LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: International School of Monterey
CDS Code: 27660926118962
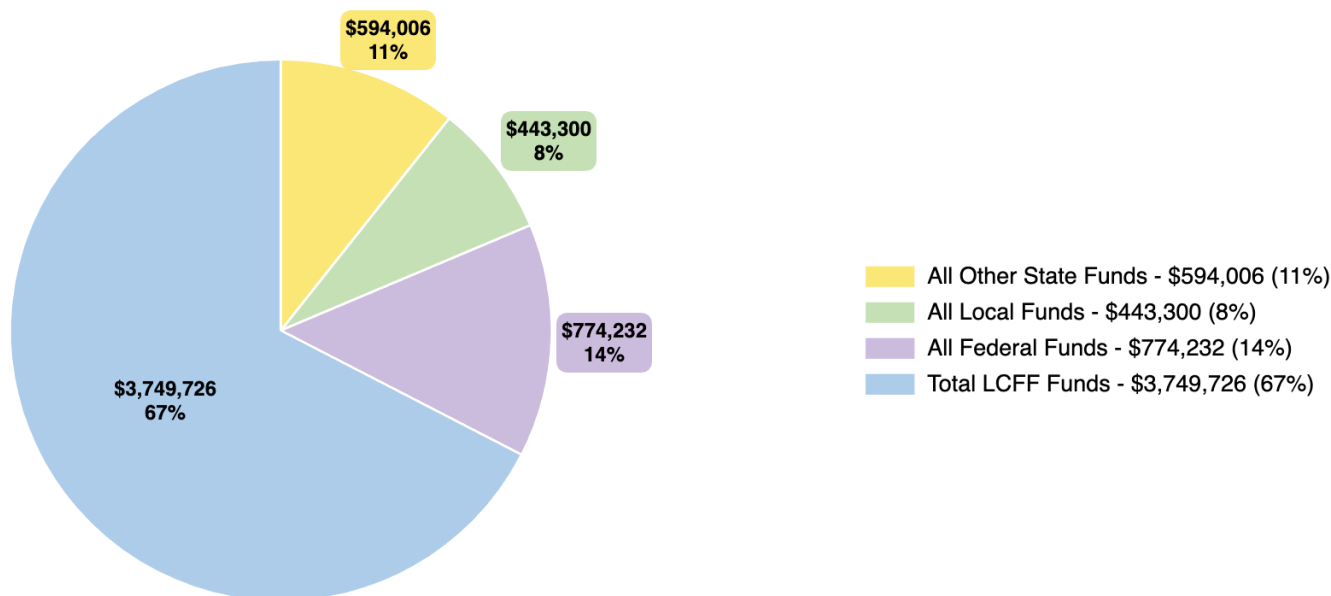School Year: 2021-22
LEA Contact Information: Sean Madden |
director@ismonterey.org | 831-241-2193

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source

- All Other State Funds - $594,006 (11%)
- All Local Funds - $443,300 (8%)
- All Federal Funds - $774,232 (14%)
- Total LCFF Funds - $3,749,726 (67%)

Source	Funds	Percentage
All Other State Funds	$594,006	11%
All Local Funds	$443,300	8%
All Federal Funds	$774,232	14%
Total LCFF Funds	$3,749,726	67%

