



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 5, 2026	August 20, 2026

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:

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description	4
School Vision and Mission	4
School & Community Profile	4
Educational Partner Involvement.....	5
Resource Inequities	6
Comprehensive Needs Assessment Components.....	6
California School Dashboard (Dashboard) Indicators	6
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	17
Student Population	22
Overall Performance.....	24
Academic Performance	26
Academic Engagement	35
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal 1	41
Goal 2	44
Goal 3	48
Goal 4	52
Goal 5	55
Budget Summary	56
Budget Summary.....	56
Other Federal, State, and Local Funds.....	56
Budgeted Funds and Expenditures in this Plan	57
Funds Budgeted to the School by Funding Source	57
Expenditures by Funding Source.....	57
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source.....	57
Expenditures by Goal	58
School Site Council Membership.....	59
English Learner Advisory Committee (ELAC).....	60

Recommendations and Assurances 61

Instructions 62

Appendix A: Plan Requirements..... 69

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 72

Appendix C: Select State and Federal Programs 75

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:

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, academic formative and summative assessments, 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 tiered interventions, 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 and students experiencing socio-economic instability through a comprehensive, equity-centered approach that emphasizes culturally responsive teaching, an 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 serves as the Folsom Cordova Unified School District's specialized elementary-12th grade virtual learning pathway. Established in the summer of 2021 in response to a growing community demand for high-quality virtual education, Innovations Academy has evolved into a school of choice for families seeking a modern, flexible alternative to the traditional seat-time model. Located in Rancho Cordova along the Highway 50 corridor, the Academy is an integral part of the broader FCUSD system, which includes twenty elementary schools, four middle schools, three comprehensive high schools, and several alternative education programs.

During the 2025–2026 school year, Innovations Academy served an average of 106 students in grades 4–12. Our student population reflects the diversity of the Folsom Cordova community and includes learners who thrive in a flexible, virtual environment. This includes students with unique health needs, students navigating social anxiety, and highly self-directed learners who excel in a personalized, self-paced setting. Student success at Innovations is grounded in a strong partnership among the school, the student, and the “Learning Coach” (parent or guardian), ensuring that each learner receives consistent support both at home and within the digital classroom.

While operating within California Independent Study regulations, Innovations Academy delivers the academic rigor and structured support of a traditional school within a virtual learning environment. Students meet with teachers daily, significantly exceeding current educational code requirements for synchronous instruction. This high level of two-way interaction allows teachers to adapt instruction in real time, personalize learning experiences, and integrate standards-aligned online curriculum with direct instruction to strengthen student independence and engagement.

Social-Emotional Learning (SEL) is a cornerstone of the Innovations Academy program. The school integrates multiple district-supported SEL platforms to create a comprehensive, tiered system of support tailored to the unique needs of virtual learners. Through this intentional focus, students develop resilience, self-awareness, and meaningful connections with peers and mentors despite the physical distance inherent in online learning.

Innovations Academy is led by a full-time principal and supported by a dedicated administrative team that includes a registrar, budget clerk, attendance clerk, administrative assistant, five general education teachers and a part-time special education teacher. Committed to supporting the “whole child,” the Innovations utilizes a shared-services model that provides students with access to a counselor, speech pathologist, mental health specialist, psychologist, and school nurse that is shared with other school sites.

Parent involvement remains essential to the success of the Innovations Academy model. The school maintains an active School Site Council (SSC), providing parents and staff with a collaborative forum to guide school governance and support the strategic allocation of LCFF and Title I funding. Families are also encouraged to participate in district-level initiatives such as the District English Learner Advisory Committee (DELAC) and the annual Parent Summit, reinforcing Innovations Academy's commitment to collaboration, transparency, and meaningful stakeholder engagement.

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

The Innovations Academy School Site Council (SSC) serves as the primary governing body for overseeing the development, implementation, and monitoring of the School Plan for Student Achievement (SPSA). The council meets three times annually—scheduled for the August/September, January/February, and May windows—to review student data, evaluate program effectiveness, and approve the strategic allocation of categorical funds.

The 2025-2026 School Site Council is comprised of a diverse group of stakeholders, representing a balanced partnership between staff, parents, and students:

- Administration: Kimberly Walker, Principal
- Faculty: Bri Strang (Teacher), Rich Hanson (Teacher)
- Parents/Community: Jonathan Johnson, Stacey Michelini
- Student Representation: Josh Watson

Beyond formal governance, Innovations Academy prioritizes student agency through our Student Leadership Team. Guided by a faculty advisor and composed of nine high school student leaders, this team serves as a vital bridge between the student body and school administration. The Leadership Team is responsible for the following:

Communication & Celebration: Publishing a monthly school-wide newsletter that highlights academic achievements and showcases individual student successes in athletics, the arts, and personal interests.

-School Culture & Events: Collaborating on the development of school-wide events and providing student-centered input on field trip selections to ensure high engagement.

-Representation & Legacy: Representing the Academy at District Board meetings to share the unique perspective of virtual learners and overseeing the production of the school's annual yearbook.

-Through these combined efforts, Innovations Academy ensures that all educational partners—parents, staff, and students—have a meaningful voice in shaping the school's culture and academic trajectory.

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.

Based on the required comprehensive needs assessment and a review of 2024-2025 California School Dashboard data, Innovations Academy has identified the following resource inequities. While our virtual model offers significant flexibility, the transition from traditional settings to independent study can reveal gaps in student support and engagement infrastructure. Dashboard data indicates that Chronic Absenteeism remains a critical area of focus. The needs assessment identified a disparity in access to immediate, in-person attendance interventions. Virtual learners often require more intensive, specialized outreach than a shared-staffing model typically provides. Our shared services model for mental health and attendance support means that staff are often managing caseloads across multiple school sites. This creates a "time-resource" gap, where students struggling with school avoidance or virtual disengagement may not receive the same frequency of immediate, high-touch intervention as those in traditional seat-time schools.

