



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

# Goal 1

## Goal Description

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

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	% of grade 3-8 students meeting/exceeding standards on the Math SBAC	Schoolwide: 57.82% Hispanic: 47.54% SED: 78.95% (error to be corrected LCAP 2026) SWD: 59.70% White: 60.00%  Source 2022-2023 CAASPP	Schoolwide: 45.05% Hispanic: 40.57% SED: 32.97% SWD: 39.48% White: 48.51%  Source 2023-2024 CAASPP	Schoolwide: 47.82% Hispanic: 45.97% SED: 39.45% SWD: 45.33% White: 48.03%  Source 2024-2025 CAASPP	Schoolwide: 47.82% Hispanic: 45.97% SED: 39.45% SWD: 45.33% White: 48.03%  Source 2024-2025 CAASPP	Schoolwide: 62% Hispanic: 52% SED: 80% SWD: 62% White: 65%
1.2	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	2023-2024 School Year Schoolwide: 60.4% Hispanic: 54.0% Other: 65.7%	Schoolwide: Hispanic: Other:  Source 2023-2024 MAP	Schoolwide: 73.3% Hispanic: 66.6% Other: 76.6%  Source 2024-2025 MAP	Schoolwide: 73.3% Hispanic: 66.6% Other: 76.6%  Source 2024-2025 MAP	Schoolwide: 65.0% Hispanic: 57.0% Other: 67.0%
1.3	% of grade 3-8 students meeting/exceeding standards on the ELA SBAC	2022-2023 School Year Schoolwide: 69.28% Hispanic: 63.34% SED: 68.42% SWD: 68.18% White: 74.00%	2023-2024 School year Schoolwide: 61.09% Hispanic: 65.22% SED: 51.64% SWD: 50% White: 64.18%	Schoolwide: 63.33% Hispanic: 60.22% SED: 57.8% SWD: 51.32% White: 63.78%  Source 2024-2025 CAASPP	Schoolwide: 63.33% Hispanic: 60.22% SED: 57.8% SWD: 51.32% White: 63.78%  Source 2024-2025 CAASPP	Schoolwide: 72.0% Hispanic: 66.0% SED: 71.0% SWD: 71.0% White: 77.0%
1.4	% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment	2023-2024 School Year Schoolwide: 74% Hispanic: 71% Other: 75%	MAP test in progress. Will update in June	Schoolwide: 75% Hispanic: 52.6% Other: 51.6%	Schoolwide: 75% Hispanic: 52.6% Other: 51.6%	Schoolwide: 77.0% Hispanic: 75.0% Other: 78.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				Source 2024-2025 MAP	Source 2024-2025 MAP	

