92          | 15.19 | *     | 11.54                 | 11.39 | *     | 1.92               | 3.80  | *     |
| Grade 4                              | 2520.            | 2553. | *     | 42.86               | 65.93 | *     | 33.33          | 18.68 | *     | 14.29                 | 9.89  | *     | 9.52               | 5.49  | *     |
| Grade 5                              | 2585.            | 2571. | 2547. | 52.73               | 45.10 | 38.89 | 38.18          | 33.33 | 33.33 | 7.27                  | 10.78 | 22.22 | 1.82               | 10.78 | 5.56  |
| Grade 6                              |                  |       | 2517. |                     |       | 8.70  |                |       | 34.78 |                       |       | 30.43 |                    |       | 26.09 |
| Grade 7                              |                  |       | 2522. |                     |       | 13.04 |                |       | 21.74 |                       |       | 30.43 |                    |       | 34.78 |
| Grade 8                              |                  |       | 2489. |                     |       | 5.56  |                |       | 11.11 |                       |       | 38.89 |                    |       | 44.44 |
| Grade 11                             |                  |       | 2529. |                     |       | 0.00  |                |       | 30.00 |                       |       | 45.00 |                    |       | 25.00 |
| All Grades                           | N/A              | N/A   | N/A   | 51.18               | 59.19 | 16.52 | 32.94          | 23.16 | 25.22 | 11.18                 | 10.66 | 31.30 | 4.71               | 6.99  | 26.96 |

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                  | 51.92            | 45.57 | *     | 46.15                 | 51.90 | *     | 1.92             | 2.53  | *     |
| Grade 4                                                                                  | 33.33            | 41.76 | *     | 58.73                 | 52.75 | *     | 7.94             | 5.49  | *     |
| Grade 5                                                                                  | 40.00            | 41.18 | *     | 56.36                 | 51.96 | *     | 3.64             | 6.86  | *     |
| Grade 6                                                                                  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 7                                                                                  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8                                                                                  |                  |       | *     |                       |       | *     |                  |       | *     |
| All Grades                                                                               | 41.18            | 42.65 | 16.52 | 54.12                 | 52.21 | 61.74 | 4.71             | 5.15  | 21.74 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                         | 46.15            | 48.10 | *     | 48.08                 | 46.84 | *     | 5.77             | 5.06  | *     |
| Grade 4                                                         | 36.51            | 45.05 | *     | 57.14                 | 50.55 | *     | 6.35             | 4.40  | *     |
| Grade 5                                                         | 58.18            | 38.24 | *     | 34.55                 | 58.82 | *     | 7.27             | 2.94  | *     |
| Grade 6                                                         |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 7                                                         |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8                                                         |                  |       | *     |                       |       | *     |                  |       | *     |
| All Grades                                                      | 46.47            | 43.38 | 13.04 | 47.06                 | 52.57 | 47.83 | 6.47             | 4.04  | 39.13 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                 | 25.00            | 32.91 | *     | 69.23                 | 63.29 | *     | 5.77             | 3.80  | *     |
| Grade 4                                                                 | 19.05            | 28.57 | *     | 77.78                 | 68.13 | *     | 3.17             | 3.30  | *     |
| Grade 5                                                                 | 23.64            | 21.57 | *     | 72.73                 | 68.63 | *     | 3.64             | 9.80  | *     |
| Grade 6                                                                 |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 7                                                                 |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8                                                                 |                  |       | *     |                       |       | *     |                  |       | *     |
| All Grades                                                              | 22.35            | 27.21 | 9.57  | 73.53                 | 66.91 | 74.78 | 4.12             | 5.88  | 15.65 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                          | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                  | 28.85            | 35.44 | *     | 65.38                 | 56.96 | *     | 5.77             | 7.59  | *     |
| Grade 4                                                                  | 22.22            | 35.16 | *     | 68.25                 | 61.54 | *     | 9.52             | 3.30  | *     |
| Grade 5                                                                  | 40.00            | 27.45 | *     | 56.36                 | 67.65 | *     | 3.64             | 4.90  | *     |
| Grade 6                                                                  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 7                                                                  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8                                                                  |                  |       | *     |                       |       | *     |                  |       | *     |
| All Grades                                                               | 30.00            | 32.35 | 16.52 | 63.53                 | 62.50 | 67.83 | 6.47             | 5.15  | 15.65 |

**Conclusions based on this data:**

- Overall student participation in the Smarter Balanced Summative Assessments for English Language Arts/Literacy at Innovations Academy was consistently high, with 100% of enrolled students tested in both the 2021-2022 and 2022-2023 school years, and 98.1% in the 2023-2024 school year.
- While "All Grades" overall achievement shows a decrease in the "Standard Exceeded" category from 59.19% in 2022-2023 to 51.18% in 2023-2024, there was an increase in the "Standard Met" category from 23.16% to 24.50% during the same period.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 52                     | 79    | 11    | 52                   | 79    | 10    | 52                        | 79    | 10    | 100.0                         | 100.0 | 90.9  |
| Grade 4                                | 63                     | 91    | *     | 63                   | 91    | *     | 63                        | 91    | *     | 100.0                         | 100.0 | 100   |
| Grade 5                                | 55                     | 102   | 18    | 55                   | 102   | 18    | 55                        | 102   | 18    | 100.0                         | 100.0 | 100   |
| Grade 6                                |                        |       | 25    |                      |       | 23    |                           |       | 23    |                               |       | 92    |
| Grade 7                                |                        |       | 26    |                      |       | 24    |                           |       | 24    |                               |       | 92.3  |
| Grade 8                                |                        |       | 19    |                      |       | 18    |                           |       | 18    |                               |       | 94.7  |
| Grade 11                               |                        |       | 21    |                      |       | 20    |                           |       | 20    |                               |       | 95.2  |
| All Grades                             | 170                    | 272   | 123   | 170                  | 272   | 116   | 170                       | 272   | 116   | 100.0                         | 100.0 | 94.3  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2503.            | 2518. | *     | 50.00               | 64.56 | *     | 38.46          | 22.78 | *     | 5.77                  | 10.13 | *     | 5.77               | 2.53  | *     |
| Grade 4                              | 2519.            | 2554. | *     | 28.57               | 57.14 | *     | 42.86          | 26.37 | *     | 22.22                 | 15.38 | *     | 6.35               | 1.10  | *     |
| Grade 5                              | 2583.            | 2553. | 2522. | 60.00               | 40.20 | 27.78 | 23.64          | 25.49 | 16.67 | 14.55                 | 26.47 | 22.22 | 1.82               | 7.84  | 33.33 |
| Grade 6                              |                  |       | 2480. |                     |       | 8.70  |                |       | 8.70  |                       |       | 43.48 |                    |       | 39.13 |
| Grade 7                              |                  |       | 2460. |                     |       | 4.17  |                |       | 8.33  |                       |       | 33.33 |                    |       | 54.17 |
| Grade 8                              |                  |       | 2476. |                     |       | 0.00  |                |       | 16.67 |                       |       | 11.11 |                    |       | 72.22 |
| Grade 11                             |                  |       | 2492. |                     |       | 0.00  |                |       | 0.00  |                       |       | 20.00 |                    |       | 80.00 |
| All Grades                           | N/A              | N/A   | N/A   | 45.29               | 52.94 | 8.62  | 35.29          | 25.00 | 12.07 | 14.71                 | 18.01 | 29.31 | 4.71               | 4.04  | 50.00 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                                                                            | 42.31            | 65.82 | *     | 53.85                 | 30.38 | *     | 3.85             | 3.80  | *     |
| Grade 4                                                                                                                                            | 30.16            | 50.55 | *     | 55.56                 | 43.96 | *     | 14.29            | 5.49  | *     |
| Grade 5                                                                                                                                            | 45.45            | 29.41 | *     | 50.91                 | 62.75 | *     | 3.64             | 7.84  | *     |
| Grade 6                                                                                                                                            |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 7                                                                                                                                            |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8                                                                                                                                            |                  |       | *     |                       |       | *     |                  |       | *     |
| All Grades                                                                                                                                         | 38.82            | 47.06 | 10.34 | 53.53                 | 47.06 | 45.69 | 7.65             | 5.88  | 43.97 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                            | 53.85            | 65.82 | *     | 44.23                 | 31.65 | *     | 1.92             | 2.53  | *     |
| Grade 4                                                                                            | 31.75            | 51.65 | *     | 63.49                 | 45.05 | *     | 4.76             | 3.30  | *     |
| Grade 5                                                                                            | 36.36            | 28.43 | *     | 60.00                 | 57.84 | *     | 3.64             | 13.73 | *     |
| Grade 6                                                                                            |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 7                                                                                            |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8                                                                                            |                  |       | *     |                       |       | *     |                  |       | *     |
| All Grades                                                                                         | 40.00            | 47.06 | 8.62  | 56.47                 | 45.96 | 56.03 | 3.53             | 6.99  | 35.34 |