A review of English Language Arts (ELA) and Mathematics performance on the Dashboard shows a performance gap between our general student body and our students with disabilities (SWD) and socio-economically disadvantaged students. In a virtual setting, "resource equity" translates to the availability of intensive, small-group intervention. The needs assessment revealed that while our core instruction is strong, there is a limited allocation of supplemental intervention staff (such as reading or math specialists) specifically dedicated to the virtual environment to provide Tier 2 and Tier 3 supports for our most vulnerable subgroups.

There is an inherent resource gap between families who have high-speed technical literacy and those who do not. Families with fewer home resources or those who speak languages other than English may face barriers in navigating the online platforms and portals. To address this, Innovations Academy is prioritizing the allocation of resources toward enhanced parent training and bilingual outreach to ensure that a family's "home resource level" does not dictate a student's academic outcome.

These inequities are currently being addressed through the strategic allocation of LCFF and Title I funds, specifically focusing on expanding social-emotional outreach, providing specialized virtual intervention tools, and increasing parent/learning-coach professional development.

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.

In alignment with the requirements of the Comprehensive Needs Assessment, Innovations Academy conducted a thorough review of the 2024 California School Dashboard state indicators. This review focused on identifying areas where student performance fell into the "Red" (Very Low/Very High) or "Orange" (Low/High) categories to determine where strategic interventions and resource reallocations are most critical.

Chronic Absenteeism (Performance Level: Orange/Red)

Data Finding: Chronic absenteeism remains a significant challenge, particularly within our socio-economically disadvantaged and students with disabilities (SWD) subgroups.

Model-Specific Context: In an independent study model, attendance is legally tied to work completion rather than just physical presence. Consequently, a student may attend every live-instruction session but still be marked "absent" if their assignments are not submitted. These elevated rates highlight a critical need for targeted attendance interventions and

stronger engagement strategies to address the root causes of absenteeism. This is especially challenging for students who enroll mid-year and must quickly adapt to a high level of self-regulation.

Root Cause & Actionable Steps: Increasing work completion has become a "laser focus" for our staff, as it is the primary driver for both attendance metrics and academic success. To address this, Innovations Academy has implemented the "Strong Start" initiative, which includes:

- Comprehensive orientations for new families.
- Individualized teacher-student meetings to set expectations.
- Explicit instruction on building independent study skills and navigating assignment agendas.
- Staffing Support: Innovations has hired a part-time attendance clerk dedicated to supporting families with troubleshooting technology, relationship building, and a deeper understanding of independent study expectations.

Math and English Language Arts (Performance: Orange)

Data Finding: Performance levels in both ELA and Mathematics currently fall within the orange category, indicating a need for enhanced instructional support and intervention.

The "School of Choice" Variable: As a school of choice, Innovations Academy serves a highly dynamic student population. Many students enroll for short durations while managing personal or health challenges before returning to a traditional setting. This "revolving enrollment" creates a unique challenge for providing long-term interventions, as the student population changes significantly from year to year.

Root Cause Analysis: For students managing external crises, academic "gaps" can widen during the transition period. The needs assessment identified that traditional yearly outcome data may not fully capture the short-term growth occurring during a student's tenure at Innovations.

Actionable Steps: To stabilize outcomes despite revolving enrollment, the school is focusing on targeted data cycles to isolate growth in specific standards. By providing high-frequency, two-way live instruction and embedded curriculum supports, we aim to provide immediate academic stability for students regardless of their enrollment duration.

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 Studer Qualitative Survey highlighted other key successes and needs for Innovations Academy. 55.6% of families appreciated the flexible learning options, online platform, and schedule. 44.4% also mention the caring, engaged teachers and staff are a strength of the school. 40% of families would like to see more opportunities for field trips, groups activities, and club opportunities.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.69%	0.88%	%	1	1	
African American	11.11%	8.85%	5.71%	16	10	6
Asian	11.11%	6.19%	12.38%	16	7	13
Hispanic/Latino	29.86%	30.09%	30.48%	43	34	32
Pacific Islander	%	1.77%	%		2	
White	34.03%	36.28%	34.29%	49	41	36
Multiple/No Response	13.19%	15.93%	17.14%	19	18	18
Total Enrollment				144	113	105

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 1	3		
Grade 2	5	2	
Grade 3	7	8	
Grade 4	2	6	7
Grade 5	17	3	6
Grade 6	16	11	5
Grade 7	23	17	16
Grade 8	17	14	21
Grade 9	14	6	13
Grade 10	20	15	11
Grade 11	16	15	13
Grade 12	4	16	13
Total Enrollment	144	113	105

Conclusions based on this data:

1. Enrollment continues to drop, specifically in the elementary grades, while high school enrollment increases each year.
2. Each year, as enrollment changes, the demographic make-up changes as well. Although we saw an increase in Hispanic and White students up to 2024-2025, during 2025-2026 there was a decrease among these groups and an increase in students from Asian descent.
3. Enrollment also dropped during the 2025-2026 school year due to the loss of four teachers through resignation and surplus. This reduced the max enrollment capabilities of the school.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	11	7	12	15.8%	7.6%	11.4%
Fluent English Proficient (FEP)	20	16	16	23.9%	13.9%	15.2%

Conclusions based on this data:

- Although there was a decrease in the percentage of students who are English Learners between 2023-2024 and 2024-2025, we see an increase in 2025-2026.
- The percentage of Fluent English Proficient (FEP) students at Innovations Academy increased from 13.90% in 2024-2025 to 15.2% in 2025-2026.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6	11	9	6	10	8	6	10	8	100.0	90.9	88.9
Grade 4	21	*	7	20	*	7	20	*	7	95.2	99	100
Grade 5	24	18	6	22	18	4	22	18	4	91.7	100	66.7
Grade 6	29	24	14	25	23	13	25	23	13	86.2	95.8	92.9
Grade 7	26	26	26	25	24	25	25	23	25	96.2	92.3	96.2
Grade 8	33	19	22	30	18	21	30	18	21	90.9	94.7	95.5
Grade 11	8	21	15	8	20	15	8	20	15	100.0	95.2	100
All Grades	147	122	99	136	116	93	136	115	93	92.5	95.1	93.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2517.	*	*	50.00	*	*	15.00	*	*	20.00	*	*	15.00	*	*
Grade 5	2525.	2547.	*	27.27	38.89	*	27.27	33.33	*	27.27	22.22	*	18.18	5.56	*
Grade 6	2517.	2517.	2497.	12.00	8.70	7.69	36.00	34.78	23.08	24.00	30.43	46.15	28.00	26.09	23.08
Grade 7	2538.	2522.	2474.	20.00	13.04	4.00	28.00	21.74	24.00	24.00	30.43	24.00	28.00	34.78	48.00
Grade 8	2549.	2489.	2506.	10.00	5.56	4.76	33.33	11.11	23.81	26.67	38.89	23.81	30.00	44.44	47.62
Grade 11	*	2529.	2514.	*	0.00	13.33	*	30.00	20.00	*	45.00	26.67	*	25.00	40.00
All Grades	N/A	N/A	N/A	21.32	16.52	9.68	30.15	25.22	21.51	25.74	31.30	27.96	22.79	26.96	40.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	20.00	*	*	56.67	*	*	23.33	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	25.00	16.52	9.68	55.15	61.74	64.52	19.85	21.74	25.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	10.00	*	*	43.33	*	*	46.67	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	15.44	13.04	8.60	55.15	47.83	49.46	29.41	39.13	41.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	20.00	*	*	70.00	*	*	10.00	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	17.65	9.57	6.45	70.59	74.78	75.27	11.76	15.65	18.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	13.33	*	*	70.00	*	*	16.67	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	20.59	16.52	9.68	65.44	67.83	60.22	13.97	15.65	30.11

Conclusions based on this data:

1. Across all grade levels, the percentage of students in the "Standard Exceeded" category has seen a sharp downward trend, dropping from 30.15% in 2022-2023 to 16.52% in 2023-2024, and reaching a low of 9.68% in the 2024-2025 school year.
2. Despite fluctuations in achievement, Innovations Academy maintained strong participation in state testing. In the 2024-2025 school year, 93.9% of enrolled students were tested, continuing a trend of high involvement (95.1% in 2023-2024 and 92.5% in 2022-2023).

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6	11	9	6	10	8	6	10	8	100.0	90.9	88.9
Grade 4	21	*	7	20	*	7	20	*	7	95.2	100	100
Grade 5	24	18	6	22	18	4	22	18	4	91.7	100	66.7
Grade 6	29	25	14	25	23	13	25	23	13	86.2	92	92.9
Grade 7	26	26	26	25	24	25	25	24	25	96.2	92.3	96.2
Grade 8	33	19	22	31	18	21	31	18	21	93.9	94.7	95.5
Grade 11	8	21	15	8	20	15	8	20	15	100.0	95.2	100
All Grades	147	123	99	137	116	93	137	116	93	93.2	94.3	93.9

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2509.	*	*	40.00	*	*	30.00	*	*	20.00	*	*	10.00	*	*
Grade 5	2502.	2522.	*	13.64	27.78	*	27.27	16.67	*	31.82	22.22	*	27.27	33.33	*
Grade 6	2462.	2480.	2501.	8.00	8.70	0.00	12.00	8.70	30.77	24.00	43.48	38.46	56.00	39.13	30.77
Grade 7	2517.	2460.	2469.	12.00	4.17	4.00	16.00	8.33	8.00	40.00	33.33	44.00	32.00	54.17	44.00
Grade 8	2501.	2476.	2472.	12.90	0.00	4.76	12.90	16.67	9.52	12.90	11.11	9.52	61.29	72.22	76.19
Grade 11	*	2492.	2446.	*	0.00	0.00	*	0.00	6.67	*	20.00	13.33	*	80.00	80.00
All Grades	N/A	N/A	N/A	17.52	8.62	5.38	18.98	12.07	12.90	25.55	29.31	27.96	37.96	50.00	53.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	12.90	*	*	41.94	*	*	45.16	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	18.98	8.62	5.38	43.80	45.69	37.63	37.23	45.69	56.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	9.68	*	*	51.61	*	*	38.71	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	14.60	10.34	2.15	51.09	45.69	55.91	34.31	43.97	41.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	12.90	*	*	51.61	*	*	35.48	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	14.60	8.62	7.53	61.31	56.03	58.06	24.09	35.34	34.41

Conclusions based on this data:

1. The percentage of students performing "Above Standard" in using tools and strategies to solve real-world problems saw a sharp drop in 2024-2025, falling to just 2.15%. This follows a previous decline from 14.60% in 2022-2023 to 10.34% in 2023-2024.

2. Despite shifting performance data, Innovations Academy maintained stable participation in mathematics assessments. In the 2024-2025 school year, 93.9% of enrolled students were tested, consistent with 94.3% in 2023-2024 and 93.2% in 2022-2023.