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Streamlined Assessment Plan</b>            2024-25 We will continue to implement our current assessment plan which specifies implementation of the following assessments; NWEA Map, CAASPP, IABs, Dibels, Spelling Inventory, Writing Assessment, Math Facts Fluency and our SEL survey. We will continue to assess students at the beginning and end of year following this plan. Teachers will be required to give 2 IABs per month (one for math and one for ELA) beginning in January to prepare students for the CAASPP - a total of 6 IABs will be given. We will also create benchmark mini-assessments for teachers to utilize in their classrooms once a month so we can monitor progress more closely. This plan will also include structured testing times and designate students to test with specified staff members. The costs associate with this might include NWEA, Spellography curriculum, OTUS for processing the SEL data, and potentially paying a staff member to develop new writing assessments, score assessments or manage data.</p> <p>2025-26 We will streamline the specific assessments, including their design, to facilitate implementation of the plan and to support the use of a quantity of data that is not overwhelming. We will continue to utilize assessments in a variety of subject areas and the same number of IABs.</p>	No	Fully Implemented	The following information is the percentage of completed assessments overall: 1) NWEA MAP - 99% 2) DIBELS assessment - 95% 3) SEL assessments - 98% 4) Spelling assessment - 99% 5) Basic Math assessment - 92% 6) Writing Benchmark assessment - 98%	The IA assessment plan  After consultation with staff and admin, Initial Assessments: 1) NWEA Measure of Academic Progress 2) DIBELS 3) SEL assessment 4) Spelling assessment 5) Basic Math Assessment 6) Writing Benchmark Assessment  Mid-Year All students who are eligible to test for the state tests use the Interim Assessments (IABs) produced by the CDE to learn test taking strategies and practice the test format.  100% of students have taken all of the assessments in the assessment plan.	\$16,500.00	\$13878.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p><b>Support for Academic Instruction</b>            2024-25 We will analyze our CAASPP and MAP data by the end of September for any trends. We will use our other in-house assessment data to find patterns and areas of need. Based on the areas of identified need, we will tailor professional development in staff meetings and collaboration meetings to give all teachers the tools to best support their students in addressing these deficits. We will also seek professional development for teachers whose practices excel student growth to help facilitate mentorship within the school. The costs associated with this actions might involve curriculum resources, stipends, outside trainers, software for assessment analysis and NWEA. We will provide professional development to continue to unify our staff around our mission.            2025-26 This action will stay the same.</p>	No	Partially Implemented	<p>August 2025: Teachers went over how to administer the MAP test, how to administer the DIBELs test and how to score the DIBELs</p> <p>September 2025: Teachers were entering assessment data and going over what the results meant in the context of their classroom.</p> <p>October 2025: Teachers looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms based on the deficits they're seeing.</p> <p>January 2026: Teachers learned how to administer the IABs and what the information will mean. We</p>	<p>Collaborative meetings are held on Monday for one hour for each grade level.</p> <p>The MAP test was administered before November 30th for all students.</p> <p>All other assessments were administered prior to conferences held before the 7th week of school.</p>	\$47,500.00	\$25811.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script.</p> <p>End of February 2026: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together.</p>			
1.3	<p><b>Data Analysis, Reflection and Tracking 2024-25</b> We will hold one collaborative meeting each month (August to March) that will be specifically designated for analysis of student work, assessments, formative assessments and classroom observation data. Data gathered will be used to create a plan for improvement. Teachers will track this progress and create action items for students in a shared document that will be updated weekly. Teachers will have access to support staff, resources, trainings and other support providers in order to address the concerns highlighted on their tracking document. The EL and Title 1 coordinator will be involved and specifically tracking services and progress for students in these communities. Each quarter, students who have not made progress will be given an individual plan through the SST process. The associated costs for this might include staff support for tracking and monitoring, SST coordinator costs, support staff costs, developing or purchasing resources to support specific student needs. 2025-26 We will continue this action as in the previous year.</p>	Yes	Partially Implemented	<p>Our state tests showed improvement so we analyzed what had been done that may have contributed to that improvement in test scores.</p> <p>100% of weekly collaborative meetings involved discussions on assessments and review of academically struggling students and implementation of supportive strategies.</p>	<p>All special education and support staff met with each teacher prior to the commencement of the school year.</p> <p>The academic coach observed and provided feedback a minimum of twice the first semester for all teachers. Feedback was provided verbally and in writing.</p> <p>Biweekly meetings with the director started second semester for 30 minutes every other week.</p> <p>A math support teacher evaluated the status of students across the school first semester using test data and teacher input and</p>	\$12,200.00	\$943.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Every classroom has an educational assistant to support the teacher for a minimum of 50% of the school week. All special ed staff meet with the teacher of the class they support regularly.	provided small group support for both high and low students.		
1.4	<p><b>Intervention Plans</b>            2024-25 We will create opportunities during August professional development and once a month for teachers to review and learn intervention strategies and techniques that should be used with students who are not achieving at grade level. These strategies and techniques will be tracked in the weekly data tracker to show actions and steps taken towards supporting students. Students who do not meet academic goals or show some improvement will be recommended to start the SST process. The associated costs that this action item might occur will be paying the SST coordinator, developing and collecting resources for intervention, and paying outside support providers to offer professional development for teachers.            2025-26 We will continue this action as in the previous year.</p>	Yes	Fully Implemented	<p>August 12-15 2025: Teachers learned about Math workshop routines, best practices for math instruction and went over the IM math curriculum.</p> <p>August 12-15 2025: Teachers were trained in using Thinklaw. Teachers were also given a training on how to differentiate work for students, and how to get more interventions for struggling student.</p> <p>August 12-15 2025: Teachers went over how</p>	<p>Teachers were provided a minimum of 4 hours per week. Part of that time is designated to collaboratively address student needs.</p> <p>All of our grade level teacher dyads worked closely together in their designated shared planning time to provide each other support to address specific student needs. They also met with the director second semester together to address grade level academics and concerns.</p> <p>A support teachers was designated to identify students who were in need of support and not already part of a plan.</p>	\$21,200.00	\$1518.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>to administer the MAP test, how to administer the DIBELS test and how to score the DIBELS</p> <p>August 12-15: K-2 teachers learned how to administer the dyslexia screener.</p> <p>August 12-15 2025: Teachers were collaborating about the Reading program we use UFLI.</p> <p>September 2025: Teachers were entering assessment data and going over what the results meant in the context of their classroom.</p> <p>October 2025: Teachers and parents looked at last years CAASPP assessment data and brainstormed ways to improve instruction in their classrooms</p>	Teachers were supported with intervention strategies during staff professional development		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>based on the deficits they're seeing.</p> <p>January 2026: Teachers learned how to administer the IABs and what the information will mean. We also brainstormed ways to do "test prep" in class that isn't a worksheet or following a script.</p> <p>January 2026: Teachers gave 2 IABs to their classes by this date, then they reviewed the results together.</p>			
1.5			Partially Implemented	<p>Responsive Classroom training happened for all new staff over the summer of 2023. All returning staff have already received Responsive Classroom training.</p> <p>SEL interventions:</p>	<p>All staff were provided professional development from the SELPA, online asynchronous learning opportunities. Our assistant director was the designated mentor for specific teachers. All teachers were provided coaching, A parent volunteer reading tutor program was offered which included training.</p> <p>Upper grade student</p>		\$40933.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>we've utilized a support teacher who has been observing students who were marked low in particular areas of concern and who's teachers expressed needed extra support. This support teacher has developed lunch bunch groups where kids work on target skills, coping strategies and other methods to help them build more resilience in these particular areas. Our full time Marriage and Family Therapist also works with teachers to implement curriculum to help students develop coping strategies and will also push into to classes to lead problem solving meetings, lead SEL lessons and coach</p>	<p>buddies provided learning support for younger students.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>teachers on implementation.</p> <p>All classes are paired with a younger grade class and are required to meet once a week to develop a bond. Their focus can be on community building, academics, and leadership roles.</p>			