**Conclusions based on this data:**

1. Innovations Academy maintained very high student participation in the Smarter Balanced Summative Assessments for Mathematics, with 100% of enrolled students tested in both the 2021-2022 and 2022-2023 school years, and 99% in the 2023-2024 school year.
2. For "All Grades," the percentage of students exceeding the standard in Mathematics decreased from 54.75% in 2022-2023 to 52.94% in 2023-2024, while the percentage meeting the standard increased from 25.00% to 26.56% during the same period.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| K                                                                                            | *       | 1445.1 | 1438.8 | *             | 1460.8 | 1448.7 | *                | 1408.6 | 1415.6 | 7                         | 34    | 32    |
| 1                                                                                            | *       | 1519.7 | 1465.1 | *             | 1498.2 | 1467.7 | *                | 1540.8 | 1462.2 | 6                         | 20    | 18    |
| 2                                                                                            | *       | 1514.9 | *      | *             | 1499.1 | *      | *                | 1530.3 | *      | 7                         | 12    | *     |
| 3                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 5                         | 6     | *     |
| 4                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 7                         | 7     | 10    |
| 5                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 4                         | 9     | *     |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 36                        | 88    | 17    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | *       | 17.65 | 12.50 | *       | 55.88 | 43.75 | *       | 20.59 | 37.50 | *       | 5.88  | 6.25  | *                        | 34    | 32    |
| 1                                                                                     | *       | 45.00 | 5.56  | *       | 40.00 | 66.67 | *       | 15.00 | 11.11 | *       | 0.00  | 16.67 | *                        | 20    | 18    |
| 2                                                                                     | *       | 25.00 | *     | *       | 75.00 | *     | *       | 0.00  | *     | *       | 0.00  | *     | *                        | 12    | *     |
| 3                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 47.22   | 31.82 | 11.76 | 41.67   | 54.55 | 47.06 | 5.56    | 11.36 | 11.76 | 5.56    | 2.27  | 29.41 | 36                       | 88    | 17    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                  | *       | 35.29 | 25.00 | *       | 41.18 | 40.63 | *       | 17.65 | 25.00 | *       | 5.88  | 9.38  | *                        | 34    | 32    |
| 1                                                                                  | *       | 40.00 | 33.33 | *       | 45.00 | 33.33 | *       | 15.00 | 27.78 | *       | 0.00  | 5.56  | *                        | 20    | 18    |
| 2                                                                                  | *       | 33.33 | *     | *       | 58.33 | *     | *       | 8.33  | *     | *       | 0.00  | *     | *                        | 12    | *     |
| 3                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                         | 66.67   | 46.59 | 23.53 | 22.22   | 38.64 | 35.29 | 5.56    | 12.50 | 23.53 | 5.56    | 2.27  | 17.65 | 36                       | 88    | 17    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | *       | 0.00  | 21.88 | *       | 55.88 | 28.13 | *       | 38.24 | 37.50 | *       | 5.88  | 12.50 | *                        | 34    | 32    |
| 1                                                                                     | *       | 50.00 | 11.11 | *       | 40.00 | 55.56 | *       | 5.00  | 16.67 | *       | 5.00  | 16.67 | *                        | 20    | 18    |
| 2                                                                                     | *       | 33.33 | *     | *       | 58.33 | *     | *       | 8.33  | *     | *       | 0.00  | *     | *                        | 12    | *     |
| 3                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 27.78   | 21.59 | 0.00  | 50.00   | 52.27 | 29.41 | 16.67   | 22.73 | 35.29 | 5.56    | 3.41  | 35.29 | 36                       | 88    | 17    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                       | *              | 32.35 | 34.38 | *                   | 61.76 | 53.13 | *         | 5.88  | 12.50 | *                        | 34    | 32    |
| 1                                                                                       | *              | 80.00 | 50.00 | *                   | 20.00 | 44.44 | *         | 0.00  | 5.56  | *                        | 20    | 18    |
| 2                                                                                       | *              | 41.67 | *     | *                   | 58.33 | *     | *         | 0.00  | *     | *                        | 12    | *     |
| 3                                                                                       | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                       | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                       | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                              | 72.22          | 48.86 | 11.76 | 22.22               | 47.73 | 64.71 | 5.56      | 3.41  | 23.53 | 36                       | 88    | 17    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                      | *              | 35.29 | 25.00 | *                   | 55.88 | 59.38 | *         | 8.82  | 15.63 | *                        | 34    | 32    |
| 1                                                                                      | *              | 35.00 | 11.11 | *                   | 65.00 | 77.78 | *         | 0.00  | 11.11 | *                        | 20    | 18    |
| 2                                                                                      | *              | 25.00 | *     | *                   | 75.00 | *     | *         | 0.00  | *     | *                        | 12    | *     |
| 3                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                             | 58.33          | 43.18 | 41.18 | 30.56               | 53.41 | 41.18 | 11.11     | 3.41  | 17.65 | 36                       | 88    | 17    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | *              | 11.76 | 18.75 | *                   | 82.35 | 62.50 | *         | 5.88  | 18.75 | *                        | 34    | 32    |
| 1                                                                                     | *              | 50.00 | 38.89 | *                   | 45.00 | 44.44 | *         | 5.00  | 16.67 | *                        | 20    | 18    |
| 2                                                                                     | *              | 25.00 | *     | *                   | 75.00 | *     | *         | 0.00  | *     | *                        | 12    | *     |
| 3                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 36.11          | 26.14 | 0.00  | 61.11               | 70.45 | 52.94 | 2.78      | 3.41  | 47.06 | 36                       | 88    | 17    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | *              | 47.06 | 34.38 | *                   | 44.12 | 50.00 | *         | 8.82  | 15.63 | *                        | 34    | 32    |
| 1                                                                                     | *              | 40.00 | 12.50 | *                   | 60.00 | 81.25 | *         | 0.00  | 6.25  | *                        | 20    | 16    |
| 2                                                                                     | *              | 58.33 | *     | *                   | 41.67 | *     | *         | 0.00  | *     | *                        | 12    | *     |
| 3                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 41.67          | 51.14 | 11.76 | 52.78               | 45.45 | 64.71 | 5.56      | 3.41  | 23.53 | 36                       | 88    | 17    |