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 Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		1438.8			1448.7			1415.6		0	32	
1	*	1465.1		*	1467.7		*	1462.2		*	18	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	6	*	*
4	*	*	*	*	*	*	*	*	*	4	10	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	4
9	*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades										13	17	13

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		12.50			43.75			37.50			6.25			32	
1	*	5.56		*	66.67		*	11.11		*	16.67		*	18	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	23.08	11.76	30.77	61.54	47.06	38.46	7.69	11.76	23.08	7.69	29.41	7.69	13	17	13

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		25.00			40.63			25.00			9.38			32	
1	*	33.33		*	33.33		*	27.78		*	5.56		*	18	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	53.85	23.53	53.85	38.46	35.29	30.77	0.00	23.53	7.69	7.69	17.65	7.69	13	17	13

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		21.88			28.13			37.50			12.50			32	
1		11.11			55.56			16.67			16.67			18	
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	15.38	0.00	7.69	15.38	29.41	38.46	61.54	35.29	38.46	7.69	35.29	15.38	13	17	13

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		34.38			53.13			12.50			32	
1	*	50.00		*	44.44		*	5.56		*	18	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	30.77	11.76	23.08	61.54	64.71	53.85	7.69	23.53	23.08	13	17	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		25.00			59.38			15.63			32	
1	*	11.11		*	77.78		*	11.11		*	18	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	69.23	41.18	84.62	23.08	41.18	15.38	7.69	17.65	0.00	13	17	13

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		18.75			62.50			18.75			32	
1	*	38.89		*	44.44		*	16.67		*	18	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	7.69	0.00	30.77	69.23	52.94	30.77	23.08	47.06	38.46	13	17	13

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		34.38			50.00			15.63			32	
1	*	12.50		*	81.25		*	6.25		*	16	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	23.08	11.76	0.00	53.85	64.71	92.31	23.08	23.53	7.69	13	17	13

Conclusions based on this data:

1. In 2024-2025, the percentage of students achieving Level 4 (Well Developed) in Overall Language reached 30.77%. This represents a significant recovery and increase from 11.76% in 2023-2024 and 23.08% in 2022-2023.
2. In 2024-2025, 0.00% of students reached the "Well Developed" level in the Writing Domain. While the majority of students (92.31%) were in the "Somewhat/Moderately" category, none reached the highest proficiency level, a decline from 11.76% the previous year.
3. After years of rapid growth, the number of English Learners tested on the Summative ELPAC stabilized at 13 students in the 2024-2025 school year, following a peak of 17 students in 2023-2024.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
113	58.4%	6.2%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	6.2%
Foster Youth	0	0.0%
Homeless	7	6.2%
Socioeconomically Disadvantaged	66	58.4%
Students with Disabilities	13	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	8.8%
American Indian	1	0.9%
Asian	7	6.2%
Filipino	0	0.0%
Hispanic	34	30.1%
Two or More Races	18	15.9%
Pacific Islander	2	1.8%
White	41	36.3%

Conclusions based on this data:

1. During the 2024-2025 school year, the school's total enrollment stood at 113 students. A critical finding is that a majority of the population, 58.4% (66 students), is now classified as Socioeconomically Disadvantaged. This high

percentage, combined with the presence of Homeless (6.2%) and Students with Disabilities (11.5%) student groups, underscores a significant need for targeted support resources to address potential barriers to learning in a virtual environment.

2. Students of White and Hispanic ethnicity remain as the highest student's groups enrolled during 2024-2025.

3. N/A

School and Student Performance Data

Overall Performance

The 2025 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.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  No Performance Color	Suspension Rate  Blue
Mathematics  Orange	Chronic Absenteeism  Orange	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

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

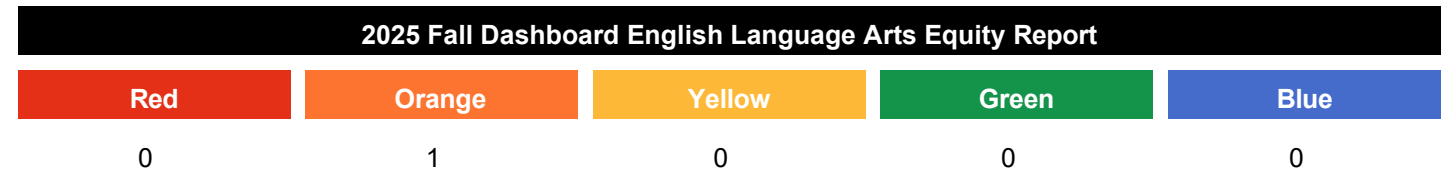
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 43.8 points below standard Declined 32.5 points 62 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 62.4 points below standard Declined 28.1 points 38 Students

Students with Disabilities  No Performance Color 81.9 points below standard 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 49.3 points below standard Declined 34.9 points 21 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 42.5 points below standard Declined 21.6 points 22 Students

Conclusions based on this data:

1. Based upon data from the fall of 2025, our English Learner and socio-economically disadvantaged students are need of additional support when meeting English Language Arts benchmarks.
2. Performance colors in subgroup data is not available due to limited enrollment size in each subgroup.

School and Student Performance Data

Academic Performance Mathematics

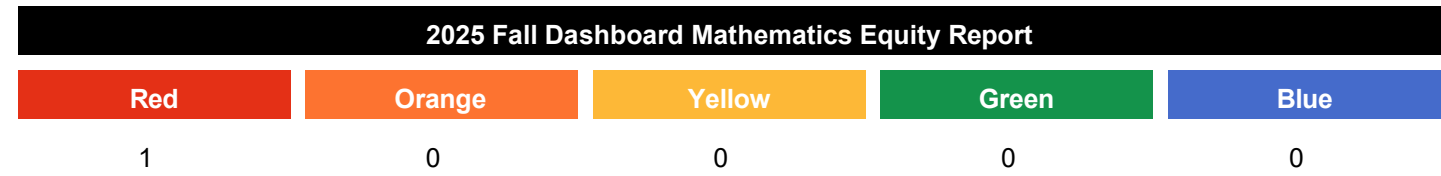
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 85.2 points below standard Declined 14.9 points 62 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Red 108.2 points below standard Declined 11.1 points 38 Students

Students with Disabilities  No Performance Color 96.2 points below standard 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 90.5 points below standard Declined 6.3 points 21 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 72 points below standard Declined 10.6 points 22 Students

Conclusions based on this data:

1. Based upon data from the fall of 2025, our English Learner, Hispanic and socio-economically disadvantaged students are need of additional support when meeting math benchmarks.
2. Performance colors in subgroup data is not available due to limited enrollment size in each subgroup.