## Goal 2

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential. 75% of enrichment teachers hold a specific area credential	100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a specific area credential.	100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a specific area credential.	100% of classroom teachers hold a multiple subject teaching credential or 2 single subject teaching credentials. 85% of enrichment teachers hold a specific area credential.	100% of classroom and enrichment teachers hold a credential in their area of assignment.
2.2	Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% if the instructional day	100% of students with disabilities are in the general education program over 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% of the instructional day.	100% of students with disabilities are in the general education program over 85% if the instructional day
2.3	Suspension rate	0.2% schoolwide suspension rate	0.2% schoolwide suspension rate	0.002% schoolwide suspension rate	0.002% schoolwide suspension rate	0% schoolwide suspension rate
2.4	Expulsion rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate
2.5	Percentage of students who feel connected/part of their school	According to the September 2023 in house Social Emotional Survey: 62% of students scored 80% or higher in the social awareness category 57% of students scored 80% or higher in the responsible	According to the September 2024 in house SEL Survey 57% of students scored 80% or higher in the social awareness category 56% of students scored 80% or higher in the responsible	According to the September 2025 in house SEL Survey 86.6 % of students scored 80% or higher in the social awareness category 41.3% of students scored 80% or higher in the responsible	According to the September 2025 in house SEL Survey 86.6 % of students scored 80% or higher in the social awareness category 41.3% of students scored 80% or higher in the responsible	Based on SEL survey: 70% of students score 80% or higher in the social awareness category 65% of students score 80% or higher in the responsible decision making category 60% of students score 80% or higher in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		decision making category 50% of students scored 80% or higher in the self awareness category 51% of students scored 80% or higher in the relationship skills category 57% of students scored 80% or higher in the self management category.	decision making category 35% of students scored 80% or higher in the self awareness category 45% of students scored 80% or higher in the relationship skills category 49% of students scored 80% or higher in the self management category.	decision making category 33.3% of students scored 80% or higher in the self awareness category 47.9% of students scored 80% or higher in the relationship skills category 28.4% of students scored 80% or higher in the self management category.	decision making category 33.3% of students scored 80% or higher in the self awareness category 47.9% of students scored 80% or higher in the relationship skills category 28.4% of students scored 80% or higher in the self management category.	self awareness category 60% of students score 80% or higher in the relationship skills category 65% of students scored 80% or higher in the self management

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Incident Tracking Program</b> 2024-25 We will either create, purchase or utilize an already existing software so that staff can track behavioral incidents that occur in their classrooms and on the playground. We will insure that procedures for doing so are documented and that there is accountability for accurate and consistent documentation. We will provide a short period of time during each collaboration meeting for staff to update and communicate about any possible concerns. The associated costs that could accompany this action are paying a staff member to monitor tracking and follow up with teachers/staff, the potential cost of software and trainings to support staff in utilizing techniques and strategies for interventions.</p> <p>25-26 The tracker we used last year was not comprehensive enough. We will purchase a new software that is customizable, gathers data and also sends reminders and has</p>	No	Partially Implemented	<p>ParentSquare is being used as an incident tracker. All incidents reported to parents are also being reported to other staff involved and administration.</p> <p>Administration reviews the reports weekly.</p>	<p>A software was purchased (Cariina) to meet this goal however, within a month of the start of school, we realized this tracker would not meet the objectives and it was abandoned. We pivoted to the utilization of ParentSquare as an incident tracker. Staff were given instructions and administration is monitoring the communications on a weekly basis. We will review the use of ParentSquare by the end of the year and</p>	\$14,500.00	\$27359.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	analytics. We will monitor and share information about incidents within our organization.				make a decision about incident tracking for next year by June 2026.		
2.2	<p><b>Monitoring Student Work</b>            2024-25 This action is to align student work with report cards and to create a consistent school structure for portfolio assessment. We will create a protocol for collecting work each week (one core subject per week). Work will then be placed in a portfolio. Portfolio work will be used to develop grades on report cards, to demonstrate student growth and to track improvement in core subject areas throughout the year. Basic requirements for portfolios will be established. With the establishment of this protocol, we plan to redesign our report cards into a point system that will identify clear designation of mastery or not. The cost associated with this action item might include a software system to store grades/report card data, a digital platform to store portfolio work, and physical supplies to store portfolio work.            2025-26 Our new portfolio aligned report card drew a lot of attention, which we feel is beneficial. We modified the portfolio requirements and this year we will define and refine the alignment of work with our report cards. We noticed that our SIS does not effectively support our report card management and distribution and we will explore new student information systems for improvement over time.</p>	No	Partially Implemented	We continued with the report card point system again this year that is supported by the work students completed and is kept in their portfolios along with necessary rubrics. We worked closely with our SIS to make our report cards contain the necessary requirements and it was successful for the first semester. We will continue with the same process for semester two.	Teachers grade assignments based on a point system and aligned rubric. These points are what is used to create an overall point value that students earn when completing their work. Each student has a portfolio that is kept in the classroom containing all graded work and corresponding rubric.	\$35,000.00	\$34.53
2.3	<b>Middle School Redesign</b>	No	Partially Implemented	100% of middle school is	The redesign is continually being	\$3,000.00	\$5167