#### Conclusions based on this data:

- For "All Grades," the percentage of students at Level 4 (Well Developed) in Overall Language decreased from 47.22% in 2021-2022 to 28.72% in 2022-2023, and then slightly increased to 31.82% in 2023-2024. This suggests a decline in the highest proficiency level in the most recent years compared to the initial year.
- The percentage of "Well Developed" students in Overall Language at Innovations Academy for "All Grades" saw a notable decrease from 47.22% in 2021-2022 to 28.72% in 2022-2023, with a slight recovery to 31.82% in 2023-2024.

3. The number of students tested on the ELPAC at Innovations Academy for "All Grades" increased substantially from 36 students in 2021-2022 to 88 students in 2022-2023 and further to 94 students in 2023-2024. This showcases an increase in the English Learner population yearly.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2023-24 Student Population                                |                                                                                                                                  |                                                                                                                                                              |                                                             |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                          | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 144                                                       | 50%                                                                                                                              | 7.6%                                                                                                                                                         | 0.0%                                                        |
| Total Number of Students enrolled in Innovations Academy. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 11    | 7.6%       |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 4     | 2.8%       |
| Socioeconomically Disadvantaged                   | 72    | 50%        |
| Students with Disabilities                        | 24    | 16.7%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 16    | 11.1%      |
| American Indian              | 1     | 0.7%       |
| Asian                        | 16    | 11.1%      |
| Filipino                     | 0     | 0.0%       |
| Hispanic                     | 43    | 29.9%      |
| Two or More Races            | 19    | 13.2%      |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 49    | 34%        |

### Conclusions based on this data:

1. We are seeing steady increases among students identified as socioeconomically disadvantaged

2. N/A
3. N/A

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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2024 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                        | Academic Engagement                                                                                                                               | Conditions & Climate                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div><br/>Orange</div>                   | <div>Graduation Rate</div> <div><br/>No Performance Color</div> | <div>Suspension Rate</div> <div><br/>Blue</div> |
| <div>Mathematics</div> <div><br/>Orange</div>                            | <div>Chronic Absenteeism</div> <div><br/>Red</div>             |                                                                                                                                     |
| <div>English Learner Progress</div> <div><br/>No Performance Color</div> |                                                                                                                                                   |                                                                                                                                     |
| <div>College/Career</div> <div><br/>No Performance Color</div>           |                                                                                                                                                   |                                                                                                                                     |

**Conclusions based on this data:**

1. Innovations Academy needs to focus on academic performance in math and ELA and to increase supports with students who are chronically absent.
2. Subgroup data is not available due to limited enrollment size in each subgroup.

# School and Student Performance Data

## Academic Performance English Language Arts

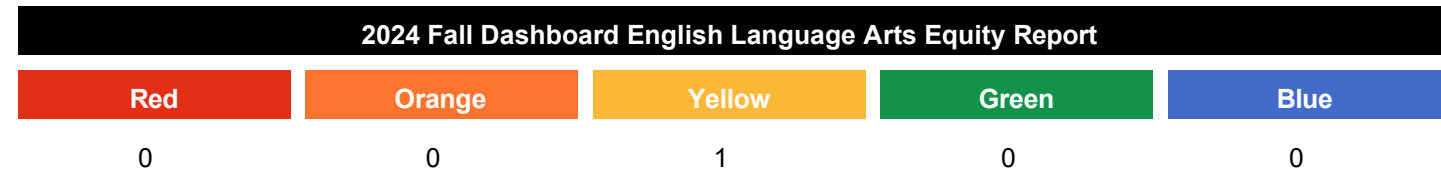
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                  |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>11.2 points below standard</div> <div>Declined 29.6 points</div> <div>74 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>31.7 points below standard</div> <div>Declined 30.6 points</div> <div>15 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>                               |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                          | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>                                                | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>34.4 points below standard</div> <div>Increased 15.1 points</div> <div>40 Students</div> |

|                                                                                                                                                                                              |                                                                                                                                                                                   |                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>10 Students</p> | <b>African American</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>8 Students</p> | <b>American Indian</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>1 Student</p>                          |
| <b>Asian</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>7 Students</p>                       | <b>Filipino</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>0 Students</p>         | <b>Hispanic</b>  <p>No Performance Color<br/>14.5 points below standard<br/>Declined 15.7 points</p> <p>23 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>8 Students</p>           | <b>Pacific Islander</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>0 Students</p> | <b>White</b>  <p>No Performance Color<br/>20.9 points below standard<br/>Increased 19.6 points</p> <p>28 Students</p>   |

Conclusions based on this data:

- Based upon data from the fall of 2024, our English Learner and socio-economically disadvantaged students are need of additional support when meeting English Language Arts benchmarks.