School and Student Performance Data

Academic Performance Science

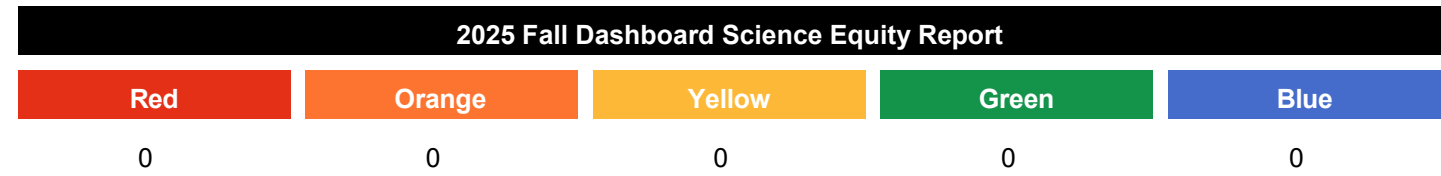
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color 49.8 science points Maintained 0.6 points 27 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  No Performance Color 43.4 science points Maintained 0.6 points 17 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 47.5 science points Maintained -1.3 points 13 Students

Conclusions based on this data:

1. Based upon data from the fall of 2025, our White and socio-economically disadvantaged students are need of additional support when meeting math benchmarks.
2. Performance colors in subgroup data is not available due to limited enrollment size in each subgroup.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 54.5 making progress. Number Students: 11 Students	 No Performance Color making progress. Number Students: 4 Students

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.

2025 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
9.1%	36.4%	9.1%	45.5%

Conclusions based on this data:

1. Based upon this data, 45.5% students progressed, while 45% maintained their ELPI level.
2. Based upon data from the fall of 2025, 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 2025 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.

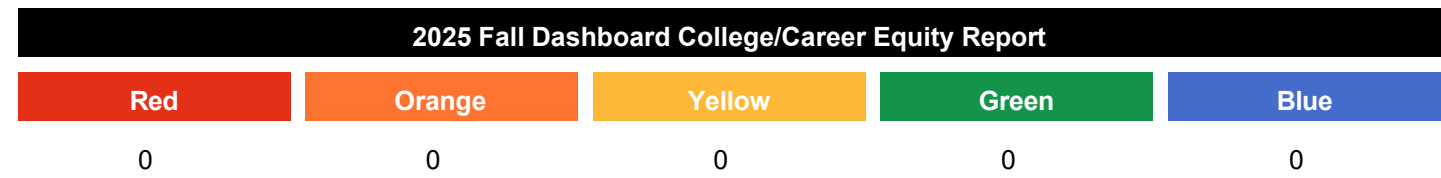
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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 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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  No Performance Color Prepared 11.8% 17 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Prepared 7.7% 13 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. From the Fall of 2025 data, only 7.7% of our socio-economically disadvantaged students were college and career prepared.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

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 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 30.3% Chronically Absent Declined 12.1 99 Students	English Learners No Performance Color 30.8% Chronically Absent Declined 29.2 13 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 85.7% Chronically Absent 0 14 Students	Socioeconomically Disadvantaged Orange 37.5% Chronically Absent Declined 14.6 72 Students

Students with Disabilities  No Performance Color 26.7% Chronically Absent Declined 23.3 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 22.6% Chronically Absent Declined 25 31 Students
Two or More Races  No Performance Color 42.1% Chronically Absent Increased 2.1 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 35.7% Chronically Absent Declined 6.5 28 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

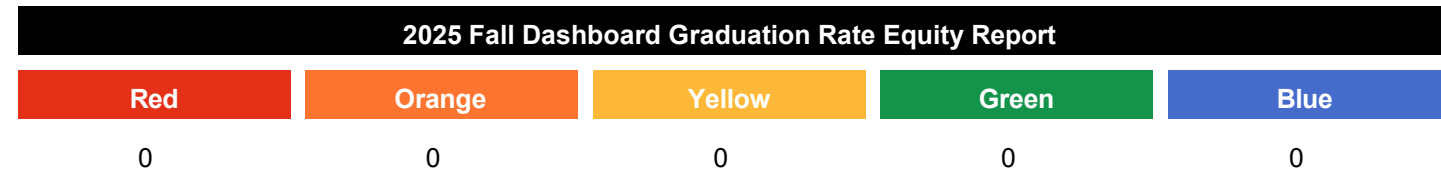
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color 82.4% graduated 17 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 84.6% graduated 13 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. As of fall of 2025, Innovations Academy overall has an 82% graduation rate, with 84% of its socio-economically disadvantaged students graduating.
2. Due to Innovations small enrollment, no performance colors or data are given for many subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

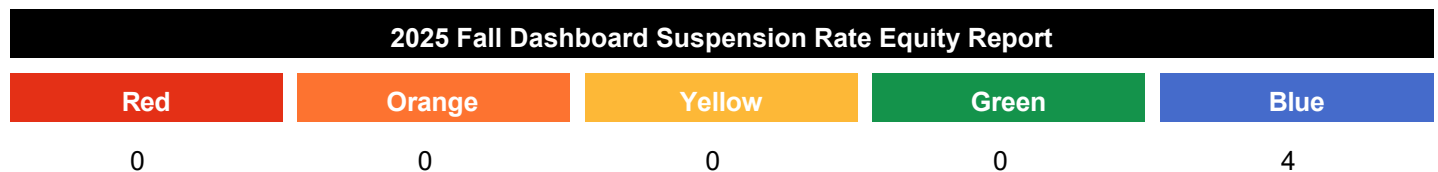
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	8 Students
190 Students	17 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	0% suspended at least one day	0% suspended at least one day
	Maintained 0%	Maintained 0%
	24 Students	126 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 29 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 56 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Maintained 0% 65 Students

Conclusions based on this data:

1. During the fall of 2025, 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.

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)

To ensure academic excellence and equitable outcomes for every student by implementing a robust, data-driven monitoring system that guarantees access to high-quality instruction, targeted grade-level proficiency in core subjects, and a clear, supported pathway toward timely graduation, with a primary focus on eliminating achievement gaps for marginalized and underserved populations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- 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.
- 1.04 - 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.