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>2024-25 We will restructure our middle school in order to allow for more inquiry based learning and project based learning to take place as well as increase motivation and to grow academic rigor. This restructuring will allow for teachers to become responsible for two subject areas rather than all subject areas. By using this format, we hope to attract more middle school candidates that can execute our projects and make them a reality. This restructure will also create more independent learners who are critical thinkers. The associated cost with this goal might include staff salaries, standards-based projects, field study opportunities, guest speaker fees, and materials needed to execute the projects.</p> <p>2025-26 The restructuring of middle school was successful. Student independence was markedly improved, middle school became more cohesive and the teacher team worked collaboratively. This year we will restructure the advisory, rework the schedule to give more time to ELA and more clearly define the roles and responsibilities of the Explorations teachers involved in middle school.</p>			<p>actively engaged in cafe, advisory and seminar. Cafe time was decreased in order to increase ELA time and teachers have tried two different advisory formats. The first format was having student sign up for a class of choice when they complete their work. However, we found this to not support the highest level of work completion from students, so we restructured, The new plan is for students who finish their work to put their name on a list and at the end of the week, teachers randomly choose names to sign up, so all student get a fair chance at getting a class they want and they are held to the high</p>	<p>refined. This includes modification of cafe/seminar and advisory. Middle school teachers meet on a regular basis to discuss and make adjustments as necessary.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				standard of work completion.			
2.4	<p><b>Professional Development</b>  2024-25 Educators deserve to be supported in a variety of ways and deserve to continually grow, learn, develop their practice, set goals and receive training. All students deserve teachers who are well trained and equipped to manage the complex dynamics of classroom learning. Training and professional development will be provided to equip our staff and teachers with proactive techniques and methods rather than reactive interventions. We will utilize collaboration time and staff meetings to provide mentoring and share best practices. We will seek and provide professional development as needs arise. The associated costs for this action might include, stipends, curriculum, specialists/trainers, and conferences.</p> <p>2025-26 Training will take place prior to the start of the school year, on Mondays throughout the school year and will include proactive and intentional intervention strategies and supports. Teachers will be observed and given feedback throughout the year, new teachers will receive planning, curriculum expectations and school philosophy prior to the start of the year.</p>	Yes		<p>92% of teachers are trained in Responsive classroom and Positive discipline before the beginning of the school year.</p> <p>All of our 1st, 2nd, 3rd, 4th and fifth grade teachers were trained in a Beast Academy professional development before the year started and then were given more support on implementation 2 times throughout the year through Beast Academy professionals.</p> <p>100% of teachers are trained in positive discipline</p>	<p>All of the professional development provided during the school year has included an academic component. The special education staff analyzed testing data for students with IEPs to identify strengths in our program. All EAs were given an orientation before the school year started training them on their responsibilities and roles for the year. They also take part in weekly meetings where we do professional development to improve their skills.</p>	\$57,800.00	\$2150000