# School and Student Performance Data

## Academic Performance Mathematics

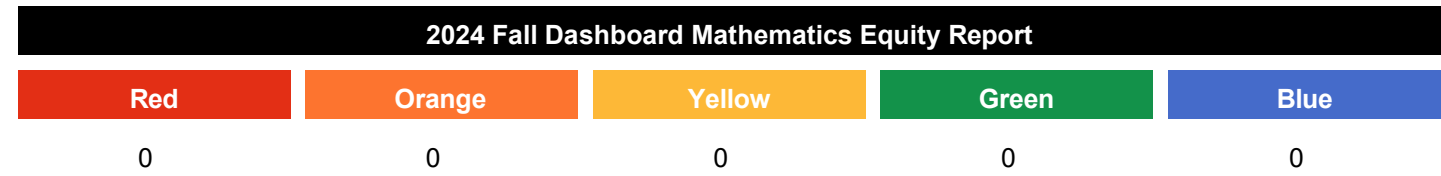
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                            |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>70.3 points below standard</div> <div>Declined 41.0 points</div> <div>74 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>68.3 points below standard</div> <div>Declined 12.6 points</div> <div>15 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>                                            |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                          | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>                                                | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>97.1 points below standard</div> <div>Declined 11.9 points</div> <div>40 Students</div> |

|                                                                                                                                                                                              |                                                                                                                                                                                   |                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>10 Students</p> | <b>African American</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>9 Students</p> | <b>American Indian</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>1 Student</p>                          |
| <b>Asian</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>7 Students</p>                       | <b>Filipino</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>0 Students</p>         | <b>Hispanic</b>  <p>No Performance Color<br/>84.2 points below standard<br/>Declined 39.7 points</p> <p>23 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>8 Students</p>           | <b>Pacific Islander</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>0 Students</p> | <b>White</b>  <p>No Performance Color<br/>61.4 points below standard<br/>Increased 13.2 points</p> <p>28 Students</p>   |

Conclusions based on this data:

- Based upon data from the fall of 2024, our English Learner, Hispanic and socio-economically disadvantaged students are need of additional support when meeting math benchmarks.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2024 Fall Dashboard English Learner Progress Indicator                                                                                                                                                                      |                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                                                                                                                                                    | Long-Term English Learner Progress                                                                                                                                                                |
| <div></div> <div>No Performance Color</div> <div>18.8 points above standard making progress.</div> <div>Number Students: 16 Students</div> | <div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 7 Students</div> |

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.

| 2024 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 |
| 8                                                                | 5                                          | 0                       | 3                                  |

### Conclusions based on this data:

1. Based upon this data, 19% students progressed, while 31% maintained their ELPI level.
2. Based upon data from the fall of 2024, about half of our emerging bilingual students need additional support in their English Language proficiency growth.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

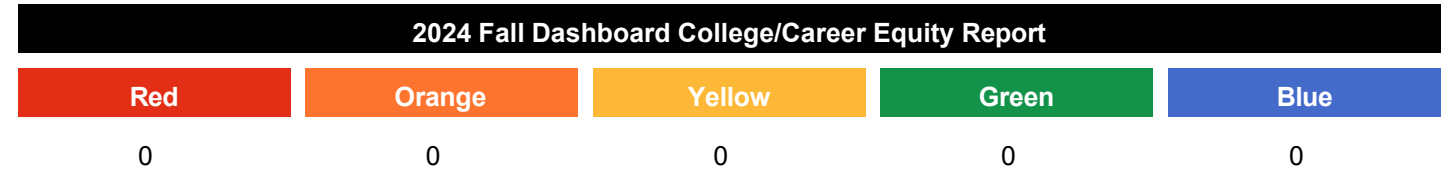
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group                                    |                                                                                                                      |                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>7 Students</div> | <div>English Learners</div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>2 Students</div> | <div>Long-Term English Learners</div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>1 Student</div>       |
| <div>Foster Youth</div> <div>No Performance Color</div> <div>0 Students</div>                                    | <div>Homeless</div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>2 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>6 Students</div> |

|                                                                                                                                                                                             |                                                                                                                                                                                   |                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Less than 11 Students 0<br><br>2 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students 0<br><br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                         |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                     | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                        | <b>Hispanic</b><br><br>No Performance Color<br>Less than 11 Students 0<br><br>3 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                                         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                | <b>White</b><br><br>No Performance Color<br>Less than 11 Students 0<br><br>2 Students    |

**Conclusions based on this data:**

1. No data was reported for the fall of 2024.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group                                                                                                                                    |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><p>Red</p></div> <div>42.4% Chronically Absent</div> <div>Increased 6.2</div> <div>144 Students</div> | <div>English Learners</div> <div><p>No Performance Color</p></div> <div>60% Chronically Absent</div> <div>Increased 23.2</div> <div>15 Students</div> | <div>Long-Term English Learners</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div> |
| <div>Foster Youth</div> <div><p>No Performance Color</p></div> <div>0 Students</div>                                               | <div>Homeless</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>   | <div>Socioeconomically Disadvantaged</div> <div><p>Orange</p></div> <div>52.1% Chronically Absent</div> <div>Declined 3.1</div> <div>71 Students</div>                |

|                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>50% Chronically Absent<br>Declined 2.6<br>20 Students | <b>African American</b><br><br>No Performance Color<br>57.1% Chronically Absent<br>Declined 3.7<br>14 Students               | <b>American Indian</b><br><br>No Performance Color<br>0 Students                         |
| <b>Asian</b><br><br>No Performance Color<br>12.5% Chronically Absent<br>Increased 12.5<br>16 Students                  | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                                    | <b>Hispanic</b><br><br>Orange<br>47.6% Chronically Absent<br>Declined 3.2<br>42 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>40% Chronically Absent<br>Increased 7.6<br>25 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students | <b>White</b><br><br>Red<br>42.2% Chronically Absent<br>Increased 15.8<br>45 Students     |

**Conclusions based on this data:**

1. Innovations students struggle with Chronic Absenteeism, with all subgroups as chronically absent.

# School and Student Performance Data

## Academic Engagement Graduation Rate

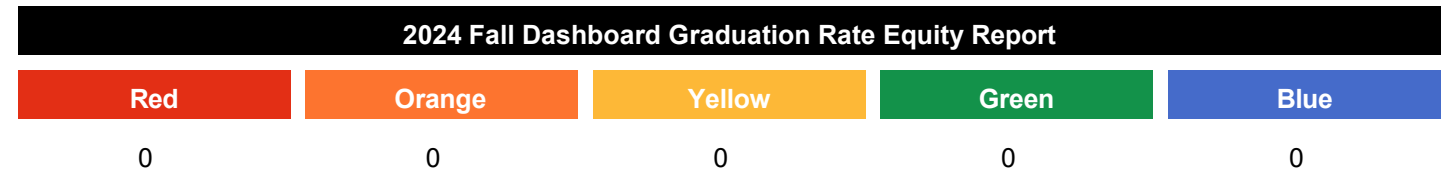
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group                                                                               |                                                                                                                                                      |                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div> | <div>English Learners</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div> | <div>Long-Term English Learners</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>       |
| <div>Foster Youth</div> <div>No Performance Color</div> <div>0 Students</div>                                                                    | <div>Homeless</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div> |

|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <b>African American</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>0 Students</p>                                                         |
| <b>Asian</b>  <p>No Performance Color</p> <p>0 Students</p>                                                                                     | <b>Filipino</b>  <p>No Performance Color</p> <p>0 Students</p>                                                                        | <b>Hispanic</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>0 Students</p>                                                                         | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p>                                                                | <b>White</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>    |