Innovations Academy identifies Mathematics and English Language Arts (ELA) as primary areas for improvement, with both currently at the orange performance level and showing a decline in students meeting or exceeding grade-level standards. Significant performance gaps exist for socio-economically disadvantaged students and students with disabilities, who demonstrate lower proficiency rates than the general student body. Furthermore, local data indicates a critical need for mental health monitoring, as high percentages of 7th and 9th graders report suicidal ideation. To address these gaps and improve outcomes for marginalized populations, the school has implemented targeted data cycles to monitor student growth in specific state standards and provides high-frequency, two-way live instruction to bridge learning gaps. Additionally, the school utilizes funds to provide social-emotional outreach and specialized virtual intervention tools, ensuring that the progress of historically underserved students is closely monitored and supported to increase academic success.

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 performance decreased to 31.19% in 2024-2025	Increase CAASPP ELA proficiency by 5%
CAASPP Math scores	Math performance decreased to 18.28% in 2024-2025	Increase CAASPP Math proficiency by 5%
Monthly Attendance Data	30.3% chronically absent in 2024-2025	Decrease chronically absent by 1% or more

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
1.1	Provide teachers with an additional Professional Development Day to focus on PLC work in Tier 1 instruction, focusing on ELA, math, and independent study skills.	All students, focusing on at risk subgroups	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra PD Day 220 LCFF - Supplemental 3000-3999: Employee Benefits Extra PD Day
1.2	Provide para educators for additional support to students not meeting grade level standards in ELA and math.	Students not meeting grade level standards.	1684 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Academic support aide 622 LCFF - Supplemental 3000-3999: Employee Benefits Academic support aide
1.3	Attendance clerk to support families with increasing attendance in an independent study program.	All students, focusing on at risk subgroups	6550 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk 2420 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Clerk
1.4	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	1821 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures professional development
1.5	Weekly PLT meetings for teachers to plan, collaborate, review data, and discuss shared students for early intervention.	All	0 None Specified None Specified Weekly collaboration time built into our schedule for teachers to meet and review student data to determine instructional plans.
1.6	Partner with partner high schools to increase CTE and VAPA offerings through concurrent enrollments	High School Students	0 None Specified None Specified CTE and VAPA courses
1.7	Purchase supplies for CTE and VAPA courses, as needed	Students enrolled in CTE and VAPA courses	0 LCFF - Supplemental 4000-4999: Books And Supplies CTE and VAPA supplies

1.8	Continue peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.	Students not meeting academic requirements	0 None Specified None Specified Peer coaching training
1.9	Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.	All students, focusing on at risk subgroups	0 None Specified None Specified Grading practices
1.10	Continue to 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 at risk subgroups	0 None Specified None Specified 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 and other partner high schools 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 2025-2026 school year, we continued strengthened our student onboarding process and tiered reengagement strategies. We noticed a slight monthly average increase from 90% in 2024-2025 to 93% in 2025-2026. 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, work completion strategies, and supports. We will also continue to use the CAASPP and diagnostic results to identify intervention focus for the 2026-2027 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.

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)

To foster an inclusive, safe, and welcoming school environment where every student and family—particularly those from historically marginalized and underserved communities—is empowered as a valued partner in the educational process, resulting in high levels of consistent attendance, active participation in school decision-making, and a deep sense of belonging and connection to the school community."

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.

Innovations Academy identifies Chronic Absenteeism as a critical area for improvement, with Dashboard performance in the Orange/Red categories. Local data reveals significant engagement gaps among historically underserved groups, particularly the Homeless population (85.7% chronically absent) and students identifying with Two or More Races (42.1%). To increase engagement and foster a sense of belonging, the school has implemented the "Strong Start" initiative, providing comprehensive orientations and explicit instruction on the skills needed for success in a virtual independent study environment. Additionally, the school hired a part-time attendance clerk to facilitate personalized outreach and relationship-building with families. To ensure the voices of marginalized populations are prioritized, IA utilizes funds for family training and maintains an active School Site Council where parents and students collaborate on school governance. These efforts, alongside increased social-emotional outreach, are designed to remove barriers to participation and ensure all student groups feel a deep connection to the school community.

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 during 2024-2025 school year	We saw an increase of 3% in monthly average attendance rates from 2024-2025 to the 2025-2026 school year. We will work towards increasing our attendance rates for the 2026-2027 school year by an additional 1%.
School-wide events	Staff put on 2 school-wide events and multiple field trips during the 2025-2026 school year	Continue to offer and increase the number of in-person events and field trips for students

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
Graduation Rates	93% positive graduation rate for 2025-2026	Increase graduation rate by identifying students not on track upon enrollment and creating individualized plans to support on-track graduation