Breakdown of Total LCFF Funds

$228,658
4%

$3,521,068
63%

■ LCFF S/C Grants - $228,658 (4%)
■ All Other LCFF Funds - $3,521,068 (63%)
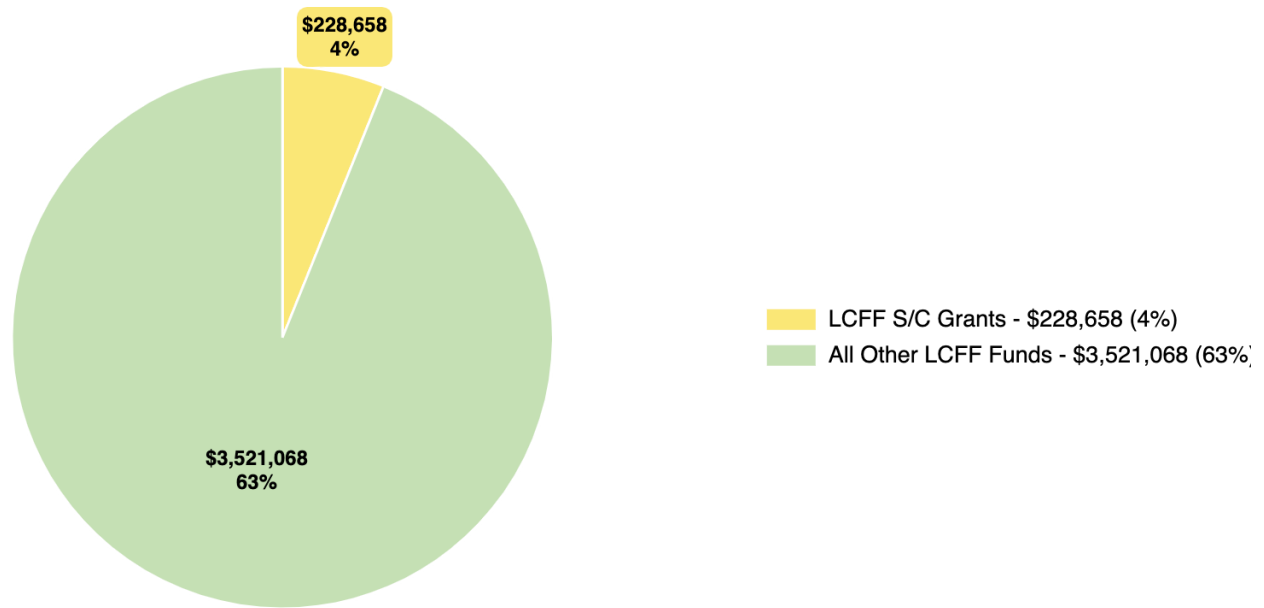
Source	Funds	Percentage
LCFF S/C Grants	$228,658	4%
All Other LCFF Funds	$3,521,068	63%

These charts show the total general purpose revenue International School of Monterey expects to
receive in the coming year from all sources.

The total revenue projected for International School of Monterey is
$5,561,264, of which
$3,749,726 is Local Control Funding Formula
(LCFF), $594,006 is other state funds,
$443,300 is local funds, and
$774,232 is federal funds. Of the
$3,749,726 in LCFF
Funds, $228,658 is generated based on the
enrollment of high needs students (foster youth, English learner,
and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$5,358,012

Total Budgeted
General Fund Expenditures
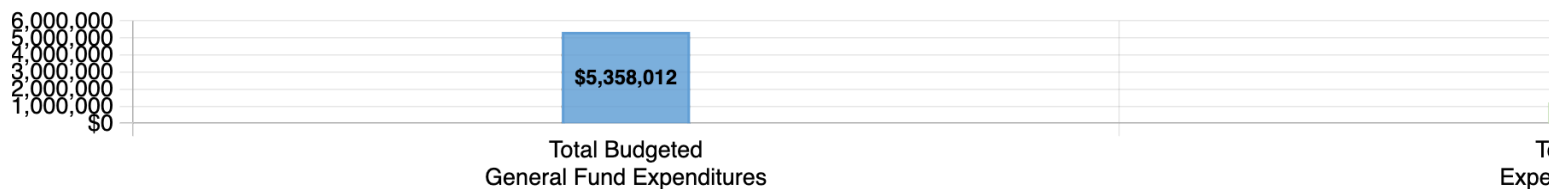
This chart provides a quick summary of how much International School of Monterey plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

International School of Monterey plans to spend
$5,358,012 for the 2021-22
school year. Of that amount, $1,214,823 is tied
to
actions/services in the LCAP and $4,143,189
is not included in the LCAP.
The budgeted expenditures that are not included in the LCAP will be used for the following:

Funding of ongoing operations and services not tied directly to the eight ISM Actions in the LCAP