**Conclusions based on this data:**

1. No data was represented on the dashboard for Innovations Academy due to small population of graduates. However, district graduation rates are at 92.9% and Innovations Academy graduated 100% of their seniors in the spring of 2024.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

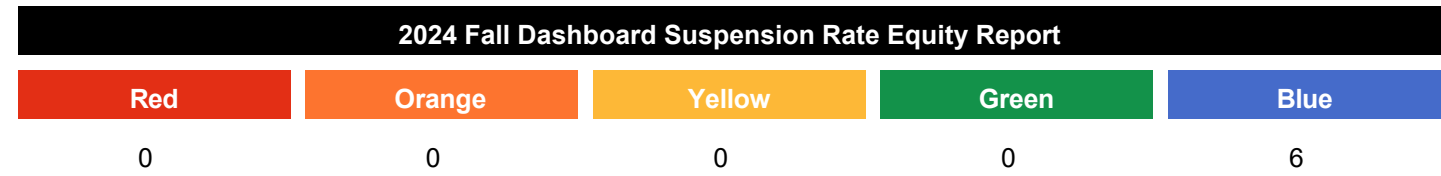
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This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                                                                             |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.3%</div> <div>251 Students</div>               | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>26 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>12 Students</div>                |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>15 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.8%</div> <div>131 Students</div> |

|                                                                                                                                                                                                 |                                                                                                                                                                                                               |                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>42 Students | <b>African American</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>34 Students                         | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>0% suspended at least one day<br>Declined 2.9%<br>20 Students      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student          | <b>Hispanic</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>68 Students                               |
| <b>Two or More Races</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>41 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>4 Students | <b>White</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>82 Students                                  |

#### Conclusions based on this data:

1. During the fall of 2024, 0% of students were suspended at least one day.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)**

Continue to update the curriculum to align with Common Core Standards and identify the Guaranteed and Viable Curriculum.

Increase access to A-G and CTE courses.

Increase 4-year Graduation rates.

Provide intervention support to students who are not meeting grade level standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase student performance in math, English Language Arts.

Increase CAASPP performance in math and English Language Arts (ELA).

Increase attendance rates.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| 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 (MTSS) sessions to increase student outcomes. |
| CAASPP ELA scores  | ELA scores decreased from 51.47% to 41.74% (9.73%) from 22-23 to 23-24 school year. | Increase CAASPP ELA proficiency by 5%                                                                                                                              |
| CAASPP Math scores | Math scores declined from 36.5 to 20.69% (15.71%) from 22-23 to 23-24 school year.  | Increase CAASPP Math proficiency by 5%                                                                                                                             |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                            | Students to be Served                                                    | Proposed Expenditures                                                                                                                                                                         |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                        |                                                                          |                                                                                                                                                                                               |
| 1.1                     | Provide para educator for additional support to students not meeting grade level standards in ELA and math.                            | Students not meeting grade level standards.                              | 1613<br>LCFF - Supplemental<br>2000-2999: Classified<br>Personnel Salaries<br>Support Aide<br>605<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>Support Aide                   |
| 1.2                     | Provide teachers with an additional Professional Development Day to focus on PLC work in Tier 1 instruction, focusing on ELA and math. | All students, focusing on our ATSI subgroup - white and chronic absentee | 825<br>LCFF - Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br>Extra PD Day<br>182<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>Extra PD Day                  |
| 1.3                     | Attendance clerk to support families with increasing attendance in an independent study program.                                       | All students, focusing on our ATSI subgroup - white and chronic absentee | 4280<br>LCFF - Supplemental<br>2000-2999: Classified<br>Personnel Salaries<br>Attendance Clerk<br>1607<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>Attendance Clerk          |
| 1.4                     | Supplies and materials to support student and parent engagement, increasing attendance and academic performance.                       | All students, focusing on our ATSI subgroup - white and chronic absentee | 1566<br>LCFF - Supplemental<br>4000-4999: Books And<br>Supplies<br>supplies and materials<br>100<br>LCFF - Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br>postage |
| 1.5                     | Weekly PLT meetings for teachers to plan, collaborate, review data, and discuss shared students for early intervention.                | All                                                                      | 0<br>None Specified<br>None Specified<br>Weekly collaboration time<br>built into our schedule for<br>teachers to meet and review<br>student data to determine<br>instructional plans.         |
| 1.6                     | Purchase assignment agendas to support positive attendance                                                                             | All students, focusing on our ATSI subgroup - white and chronic absentee | 600<br>LCFF - Supplemental<br>4000-4999: Books And<br>Supplies                                                                                                                                |

|      |                                                                                                                                                                                                                                       |                                                                          |                                                                                                                      |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|      |                                                                                                                                                                                                                                       |                                                                          | assignment agendas                                                                                                   |
| 1.7  | Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements. | Students not meeting academic, attendance, and graduation requirements   | 2488<br>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development/conference |
| 1.8  | Partner with Kinney to increase CTE offerings                                                                                                                                                                                         | High School Students                                                     | 0<br>None Specified<br>None Specified<br>CTE Courses                                                                 |
| 1.9  | Purchase supplies for CTE courses, as needed                                                                                                                                                                                          | Students enrolled in CTE courses                                         | 0<br>LCFF - Supplemental 4000-4999: Books And Supplies<br>CTE supplies                                               |
| 1.10 | Provide teachers with peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.                                                                                                                                    | Students not meeting academic requirements                               | 1,000<br>Other<br>5000-5999: Services And Other Operating Expenditures Educators Effectiveness Grant                 |
| 1.11 | Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.                                                                                                               | All students, focusing on our ATSI subgroup - white and chronic absentee | 0<br>None Specified<br>None Specified<br>Grading practices                                                           |
| 1.12 | Establish a data system to closely monitor the progress of students who enroll later in the school year, particularly those enrolling after January.                                                                                  | All students, focusing on our ATSI subgroup - white and chronic absentee | 0<br>None Specified<br>None Specified<br>progress monitoring                                                         |

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Innovations Academy focuses on monitoring student progress and improving educational outcomes for all students, especially historically marginalized populations. Key strategies include providing a full-time classroom aide for ELA and Math intervention, employing an attendance clerk, and supplying materials to support student and parent engagement. The school emphasizes professional learning communities (PLCs) with weekly meetings for teachers to plan and collaborate on data for early intervention. Additionally, professional development is offered to teachers to boost academic and attendance outcomes, with a focus on specific grade-level proficiencies and A-G requirements. Finally, the school partners with Kinney High School to expand Career Technical Education (CTE) offerings

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 makes it challenging to implement intervention strategies for some students from start to finish, as the most at-risk students do not enroll until February or after.