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
2.1	Provide teachers with an additional Professional Development Day to focus on PLC work in Tier 1 instruction, focusing on ELA, math, and independent study skills.	All students, focusing on at risk subgroups	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra PD Day 221 LCFF - Supplemental 3000-3999: Employee Benefits Extra PD Day benefits
2.2	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	1684 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Support Aide 622 LCFF - Supplemental 3000-3999: Employee Benefits Support Aide
2.3	Attendance clerk to support families with increasing attendance in an independent study program.	All students, focusing on at risk subgroups	6551 LCFF - Supplemental 2000-2999: Classified Personnel Salaries attendance clerk 2421 LCFF - Supplemental 3000-3999: Employee Benefits attendance clerk
2.4	Purchase assignment agendas to support positive attendance	All students, focusing on at risk subgroups	200 LCFF - Supplemental 4000-4999: Books And Supplies Assignment Agendas
2.5	Supplies and materials to support student and parent engagement, increasing attendance and academic performance.	All students, focusing on at risk subgroups	2423 LCFF - Supplemental 4000-4999: Books And Supplies supplies and materials
2.6	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. Attendance outcomes, with a focus on 3rd grade literacy, 5th-	Students not meeting academic, attendance, and graduation requirements	1821 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

	8th grade math mastery, and meeting A-G requirements.		Professional Development/conferences
2.7	Support transportation costs that build school community through clubs, Climate and Culture Team, field trips, and schoolwide events	All students, focusing on at risk subgroups	166 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Support School-Wide events transportation
2.8	Build school community through clubs, Climate and Culture Team, field trips, and schoolwide events	All students, focusing on at risk subgroups	1500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures School events, clubs, and fieldtrips
2.9	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 at risk subgroups	0 None Specified None Specified Hold orientation sessions with families prior to enrollment, focusing on enrollment requirements and how attendance is calculated in an independent study program. 0 None Specified None Specified 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. 0 None Specified None Specified 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.
2.10	Continue peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.	Students not meeting academic requirements	0 None Specified None Specified Peer Coaching Training
2.11	Continue to enhance the student leadership team to gather student feedback and support efforts to enhance engagement and strengthen school culture	All students	0 None Specified None Specified 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 at risk subgroups	0 None Specified None Specified Grading practices

2.13	Provide postage for school to home connectedness.	All students	100 LCFF - Supplemental 4000-4999: Books And Supplies postage
------	---	--------------	---

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 2026-2027 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.

LCAP Goal 3: Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, 7).

To ensure all students receive rigorous, evidence-based classroom instruction aligned with California State Standards and gain equitable access to a comprehensive, well-rounded course of study that prepares them for success in higher education and the modern workforce, regardless of their background or geographic location.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Innovations Academy identifies a need for significant improvement in the consistency of high-quality classroom instruction, as evidenced by orange performance levels in both Mathematics and English Language Arts (ELA) and a decline in students meeting or exceeding standards. Dashboard and local data highlight performance gaps for socio-economically disadvantaged students and students with disabilities, who often require more targeted instructional intervention to successfully navigate the school's broad digital course of study. To address these areas, the school has implemented targeted data cycles to monitor and improve growth in specific state standards and provides high-frequency, two-way live instruction to ensure students remain engaged with the curriculum. Additionally, IA uses funds to provide specialized outreach and professional development for staff, ensuring that all students—particularly those from historically underserved populations—receive rigorous, standards-aligned instruction and equitable access to a well-rounded educational program.

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 2025-2026 year: - Continued with two Computer Science CTE courses through Innovations that are shared with Kinney and Walnutwood High School students. 2 additional CTE course offerings through a partnership with Kinney High School - Students are able to concurrently enroll at a comprehensive site to participate in that school's CTE offerings	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	2023-2024 CAASPP Scores - Math: 20.69% met or exceeded grade level standards - English Language Arts: 41.74% met or exceeded grade level standards 2024-2025 CAASPP Scores - Math: 18.28% met or exceeded grade level standards - English Language Arts: 31.19% met or exceeded grade level standards	Use district diagnostic and CAASPP data to determine interventions to support students who 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 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	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 at risk subgroups	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra PD Day 221 LCFF - Supplemental 3000-3999: Employee Benefits Extra PD Day
3.2	Provide para educators for additional support to students not meeting grade level standards in ELA and math.	Students not meeting grade level standards.	1685 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Academic Support Aide 623 LCFF - Supplemental 3000-3999: Employee Benefits Academic Support Aide
3.3	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 at risk subgroups	0 None Specified 5800: Professional/Consulting Services And Operating Expenditures Continue to provide training to staff on Panorama through district personnel 0 None Specified None Specified Utilize the 15 Day Challenge model to provide tier 2 intervention on social emotional strategies, based upon student data from Panorama surveys.
3.4	Purchase assignment agendas to support positive attendance	All students, focusing on at risk subgroups	200 LCFF - Supplemental 4000-4999: Books And Supplies Assignment Agendas
3.5	Supplies and materials to support student and parent engagement, increasing attendance and academic performance.	All students, focusing on at risk subgroups	2424 LCFF - Supplemental 4000-4999: Books And Supplies Student supplies
3.6	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	1821 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development/conferences

3.7	Support transportation costs that build school community through clubs, Climate and Culture Team, fields trips, and schoolwide events.	All students, focusing on at risk subgroups	167 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Attendance Clerk
3.8	Build school community through clubs, Climate and Culture Team, field trips, and schoolwide events	All students, focusing on at risk subgroups	1500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures School Events, clubs, and field trips
3.9	Collaborate with Kinney High School and other high schools in offering the additional CTE and VAPA courses	High School Students	0 LCFF - Supplemental 4000-4999: Books And Supplies CTE and VAPA courses
3.10	Continue peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.	Students not meeting academic requirements	0 None Specified None Specified Peer Coaching
3.11	Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.	All students, focusing on at risk subgroups	0 None Specified None Specified 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 2026-2027 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.

LCAP Goal 4: All students will receive equitable instruction from highly qualified teachers and have access to curriculum that promotes college and career readiness (state Priority 1).