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, International School of Monterey is projecting it will receive
$228,658 based on the enrollment of foster youth,
English learner, and low-income students. International School of Monterey must describe how it intends to increase or improve
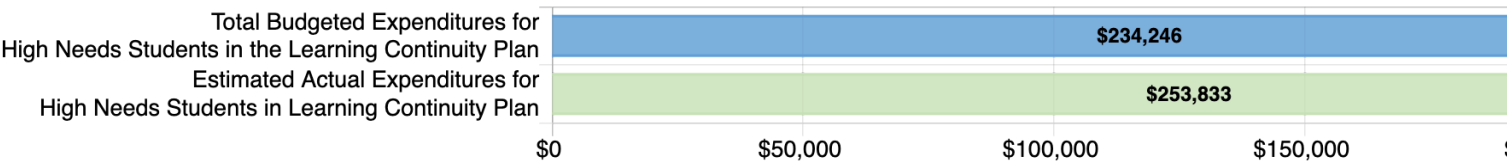services for high needs students in the LCAP. International School of Monterey plans to spend
$297,369
towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$234,246
Estimated Actual Expenditures for High Needs Students in Learning Continuity Plan	$253,833

$0 $50,000 $100,000 $150,000

*This chart compares what International School of Monterey budgeted last year in the
Learning Continuity Plan for actions and
services that contribute to increasing or improving services for high needs students with what
International School of Monterey
estimates it has spent on actions and services that contribute to increasing or improving services for high
needs students in the current year.*

In 2020-21, International School of Monterey's Learning Continuity Plan budgeted
$234,246 for planned actions to
increase or
improve services for high needs students. International School of Monterey actually spent
$253,833 for actions to
increase or
improve services for high needs students in 2020-21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
International School of Monterey	Sean Madden Director	director@ismonterey.org 831-241-2193

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Comprehensive, International Educational Program
ISM recognizes the need for and commits to delivering a comprehensive, international educational program—characterized by highly effective teaching and learning—that produces students who are conscientious, compassionate, and responsible citizens of the world; who are confident, free-thinking, motivated, multilingual, and ethical individuals; and who see multiple perspectives and have lifelong learning habits

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4 5
7
8

Local Priorities: M P S

Annual Measurable Outcomes

Expected	Actual
Outcome: ISM achieves and maintains external validation. Metric: Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ Target: Ongoing approval	Ongoing approval
Outcome: ISM fosters internationalism throughout the curriculum. Metric: Number of learning outcomes addressing internationalism or its elements ~ Target: 1 or more per unit	1 or more per unit
Outcome: ISM integrates the IB Learner Profile into the curriculum. Metric 1: Units addressing International Baccalaureate Learner Profile traits ~ Target 1: All Metric 2: Average self-rating for each Learner Profile trait on annual eighth-grade end-of-year student survey ~ Target 2: 4.0 on a 5-point scale	1: All 2: 4.0+ on 6 of 10 traits; 3.6+ on 10 of 10 traits
Outcome: The ISM curriculum incorporates current or future state standards. Metric 1: Applicable California state standards included in each subject during annual review of documented curriculum ~ Target 1: All Metric 2: Percentage of students performing at/near standard or above on annual California Assessment of Student Performance and Progress (CAASPP) ~ Target 2: 75% Metric 3: Percentage of 8th graders expressing strong to very strong motivation to attend college ~ Target 3: 90%	1: All 2: N/A CAASPP not administered due to the pandemic 3: 87.23%
Outcome: The ISM educational program includes regular, quality instruction in the arts, English language arts, math, physical education, science, second/foreign language, and social studies, with the IB Learner Profile, design thinking, and technology instruction integrated across all subjects and grades. Metric: Scheduled annual minutes of instruction ~ Target: 7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health	During pre-pandemic normal scheduling: 7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health During distance learning synchronous and asynchronous scheduling: 3,900+ for language arts, social studies, math, and science; 2,950+ for second language; 1,500+ for visual and performing arts, design, and PE/Health