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 2023-2024 school year, we strengthened our student onboarding process. We found that students who enroll after January continue to struggle, even with these added supports. We will continue to work with our attendance and

engagement teams to support mid-year enrolling families and address positive attendance and work completion strategies and supports. We will also continue to use the CAASPP and diagnostic results to identify intervention focus for the 2025-2026 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 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)**

Increase attendance rates

Provide intervention support to students who are not meeting grade level standards

Increase SEL training and social activities on campus

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

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

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

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase student participation in school activities

Strengthen our Tier 1 instruction in Social Emotional Learning

Increase attendance rates

Increase school-wide communication

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator         | Baseline/Actual Outcome                                                                                                                                | Expected Outcome                                                                                                                                                                                                 |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance rates         | 90% positive ADA                                                                                                                                       | We saw an increase of 7% in average attendance rates from 2023-2024 to the 2024-2025 school year. We will work towards increasing our attendance rates for the 2025-2026 school year by an additional 1% to 91%. |
| Climate and Culture Team | The Climate and Culture team put on three successful school-wide events during the 2024-2025 school year in addition to many smaller in-person events. | The Climate and Culture team will continue to host school-wide events and make adjustments to the events based upon student and family feedback.                                                                 |

|                      |                                                                                      |                                                                                                       |
|----------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Family Communication | Use of district-wide communication platforms, along with parent and student surveys. | Surveys as needed, school-wide email and text communication, website, and social media communication. |
|----------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                             | Students to be Served                                                    | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                         |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2.1                     | Increase communication through family orientations, daily phone calls, and email reminders with families so they understand how attendance is calculated for independent study schools. | All students, focusing on our ATSI subgroup - white and chronic absentee | <p>0<br/>None Specified<br/>None Specified<br/>Hold orientation sessions with families prior to enrollment, focusing on enrollment requirements and how attendance is calculated in an independent study program.</p> <p>0<br/>None Specified<br/>None Specified<br/>During the first month of each semester, we will hold an intensive attendance intervention plan, through phone calls, and positive reinforcement of positive ADA attendance.</p> <p>0<br/>None Specified<br/>None Specified<br/>Strong Start program: The Strong Start program will consist of targeted instruction with students on strengthening online academic behaviors, one on one training sessions with new families, and increasing two-way communication with new families.</p> |
| 2.2                     | Build school community through clubs, Climate and Culture Team, field trips, and outside school social events.                                                                          | All students, focusing on our ATSI subgroup - white and chronic absentee | <p>5500<br/>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Support School-Wide events and supplies</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies Support School-Wide events and supplies</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2.4                     | Attendance clerk to support families with increasing attendance in an independent study program.                                                                                        | All students, focusing on our ATSI subgroup - white and chronic absentee | <p>4281<br/>LCFF - Supplemental 2000-2999: Classified Personnel Salaries attendance clerk</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|             |                                                                                                                                                                                                                                       |                                                                          |                                                                                                                                                                                               |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                                                                                                                                                                                                       |                                                                          | 1607<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>attendance clerk                                                                                                            |
| <b>2.5</b>  | Provide para educator for additional support to students not meeting grade level standards in English Language Arts and Math                                                                                                          | Students not meeting grade level standards, focusing on English Learners | 1613<br>LCFF - Supplemental<br>2000-2999: Classified<br>Personnel Salaries<br>Support Aide<br>606<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>Support Aide                   |
| <b>2.6</b>  | Purchase assignment agendas to support positive attendance                                                                                                                                                                            | All students, focusing on our ATSI subgroup - white and chronic absentee | 600<br>LCFF - Supplemental<br>5800: Professional/Consulting<br>Services And Operating<br>Expenditures<br>Assignment Agendas                                                                   |
| <b>2.7</b>  | Supplies and materials to support student and parent engagement, increasing attendance and academic performance.                                                                                                                      | All students, focusing on our ATSI subgroup - white and chronic absentee | 1567<br>LCFF - Supplemental<br>4000-4999: Books And<br>Supplies<br>supplies and materials<br>100<br>LCFF - Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br>postage |
| <b>2.8</b>  | Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements. | Students not meeting academic, attendance, and graduation requirements   | 2488<br>LCFF - Supplemental<br>5800: Professional/Consulting<br>Services And Operating<br>Expenditures<br>Professional<br>Development/conferences                                             |
| <b>2.9</b>  | Provide teachers with an additional Professional Development Day to focus on PLC work in Tier 1 instruction, focusing on ELA and math.                                                                                                | Students not meeting grade level standards.                              | 825<br>LCFF - Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br>Extra PD Day<br>182<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>Extra PD Day                  |
| <b>2.10</b> | Provide teachers with peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.                                                                                                                                    | Students not meeting academic requirements                               | 1,000<br>Other<br>5000-5999: Services And<br>Other Operating Expenditures<br>Educators Effectiveness<br>Grant                                                                                 |
| <b>2.11</b> | Develop a student leadership team to gather student feedback and support efforts to enhance engagement and strengthen school culture                                                                                                  | All students                                                             | 0<br>None Specified<br>None Specified<br>Student leadership team                                                                                                                              |

|      |                                                                                                                         |                                                                                                                              |                                                            |
|------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 2.12 | Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices. | All students, focusing on our ATSI subgroup - Two or More Races and our English Learners or our emerging Bilingual learners. | 0<br>None Specified<br>None Specified<br>Grading practices |
|------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|

# Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Innovations Academy aims to increase parent and student engagement, especially for historically marginalized groups, by improving attendance, providing intervention support, and increasing SEL training and social activities on campus. Key strategies include enhanced communication through family orientations and daily contact, as well as an intensive attendance intervention plan for new and struggling families. The school also focuses on building community through clubs and events, supported by an attendance clerk, and provides a paraeducator for academic support to students not meeting grade level standards. Furthermore, professional development is offered to teachers to improve academic and attendance outcomes, with a focus on specific grade-level proficiencies and A-G requirements. The goal anticipates an increase in attendance rates from 90% to 91%, alongside continued school-wide events and robust communication efforts

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 also directly impacts full-time employees which can limit our ability to provide A-G options to our high school students. We also see a large increase of at-risk students after January. These students come with extreme attendance and academic deficiencies.