### Goal 3

#### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Students and teachers with access to standards-based instructional materials. Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	100% of students and teachers have access to instructional materials that support high academic instruction 5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	100% of students and teachers have access to quality standards aligned resources in all subject areas.
3.2	All students will access field trips that are meaningfully connected to learning, guest experts and quality enrichment classes	Average number of field trips and guest speakers per grade level are 12 in the 2023-2024 school year	Each class achieved the goal of 6 field trips and 1 expert per project. 100% of students accessed enrichment classes weekly.	In the 2025- 2026 school year, An average number of field trips mid year = 4-5 per class. 100% of classes obtained 1 expert guest speaker per project. 100% of students accessed enrichment classes weekly.	In the 2025- 2026 school year, An average number of field trips mid year = 4-5 per class. 100% of classes obtained 1 expert guest speaker per project. 100% of students accessed enrichment classes weekly.	Minimum number of field trips tied to academics are 6 per year per class and 1 expert per project. 100% of students access 2 enrichment classes weekly.
3.3	Percentage of facilities that are in “good repair”	100% of facilities are in good repair	100% of facilities are in good repair	100% of facilities are in good repair	100% of facilities are in good repair	100% if facilities are in good repair.
3.4	Social Emotional Support and Curriculum	Accumulated activities for SEL lessons	We added Fly Five as a resource for our SEL activities. A teacher website was created for easy access to resources.	We continue to utilize Fly Five as a resource for our SEL activities and the teacher website for easy access to resources in the 2025- 2026 school year.	We continue to utilize Fly Five as a resource for our SEL activities and the teacher website for easy access to resources in the 2025- 2026 school year.	An organized library of activities with a set timeline for implementation throughout the year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.5	Teacher Retention Rate	78% of credentialed staff are staying at IA following the 2023-24 school year.	75% of credentialed staff are staying at IA following the 2024-2025 school year.	By May 2026, teachers will have information about the 2026-2027 school year to make their decision.	By May 2026, teachers will have information about the 2026-2027 school year to make their decision.	85% of credentialed staff stay for the following year.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>High Quality Curriculum Resources</b> 2024-25 Teachers will have access to at least 2 high quality, standards based resources for each subject area from which to create their own curriculum and projects for class. These will continue to build and develop our project library that will incorporate rigorous standards based resources and activities so that there are ultimately four projects per grade level as options for future teachers. We will continue to extend our implementation of the Beast Academy curriculum to our K-5 classrooms over the next few years. We expect that by the year 2027, all classrooms (K-5) will be using the Beast Academy curriculum, and online support software. Beast Academy staff will train, collaborate and offer feedback to teachers as they apply this program to their every day classrooms. The associated costs for this action might include paying staff to participate in extra trainings, the possible purchase of curriculum and resources and any materials needed for Beast Academy.</p> <p>2025-26 Teachers will continue to have access to 2 high quality, standards based resources for each subject they teach and create their instructional delivery with those resources in mind. We will continue to build our project library. Beast Academy implementation will extend to 5th grade (so 1st-5th will be utilizing that math program). We will sort through the resources and designate the most effective and help teachers understand best practices with those resources.</p>	No	Fully Implemented	<p>Beast Academy online replaced STMath for our 1st-5th grades in order to stay balanced with screen time and encourage student group discussion and concept exploration.</p> <p>Beast Academy has come to observe and provide teachers feedback on implementation of the curriculum in the classroom 3-4 times in the first semester.</p> <p>Teachers select software for their students based on need not on requirements placed on them.</p>	<p>IA teachers have continued to decrease the amount of screen time for our students in light of the increasing use of technology of our students outside of school hours. Teachers discussed and selected software to be used in their classrooms based on the grade level and academic needs of their students. Programs we have found valuable are STMath, Quill, Mystery Science, Google Classroom and Reading Eggs. Innovations Academy does not expect teachers to supply their own classrooms. This includes materials for projects and science materials. There is an exclusive email to which teachers can send materials requests.</p>	\$21,500.00	\$16462.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>Our classrooms all have access to a software application that allows them to lock down student chromebooks for specific website access.</p> <p>We have alert filters to inform staff of questionable student searches.</p> <p>100% of teachers and students have required materials for instruction in core subjects.</p> <p>100% of curriculum choices made by administration receive staff input prior to selection.</p> <p>No teachers have been denied access to any materials requests this year. On average, requests are</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				filled within a week.			
3.2	<p><b>Students will access field trips, guest experts and quality enrichment classes</b>            2024-25 Interactive inquiry and projects involve extending learning outside the classroom. All students will have access to field trips that support their learning. Experts in various fields of study will be included in all projects. Our students will access enrichment classes each week. The costs to implement this action might include fees associated with experts, costs for bus maintenance and use, costs of entrance to venues, materials and supplies for enrichment classes and salaries of enrichment teachers.            2025-26 Teachers will intentionally plan field trips to contribute academically to student learning. Classroom teachers will connect each of their projects to a guest expert or organization. We will continue to implement field trips as part of our curriculum. Enrichment will continue to be provided to all students that includes, at a minimum, both art and science.</p>	Yes	Fully Implemented	Every class has gone on at least 3 field trips so far this year and had had at least 1 guest speaker attend their class to share real world expertise.	Innovations Academy does not expect teachers to supply their own classrooms. This includes materials for projects and science materials. There is an exclusive email to which teachers can send materials requests. Field trip locations for the current school year align closely with project topics.	\$54,000.00	\$57749.64
3.3	<p><b>Facility Costs</b>            2024-25 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair, as well as upgrades.            2025-26 We will continue to use our funds to repair and maintain our quality facility. We will look into solar options and window change options to gather information about the possibility of lowering facility costs.</p>	No	Fully Implemented	The Innovations Academy facility is well maintained with regular maintenance and upkeep.	Repair calls are made within 48 hours. The playground has two compliant play structures in place. New fencing has been added to protect plants on our nature based playground. New plants have been added to our playground.	\$363,000.00	\$197629.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p><b>Social and Emotional Curriculum</b> 2024-25 Innovations Academy began implementation of our own internally developed SEL program in 2008. It is time to reorganize resources and streamline our SEL program. We will select activities that meet specific SEL objectives and create a timeline for the school year. The associated cost for this action might include staff time, resources and curriculum.</p> <p>2025-26 We will continue to assess our current curriculum and streamline access for teachers which we expect will improve implementation. We will add new resources as needed. We will take the social emotional skills to our playground, facility and lunch court as we improve personal responsibility among our students. We will seek improved ways to measure and track social emotional curriculum success and challenge.</p>	No	Fully Implemented	By the start of the second semester, all teachers were given training on class problem solving meetings and are implementing a minimum of one per week. Our school counselor has implemented a school wide super hero based SEL skill teaching program K-8.	Administration is stressing the implementation of SEL teaching embedded in lessons throughout the day. Our playground has a behavior observer 2x per week. Our students are washing their own tables after lunch daily.		\$6933.83
3.5	<p><b>Teacher Salaries and Benefits</b> 2024-25 We will continue to use our funds to offer competitive salaries in order to attract and retain qualified teachers. We will look at our benefit options each year to make sure they are competitive and address teachers' needs. The associated costs with this will include teacher salaries and costs associated with benefits.</p> <p>2025-26 We will continue this action as originally stated including all staff salaries. We will also explore how to maintain teacher quality while structuring salary increases in a way that is sustainable for the school.</p>	No	Partially Implemented	100% of our salaried staff have access to dental, vision and medical benefits 100% paid for by the school  100% of our salaried staff dependents are offered full benefits at 90%	A new salary scale will be presented to the board that has a cap for teachers.	\$2,518,000.00	\$59687.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				100% of our married salaried staff spouses are offered full benefits at 50%			