Expected	Actual
Outcome: The ISM curriculum works cohesively both within and across grade levels. Metric 1: Percentage of students showing at least one grade level of progress each academic year as evidenced by maintaining at least the same performance level on state assessments year-over-year ~ Target 1: 70% Metric 2: School and significant subgroup placement on the California School Dashboard ~ Target 2: ELA and math ratings of green or better schoolwide and yellow or better for all significant subgroups on the five-color scale	1: 2: N/A CAASPP not administered due to the pandemic 2: 2: N/A CAASPP not administered due to the pandemic
Outcome: ISM achieves best practices through inquiry-driven instruction and focus on understanding. Metric: Percentage of units incorporating student inquiry activities and addressing student understanding in an annual administrative audit ~ Target: 100%	100%
Outcome: Teachers differentiate instruction to meet the individual needs of students. Metric 1: Percentage of units specifying strategies/activities for differentiation, including those for English Learners, in an annual administrative audit ~ Target 1: 100% Metric 2: Percentage of English Learners who advance one or more proficiency levels year-over-year on California language testing ~ Target 2: 60%	1: 100% 2: 2: N/A ELPA not administered due to the pandemic
Outcome: ISM articulates and effectively implements a comprehensive assessment policy. Metric 1: Approved policy and essential agreements ~ Target: Ongoing Metric 2: Performance on diverse school-designed, curriculum-aligned assessments relative to articulated criteria, standards, and target outcomes ~ Target 2: Varies by assessment	1: Ongoing 2: Varies by assessment
Outcome: The educational program includes cocurricular and extracurricular activities that fit with the school's identity. Metric 1: Number of fieldtrips and campus events ~ Target 1: 2 fieldtrips/events per class per term Metric 2: Number of middle-years sports offerings ~ Target: 5 sports for boys and 5 for girls	1: 2 fieldtrips/events per class per term pre-pandemic; 0 fieldtrips/events during distance learning 2: 5 sports for boys and 5 for girls pre-pandemic; 0 sports for boys and 0 for girls during pandemic

Expected	Actual
Outcome: Students actively and happily engage in learning. Metric 1: Average daily attendance rate ~ Target 1: 95% Metric 2: Percentage of students chronically (10%+) absent ~ Target 2: less than 3% Metric 3: Percentage of middle years students dropping out ~ Target 3: 0%	1: 96.40% pre-pandemic; not measured during distance learning 1: 1.42% pre-pandemic; not measured during distance learning 1: 0% pre-pandemic and during distance learning

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	$1,623,235	$1,525,622
International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	$98,399	$101,059
Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	$213,000	$212,500
Student services (assistant principal, student support teams, Section 504 services, ELPAC and Smarter Balanced assessment oversight)	$89,783	$90,209
Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	$5,000	$6,313
Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	$62,637	$63,256
Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	$39,913	$40,105
PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	$94,628	$95,538
Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	$86,277	$87,104
Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	$86,277	$87,104
Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	$256,069	$258,549

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Middle years athletics (coaching stipends, materials, and league and officials fees)	$19,377	$11,780
Student fieldtrips (off-campus fieldtrips and on-campus special events for students)	$28,224	$23,123
Student projects and competitions (regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)	$2,500	$3,270
Literacy support (instructional aides, materials, and training to support ELA and Spanish instruction, EL and RFEP student supports, and academic and behavioral interventions, targeting the differentiated needs of unduplicated students and students in general)	$74,721	$59,700
School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	$58,672	$38,057
After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	$100,737	$77,272

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, so funds were not redirected. Due to the pandemic, campus-based actions/services were cancelled or greatly diminished after March 13, 2020. In most cases, the decrease in expenditures was paralleled by reduced revenues. This was true for after-school care, student lunches, and fieldtrips and campus events.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

From the start of the year through school closure due to the pandemic, ISM successfully maintained its provision of a Comprehensive, International Educational Program characterized by highly effective teaching and learning, continuing to prepare students who are conscientious, compassionate, and responsible citizens of the world; who are confident, free-thinking, motivated, multilingual, and ethical individuals; and who see multiple perspectives and have lifelong learning habits.