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 2025-2026 school year will continue to prioritize instruction, professional development, and targeted intervention and supports to meet the needs of our highest at-risk learners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2,4 and 7)**

Increase student achievement through standards and curriculum alignment, along with strengthening tier 1 and tier 2 instruction.

Provide professional development to support the academic success of students not meeting standards.

Increase attendance rates.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase attendance rates.

Increase CTE offerings.

Increase student performance in English Language Arts and Math.

Provide additional professional development for staff in strengthening instructional practices and Social Emotional Learning.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                        | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                          | Expected Outcome                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CTE Offerings                           | CTE 2024-2025 year: <ul style="list-style-type: none"> <li>Added a Computer Science CTE course through Innovations that is shared to Kinney and Walnutwood High School students.</li> <li>2 CTE course offering through a partnership with Kinney High School</li> <li>Students are able to concurrently enroll at a comprehensive site to participate in that school's CTE offerings</li> </ul> | Increase an additional CTE course that also offers AP credit during the 2025-2026 school year, in addition to the CTE offerings through school partnerships and concurrent enrollment.                                                                                                                 |
| Diagnostic platform assessments, CAASPP | 2023-2025 CAASPP Scores <ul style="list-style-type: none"> <li>Math: 20.69% met or exceeded grade level standards</li> <li>English Language Arts: 41.74% met or exceeded grade level standards</li> </ul>                                                                                                                                                                                        | Use district diagnostic and CAASPP data to determine interventions to support students that are not meeting grade level standards in math and English Language Arts. The goal is that CAASPP scores will increase by 5% in math and English Language Arts each year until all students are proficient. |
| Mental Health Referrals                 | Social Emotional Learning (SEL): We saw a 10% decrease in Mental Health Referrals during the 2024-2025, compared to the 2023-2024 school year. This is a positive change, as there was a 1000% increase from 2022-2023 to 2023-2024.                                                                                                                                                             | Increase in SEL first instruction<br>Continue to decrease students in need of Mental Health referrals due to stronger first instruction in SEL skills.                                                                                                                                                 |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                              | Students to be Served                                                    | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                                                                                                                          |                                                                          |                                                                                                                                                                                                                                                                                                                                                                       |
| 3.1                 | Utilize the school counselor to support the design and implementation of the Social Emotional Learning plan and instruction for elementary - 12th grade. | All students, focusing on our ATSI subgroup - white and chronic absentee | 0<br>None Specified<br>5800: Professional/Consulting Services And Operating Expenditures<br>Continue to provide training to staff on Panorama through district personnel<br>0<br>None Specified<br>None Specified<br>Utilize the 15 Day Challenge model to provide tier 2 intervention on social emotional strategies, based upon student data from Panorama surveys. |

|            |                                                                                                                                                                                                                                       |                                                                          |                                                                                                                                                                             |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.2</b> | Provide teachers with an additional Professional Development Day to focus on PLC work in Tier 1 instruction, focusing on ELA and math.                                                                                                | All students, focusing on our ATSI subgroup - white and chronic absentee | 825<br>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries<br>Extra PD Day<br>182<br>LCFF - Supplemental 3000-3999: Employee Benefits<br>Extra PD Day            |
| <b>3.3</b> | Attendance clerk to support families with increasing attendance in an independent study program.                                                                                                                                      | All students, focusing on our ATSI subgroup - white and chronic absentee | 4281<br>LCFF - Supplemental 2000-2999: Classified Personnel Salaries<br>Attendance Clerk<br>1607<br>LCFF - Supplemental 3000-3999: Employee Benefits<br>Attendance Clerk    |
| <b>3.4</b> | Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements. | Students not meeting academic, attendance, and graduation requirements   | 2488<br>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures<br>Professional Development/conferences                                                    |
| <b>3.5</b> | Collaborate with Kinney High School in offering the culinary CTE pathway for Innovations students, so they can meet this high school requirement.                                                                                     | High School Students                                                     | 0<br>LCFF - Supplemental 4000-4999: Books And Supplies<br>If supplies are needed for students to complete the CTE course, they will be provided at the cost of Innovations. |
| <b>3.6</b> | Provide teachers with peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.                                                                                                                                    | Students not meeting academic requirements                               | 1,000<br>Other<br>5000-5999: Services And Other Operating Expenditures<br>Educators Effectiveness Grant                                                                     |
| <b>3.7</b> | Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.                                                                                                               | All students, focusing on our ATSI subgroup - white and chronic absentee | 0<br>None Specified<br>None Specified<br>Grading practices                                                                                                                  |

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Innovations Academy aims to ensure all students receive equitable, high-quality instruction for college and career readiness, specifically by increasing student achievement, strengthening Tier 1 and Tier 2 instruction, providing targeted professional development, and improving attendance rates. An attendance clerk is employed to support families in independent study, and additional professional development is provided to enhance academic and attendance

outcomes, with a focus on specific grade-level proficiencies and graduation requirements. The school also collaborates with Kinney High School to offer a culinary CTE pathway for students

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 2025-2026 school year, we will continue to strengthen our student intervention practices to increase our academic and graduation outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Provide a safe, healthy and positive school environment where students feel connected and thrive (State Priority 1 and 6)**

Maintain schools in good repair.

All students, including English Learners, must have access to curriculum that is aligned to the state standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

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

4.02 - Maintain schools in good repair.

4.03 - 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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator           | Baseline/Actual Outcome                                                                                                  | Expected Outcome                                                         |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Induction program          | All new teachers will complete the induction program.                                                                    | All new teachers will complete the induction program.                    |
| Evaluations                | TalentEd evaluation system will be used to ensure all staff are evaluated.                                               | All teachers on evaluation this year will complete the evaluation cycle. |
| 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.         |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                          | Students to be Served | Proposed Expenditures                 |
|---------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------|
|                     |                                                                                                                      |                       |                                       |
| 4.2                 | Complete all required evaluations and provide timely feedback to all staff using TalentEd and in-class observations. | All students          | 0<br>None Specified<br>None Specified |