## Goal 4

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Percentage of parents who open ParentSquare communications regarding absences.	100% of parents are contactable via ParentSquareO	99.5% of parents were contactable.	99.3% of our parents were contactable in January 2026	P-1 ADA 23-24 is 96.5%	100% of parents are contactable.
4.2	Percentage of students attending 96% of school days	84.8% of students attended 96% or more of school days in 2023-24	Our P-2 ADA for 24-25 had increased from 94.6% in the previous year to 95.1% for 24-25	Our P-1 ADA is 98.1%	72% of staff attended 96% or more school days.	95% of students attend 96% of school days.
4.3	Percentage of students who are chronically absent (defined as missing 10%)	11.7% of students were considered chronically absent during the 2022-2023 school year - will update final percentages of the 2023-24 school year once the year has ended. 2023-24 = 13%)	13% of students were considered chronically absent in the 23-24 school year. We will update this number for 24-25 at the close of the year.	Our chronic absence rate for first semester is 6%	Our chronic absence rate for first semester is 6%	5% of students considered chronically absent
4.4	Number of students attending make up time per week	new action and metric, no baseline chronic absenteeism at 13% at the end of 23-24 school year.	On average 15% of students (68) were assigned to do Monday make up work.	Between 12%-20% of students are assigned make up work time on Mondays.	Between 12%-20% of students are assigned make up work time on Mondays.	Data will show a decrease in students assigned to make up work overtime as absenteeism as chronic absenteeism goes from 11%- 5%
4.5	Percentage of staff attending 96% of school days	63% of staff attended 96% or more school days in 2023-24	87.5% of teachers attended 96% or more of school days.	88.8% of teachers attended 96% or more of school days.	84% of teachers attended 96% or more of school days.	75% of staff attend 96% or more school days

# Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p><b>Whole School Absence Communication</b> 2024-25 We will be sharing absence data weekly with families so they can stay informed about the trends we are seeing in regards to absences. This will include weekly communication through Parent Square as well as using a sign visible in the drop off and pick up line to share percentages of students attending school each day. Teachers will share information about absence percentages in their weekly communication to families. The associated costs with this might include ParentSquare, and any costs associated with the upkeep of the sign board.</p> <p>2025-26 We will set up a software to help us manage school absence awareness. We will place access to independent study contracts and the impact of absences online, easily accessible to parents. We will communicate via Sunday whole school messages about the absence levels as well as inform parents weekly about number of absences during the week.</p>	No	Partially Implemented	Use of IS contracts has increased this year due to an adjustment of our Monday elective protocol. Students may attend if they are absent and complete independent study contract. The IS contract is available on our website with all of the information parents need to use it. Parents are reminded in the messages about attendance.	We followed a parent suggestion to post the attendance out front for the previous day. We have supported parents with carpools when they are struggling with transportation	\$73,000.00	\$5331.89
4.2	<p><b>Absence Follow Up</b> 2024-25 We will create a communication and follow up protocol for any student that is absent each week, as well as students who fall within the threshold of being chronically absent at any point in the year. Each week, we will call families of absent students who neglect to notify the school. Once a student crosses the threshold of chronic absenteeism, the director will call to emphasize the importance of attendance. Once that phone call has been made, we will monitor their attendance. We will</p>	No	Partially Implemented	<p>A daily contact is made for absent students who don't call in independently.</p> <p>We have Make ups for work missed from absences</p>		\$8,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>hold quarterly mandatory meetings for all families of chronically absent students to attend. The associated cost with this action item might include staff salaries who are helping with communication and meetings as well as possible software for monitoring attendance.</p> <p>2025-26 We will continue to modify and improve our communication with individual families about absences. We will continue to institute a required make up time on Monday for students who are absent to complete missed work.</p>			consistently every Monday.			
4.3	<p><b>Absent Student Support</b></p> <p>2024-25 We will closely monitor student absences weekly and provide mandatory make up work and a time during the school day when the work will be completed. We will select specific times for make up work such as Monday electives, end of the day and other flexible schedule times for students with recent absences. The associated costs with this action item might include educational software such as ST Math, Reading Eggs, Reflex Math, etc.</p> <p>2025-26 Teachers will provide a mandatory make up time on Mondays for students who were absent and missed work. Teachers will post work in a way that is accessible to parents for completion of make up work at home.</p>	No	Partially Implemented	<p>The importance of attendance has been mentioned in parent messages from the director on 8/24/25, 8/31/25, 9/7/25, 9/14/25, 10/27/25 and 1/12/26</p> <p>Mandatory make up work was given to students with absences the previous week during Monday electives on 100% of Mondays.</p>		\$6,700.00	\$7084.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	<p><b>Teacher/ Staff Attendance</b>            2024-25 We will alter our calendar adding one extra vacation week and days in front of winter break to allot for staff travel as requested by teachers. Our goal is for teachers to focus their days off on regularly scheduled breaks. Additionally we will shorten August professional development to lengthen summer break based on teacher input. We will also include more opportunities through out the year to appreciate staff with coffee, treats, and activities. We will be using one staff meeting a month to create team building activities for staff. The associated costs with this action item might include food, drinks, supplies and other materials.            2025-26 We will continue with our calendar changes from last year. We will continue to find ways to celebrate our teachers. We will track attendance and share the costs to our school of teacher absences. We will continue to educate our teachers about the paid time off included in the vacations during the school year.</p>	No	Ongoing Implementation	<p>84% of teachers have attended school 96% of school days this year.</p> <p>Teachers have been provided 5 celebrations on school days during the year involving food.</p> <p>Teacher connection activities have taken place through secret pals, Fantasy Football and a book club.</p> <p>Team building activities have happened at our whole staff meetings. Teachers are given collaborations time weekly during Monday Electives.</p>	Administration makes an engaged effort to communicate with teachers about the impact of taking absences for non essential reasons and their value to their students.	\$18,000.00	