To guarantee every student's right to high-quality education by ensuring they are taught by fully credentialed, expert educators and provided with rigorous, standards-aligned instructional materials, creating an equitable learning environment that removes barriers to access and empowers all students with the skills, knowledge, and agency required for seamless transition into college and competitive career pathways.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

4.02 - Maintain schools in good repair to foster a safe and positive environment.

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.

Innovations Academy identifies a critical need to improve student navigation of the digital curriculum and mastery of independent learning skills, as local data indicates that many students struggle with the self-discipline required for college and career readiness in a virtual setting. While the school ensures all students are taught by fully credentialed teachers and have access to standards-aligned materials, Dashboard data highlights a need for more robust support for English Learners and students with disabilities to ensure they can access these materials equitably. To address these gaps and remove barriers to success, the school has implemented the "Strong Start" initiative, which provides foundational training in technical literacy and independent study habits to empower students from day one. Furthermore, the school utilizes funds to provide additional outreach and specialized family training, ensuring that historically underserved populations have the specific tools, agency, and instructional support necessary for a successful transition into post-secondary education and competitive career paths.

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
4.1	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.	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra PD Day 221 LCFF - Supplemental 3000-3999: Employee Benefits Extra PD Day
4.2	Complete all required evaluations and provide timely feedback to all staff using TalentEd and in-class observations.	All students	0 None Specified None Specified Complete teacher evaluations
4.3	Continue peer coaching training to support PLC work in Tier 1 and Tier 2 instruction.	Students not meeting academic requirements	0 None Specified None Specified Peer Coaching
4.4	Purchase assignment agendas to support positive attendance .	All students, focusing on at risk subgroups	200 LCFF - Supplemental 4000-4999: Books And Supplies assignment agendas
4.5	Supplies and materials to support student and parent engagement, increasing attendance and academic performance.	All students, focusing on at risk subgroups	2424 LCFF - Supplemental 4000-4999: Books And Supplies supplies and materials
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	1821 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development/conferences
4.7	Support transportation costs that build school community through clubs, Climate and Culture Team, field trips, and schoolwide events.	All students, focusing on at risk subgroups	167 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures School wide event/field trip transportation
4.8	Build school community through clubs, Climate and Culture Team, field trips, and schoolwide events.	All students, focusing on at risk subgroups	1500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Events, clubs, and field trips
4.9	Continue working with the district on reflecting upon and adjusting our instructional strategies and grading practices.	All students, focusing on at risk subgroups	0 None Specified None Specified 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	\$50,000.00
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

Subtotal of state or local funds included for this school: \$50,000.00

Total of federal, state, and/or local funds for this school: \$50,000.00

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

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	18,154.00
3000-3999: Employee Benefits	7,591.00
4000-4999: Books And Supplies	7,971.00
5000-5999: Services And Other Operating Expenditures	10,463.00
5800: Professional/Consulting Services And Operating Expenditures	1,821.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,154.00
3000-3999: Employee Benefits	LCFF - Supplemental	7,591.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,971.00

5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,463.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,821.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,317.00
Goal 2	18,709.00
Goal 3	9,641.00
Goal 4	7,333.00

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

2 Classroom Teachers

0 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Kimberly Walker	Principal
Bri Strang	Classroom Teacher
Rich Hanson	Classroom Teacher
Joshua Watson	Secondary Student
Jonathan Johnson	Parent or Community Member
Stacey Michelini	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.	
Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.	
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA) 2. The ELAC shall assist the school in the development of: a. The school's needs assessment. b. The school's annual language census. c. Ways to make parents aware of the importance of regular school attendance.	

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 5, 2026.

Attested:



Principal, Kimberly Walker on 5/5/26



SSC Chairperson, Kimberly Walker on 5/5/26

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.

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.

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.

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/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.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 ACADEMY

Date: 5.5.26

Time: 3:30 pm

Location: Teams

1. Call to Order - Introductions

Meeting was called to order at 3:42

Members Present:

- *Kimberly Walker—admin*
- *Bri Strang—teacher*
- *Jonathan Johnson—parent*
- *Stacey Michelini—parent*
- *Joshua Watson—student*
- *Rich Hanson—teacher*

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 – [HERE](#)

3. Public comment- *none*

4. Unfinished Business- *none*

5. New Business:

a. **Welcome and Introductions**

b. **Innovations Updates**

■ **Alt Ed Reimagining Update**

■ **Events:**

1. End of Year Park Day/ Materials Return–5/28/26
2. Graduation–5/26/26
3. 26-27 Welcome Back Event–8/5/26

■ **Feedback: none**

c. **26-27 SPSA Goals and Actions Proposal**

26-27 Proposed Goals and Actions Feedback:		
<i>Cost</i>	<i>Item/Action</i>	<i>26-27 Prelim Goals</i>
\$4,000 \$23,275 \$1200	1 Day July PD–focus on Strong Start Attendance Clerk Agendas	Attendance: Increase to 92% or higher average with a focus on quarter 4.
\$9,141 \$7,284	Combo Para–support 5-8 math Professional Development	Academics: Increase CAASPP math and ELA scores by 5% • ELA: 36.19% • Math: 23.28%
— —	Agendas Professional Development	A-G: Decrease D/F rate in HS students to < 10% (current rate is 12%)
\$5100 —	Student Events/Activity fees/Postage Professional Development	Connectedness: Increase the below areas by 3% • Emotional Reg to 37% • Self-Efficacy to 45%
\$50,000		

■ *Feedback: none*

d. 26-27 SPSA and Actions Vote

■ Motion: Stacey Michelini

■ Second: Joshua Watson

■ Yay:6

■ Nay:0

6. Adjournment/Next Meeting – 3:53

Minutes respectfully submitted by: *Kimberly Walker*

Kimberly Walker

Signature

Date 5/5/26

***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.**