|     |                                                                                                                                                                                                                                       |                                                                          |                                                                                                                                                                                               |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                                                                                                                                                                                                                                       |                                                                          | Complete teacher evaluations                                                                                                                                                                  |
| 4.3 | Provide teachers with an additional Professional Development Day to focus on PLC work in Tier 1 instruction, focusing on ELA and math.                                                                                                | Students not meeting grade level standards.                              | 825<br>LCFF - Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br>Extra PD Day<br>182<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>Extra PD Day                  |
| 4.4 | Provide para educator for additional support to students not meeting grade level standards in ELA and math.                                                                                                                           | Students not meeting grade level standards.                              | 1613<br>LCFF - Supplemental<br>2000-2999: Classified<br>Personnel Salaries<br>Support Aide<br>606<br>LCFF - Supplemental<br>3000-3999: Employee<br>Benefits<br>Support Aide                   |
| 4.5 | Supplies and materials to support student and parent engagement, increasing attendance and academic performance.                                                                                                                      | All students, focusing on our ATSI subgroup - white and chronic absentee | 1567<br>LCFF - Supplemental<br>4000-4999: Books And<br>Supplies<br>supplies and materials<br>100<br>LCFF - Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br>postage |
| 4.6 | Provide additional professional development to teachers that support district initiatives to increase academic and attendance outcomes, with a focus on 3rd grade literacy, 5th-8th grade math mastery, and meeting A-G requirements. | Students not meeting academic, attendance, and graduation requirements   | 2489<br>LCFF - Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br>Professional<br>Development/conferences                                                             |
| 4.7 | Provide teachers with peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.                                                                                                                                    | Students not meeting academic requirements                               | 1,000<br>Other<br>5000-5999: Services And<br>Other Operating Expenditures<br>Educators Effectiveness<br>Grant                                                                                 |
| 4.8 | Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.                                                                                                               | All students, focusing on our ATSI subgroup - white and chronic absentee | 0<br>None Specified<br>None Specified<br>Grading practices                                                                                                                                    |

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The strategies and activities aim to address student needs related to mental health, academics, and attendance, directly supporting the creation of a healthy and positive environment where students can thrive. Additionally, they seek to increase outreach strategies for new and returning students to boost engagement and performance outcomes. Finally, the plan includes providing additional professional development to ensure teachers deliver linguistically and culturally responsive instructional strategies

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 come to Innovations 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 back to their comprehensive site after tiered re-engagement strategies were found unsuccessful.

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. Maintaining a part-time attendance clerk will also aide in building relationships with families and supporting them from a first -response level when new and struggling families start our independent study program for the first time.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
|                     |             |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2024-25**

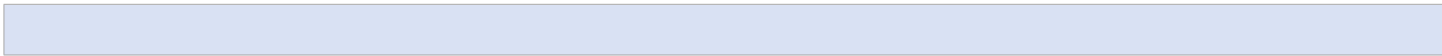
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$54,000.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

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

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|                         |                 |
| LCFF - Supplemental     | \$50,000.00     |
| None Specified          | \$0.00          |
| Other                   | \$4,000.00      |

Subtotal of state or local funds included for this school: \$54,000.00

Total of federal, state, and/or local funds for this school: \$54,000.00

# 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 |
|---------------------|--------|---------|
| LCFF - Supplemental | 50,000 | 0.00    |

## Expenditures by Funding Source

| Funding Source      | Amount    |
|---------------------|-----------|
| LCFF - Supplemental | 50,000.00 |
| None Specified      | 0.00      |
| Other               | 4,000.00  |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount    |
|-------------------------------------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | 3,300.00  |
| 2000-2999: Classified Personnel Salaries                          | 17,681.00 |
| 3000-3999: Employee Benefits                                      | 7,366.00  |
| 4000-4999: Books And Supplies                                     | 5,300.00  |
| 5000-5999: Services And Other Operating Expenditures              | 17,265.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 3,088.00  |
| None Specified                                                    | 0.00      |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source      | Amount    |
|--------------------------------------------|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 3,300.00  |
| 2000-2999: Classified Personnel Salaries   | LCFF - Supplemental | 17,681.00 |
| 3000-3999: Employee Benefits               | LCFF - Supplemental | 7,366.00  |

|                                                                   |                     |           |
|-------------------------------------------------------------------|---------------------|-----------|
| 4000-4999: Books And Supplies                                     | LCFF - Supplemental | 5,300.00  |
| 5000-5999: Services And Other Operating Expenditures              | LCFF - Supplemental | 13,265.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 3,088.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | None Specified      | 0.00      |
| None Specified                                                    | None Specified      | 0.00      |
| 5000-5999: Services And Other Operating Expenditures              | Other               | 4,000.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 14,866.00          |
| Goal 2      | 20,369.00          |
| Goal 3      | 10,383.00          |
| Goal 4      | 8,382.00           |

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

| Name of Members | Role                       |
|-----------------|----------------------------|
| Kimberly Walker | Principal                  |
| Suzy Solorzano  | Classroom Teacher          |
| Ann Botsford    | Other School Staff         |
| Shane Anderson  | Secondary Student          |
| Clancy Anderson | Parent or Community Member |
| Nereida Herrera | Parent or Community Member |
| Leo Herrera     | Secondary Student          |

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.                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |
| <ol style="list-style-type: none"><li>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)</li><li>2. The ELAC shall assist the school in the development of:<ol style="list-style-type: none"><li>a. The school's needs assessment.</li><li>b. The school's annual language census.</li><li>c. Ways to make parents aware of the importance of regular school attendance.</li></ol></li></ol> |      |

# 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 May 12, 2025.

Attested:



Principal, Kimberly Walker on 5/12/2025



SSC Chairperson, Kimberly Walker on 5/12/2025

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

**SCHOOL SITE COUNCIL MEETING  
AGENDA / MINUTES**

***Innovations***

***Date: 5/12/25***

***Time: 2:00 pm***

***Location: Teams***

1. Call to Order - Introductions

*Meeting was called to order : 2:07*

*Members Present:*

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| ● <i>Kimberly Walker- principal</i>   | ● <i>Clancy Anderson-parent</i> |
| ● <i>Ann Botsford- ast. principal</i> | ● <i>Nereida Herrera-parent</i> |
| ● <i>Suzy Solarzano- teacher</i>      | ● <i>Leo Herrera-student</i>    |
| ● <i>Shane Anderson-student</i>       | ●                               |

*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 2/5/25 – [HERE](#)

3. Public comment- *none*

4. Unfinished Business- *none*

5. New Business:

a. **Welcome and Introductions**

a. **Updates**

- *WASC Visit*
- *Alt Ed Reimagining Future Plan*
- *Upcoming Events:*
  1. *Graduation: 5/27/25*
  2. *Material Return/Elem & MS Celebration: 5/28/25*
  3. *End Of Year Park Day: 5/29/25*
  4. *25-26 Welcome Back Event: 8/7/25*

■ *Feedback: none*

b. **25-26 SPSA and Budget Plan**

■ *Feedback: none*

■ *Vote:*

1. *Motion: Suzy Solorzano*
2. *Second: Ann Botsford*
3. *Yay: 7*
4. *Nay: 0*

6. Adjournment/Next Meeting – 2:20

Minutes respectfully submitted by: Kimberly Walker

Signature: Kimberly Walker

Date: 5/12/25

**\*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.**