## Goal 5

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Weekly director communications and weekly teacher communications with parent education, financial information and school event information	In the 2023-24 school year 42 director messages were sent. 50% contained parent education, 100% contained school information and 0% contained financial information	In the 24-25 school year, 44 messages will go out. 75% contained parent education, 100% contained school information and 1co message contained financial information.	100% of weekly Sunday messages from the school between August and December contained some form of parent education and school event information.	100% of weekly Sunday messages from the school between August and December contained some form of parent education and school event information.	One message per week of school, 75% contain education, 100% contain school information and 3 messages contain financial updates
5.2	Number of school trainings for parents on academic and social emotional initiatives	A parent education seminar was included as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum and open to 100% of IA families. Babysitting was free. 2 sets of 10 sessions each were offered free of charge for parents to participate in the S.P.A.C.E. program during the 23-24 school year. One Positive Discipline seminar was offered.	Two parent advisory meetings were held that were tagged onto the Parent Connection Meetings. One invite for Parent Advisory was sent with 16 responses. Those 16 people gave meaningful responses to questions about school needs. Positive Discipline class (11/19/24) aligned with our school practices was offered one time during the school year.	No distinct parent trainings have happened but information about literacy in the home has been in every parent message for 16 weeks. Literacy books were provided to 100% of families along with an instructional calendar and incentives for reading and discussing with their children. A free book give away bookcase has become a permanent fixture in the entrance hall to the school. Games and puzzles are available to all families to borrow for free.	No distinct parent trainings have happened but information about literacy in the home has been in every parent message for 16 weeks. Literacy books were provided to 100% of families along with an instructional calendar and incentives for reading and discussing with their children. A free book give away bookcase has become a permanent fixture in the entrance hall to the school. Games and puzzles are available to all families to borrow for free.	An annual combined parent advisory, LCAP and parent education seminar will be held. One parent education opportunity will be offered regarding parenting.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				A parent library is housed near the front desk with education books for parents.	A parent library is housed near the front desk with education books for parents.	
5.3	Parent Connection meetings	5 Parent Connections meetings are scheduled for this school year remotely. 5 meetings are scheduled this year in person. They take place every other month.	Seven Parent Connection meetings were held this year. 100% had remote options. Parents had a minimum of 10 opportunities to volunteer.	Parent Connection Meetings have taken place monthly. A new Parent Connection organizer was identified and has begun networking with parents and businesses.	Parent Connection Meetings have taken place monthly. A new Parent Connection organizer was identified and has begun networking with parents and businesses.	A minimum of five Parent Connection meetings will be held yearly. Parents will be given at least three opportunities to volunteer.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<b>Parent Communication</b> 2024-25 The director's weekly messages through our school platform (ParentSquare) will be organized in a predictable and consistent format. Messages will include quarterly updates on LCAP including spending and additionally provide information on fundraising events. This communication will also highlight any important school wide events and upcoming deadlines pertinent to families plus provide parent education on how to support their child at home. Teachers will also share a weekly communication update similarly with a predictable format and timing that includes information on deadlines, family events, classroom subject matter being covered and recommendations for how families can support their student. The associated costs with this action will include the ParentSquare fee for subscribing as all family communication takes place through parent square.	No	Partially Implemented	Spending information has not been sent to parents with the exception of this midyear LCAP report.  All parents/guardians were invited to an Open House prior to the commencement of the school year. All parents were invited to attend a Student Led Conference (9/29/25-	The weekly school message provides reminders for multiple weeks about events.  The December Exhibition included tours given by students, art and science displays, performances by many classes/grade levels.	\$13,000.00	\$2171.97

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>2025-26 Continue with the actions from the previous year. Include a regular item about LCAP and attendance. Help families integrate to our new software that helps streamline communication and workflow. Teachers will continue to follow a specific template for sharing information about weekly about the learning in their classroom including actions parents can take to support their child academically.</p>			<p>10/1/25) with their child pertaining to academic progress.</p> <p>All parents/guardians were invited to an Exhibition of student work on 12/11/25.</p> <p>A student theater performance took place on 12/5/25</p> <p>We held an October Carnival on 10/24/25.</p>			
5.2	<p><b>Parent Engagement through Education</b>            2024-25 Two Exhibition Nights will be held which will coincide with student portfolio work reviews, one at the end of first semester and the other just before spring break. Parent education in the form of how to review portfolio work will be provided. Parents will have access to student portfolios throughout the year. We will also utilize Open House as a time for parents to both view classrooms and participate in educational opportunities. For additional parent education, we will offer S.P.A.C.E. training for parents of anxious children and 2 Positive Discipline classes. The associated costs for this might include salaries for staff to help with babysitting, leading topics, as well as purchasing food and drinks for the events.            2025-26 We will provide parent education on support to improve numeracy, literacy, read</p>	No	Partially Implemented	<p>Spending information has not been sent to parents with the exception of this midyear LCAP. An early LCAP survey was sent to all families on 1/28 and 2/4.</p> <p>A Literacy Campaign was launched at the start of the year and maintained throughout the first semester.</p>	<p>A second Exhibition is scheduled for March.</p> <p>Parent support has been provided for our literacy campaign which includes information, a pacing calendar, questions to ask their child(ren) and the whole school book provided to all families.</p>	\$9,000.00	\$2506.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	report cards, the school protocols for completing make up work and Positive Discipline.			<p>A parent education workshop about Positive Discipline is offered from February through March 2026.</p> <p>All parents/guardians were invited to an Open House prior to the commencement of the school year.</p> <p>All parents were invited to attend a Student Led Conference (10/2-10/4) with their child pertaining to academic progress.</p>			
5.3	<p><b>Parent Connection</b> 2024-25 IA staff will work closely with the Parent Connection (our parent organization) throughout the year to consistently increase parent participation. We will work with the Parent Connection to create a school calendar with events that serve our family population. Meeting times and agenda will be shared with all families ahead of time while also including other ways for families to get involved other than going to a meeting.</p>	No	Ongoing Implementation	<p>The IA Parent Connection lost the leader.</p> <p>The meetings are held once a month on Fridays and information about the meetings is sent out in every Sunday whole</p>	<p>We consistently struggle with parent volunteers for leadership of the Parent Connection.</p> <p>In order to continue without that support, we have established activities that repeat each year for many of our events. We will continue to establish</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>school message.</p> <p>Families are invited to volunteer in classrooms, around school, on the playground and for field trips.</p>	<p>ongoing repeated annual events.</p>		

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$4,905,792	
LCFF Supplemental/Concentration Grants	\$381,278	