Everything changed March 13. Due to the limitations of the distance learning teaching model, as well as the need for ISM instructors and students to scale up to achieve effective teaching and learning exchange, the

educational program had to be simplified to address just core standards. ISM quickly produced plans and guides to achieve as much effectiveness as possible given the significance of the change. In the end, teachers and students became effective and successfully continued to achieve the goal despite the circumstances.

Goal 2

Efficient Development and Management of Resources
ISM recognizes the need for and commits to achieving efficient development and management of its fiscal, physical, and human resources.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
4 5
6

Local Priorities: M P

Annual Measurable Outcomes

Expected	Actual
Outcome 2.0. ISM achieves and maintains external validation. Metric: Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ Target: Ongoing approval	Ongoing approval
Outcome 2.1. ISM is financially solvent and follows a sustainable budget model. Metric 1: Annual net change in fund balance over any two-year period ~ Target 1: Positive number Metric 2: Cash reserve ~ Target 2: Defensive interval (assets/average expenses) > 3 months	1: Negative number of -$13,402 for 2018-2019 and 2019-2020 2: 3.58 months on June 30, 2020

Expected	Actual
Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, corporate sponsorships, earned revenues, and direct donations. Metric: Percentage of fundraising areas with articulated guidelines and strategies ~ Target: 100%	90% corporate sponsorships and major gifts plans in process but not complete
Outcome 2.3. ISM has the instructional books, materials, supplies, information resources, and technologies necessary to achieve adopted curriculum goals. Metric: Percentage of items considered critical present in inventory ~ Target: 100%	100%
Outcome 2.4. ISM has appropriate facilities for teaching and learning, and school management. Metric 1: Number of academic programs, student activities, employee activities, and administrative operations lacking functional space comprising sufficient square footage ~ Target 1: 0 Metric 2: Number of functional spaces presenting safety or health concerns that have existed more than a month without appropriate steps taken to remedy the issue ~ Target 2: 0	1: 1 math and design classroom undersized 2: 0
Outcome 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals. Metric 1: Percentage of employees with an overall rating of Achieves or Exceeds Expectations or the equivalent ~ Target 1: 90% Metric 2: Percentage of employees with an overall rating below Achieves Expectations in three consecutive years ~ Target 2: 0% Metric 3: Percentage of teachers assigned to grade levels or subjects falling outside their academic preparation and credentialing (i.e. misassigned) ~ Target 3: 0%	1: 100% 2: 0% 3: 0% under current 5-year grandfathering of continuing charter school staff
Outcome 2.6. ISM facilitates ongoing evaluations relative to articulated job descriptions. Metric: Percentage of employees with a performance review on file by June 30 ~ Target: 100%	50% due to administrative decision to alternate years for evaluations

Expected	Actual
Outcome 2.7. ISM augments its resources by collaborating with community partners. Metric: Number of ongoing partnerships ~ Target: 10	More than 10
Outcome 2.8. ISM teachers receive the planning and professional development opportunities necessary to deliver the IB Primary Years Programme and Middle Years Programme. Metric 1: Total weekly planning minutes per teacher ~ Target 1: 400+ Metric 2: Early-release day for professional development ~ Target: Weekly	1: 400+ 2: Weekly on Wednesdays
Outcome 2.9. ISM leverages its fiscal, physical, and human resources to achieve a positive and productive school climate, culture, and community. Metric 1: Percentage of students suspended one or more times, or expelled ~ Target 1: <5% / 0% Metric 2: Average rating on each question related to school climate, culture, and community on the annual student, parent/guardian, and staff surveys ~ Target 2: 3.5 on a 5-point scale	1: <5% suspended and 0% expelled 2: Not assessed due to change in end-of-year survey to align with Core Collaborative

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	$3,600	$4,545
School safety (staffing to ensure student safety and campus security)	$67,587	$108,834
Library materials (library collection expansion through book fair fundraising)	$2,383	$1,458
Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)	Unknown MPUSD expenditures	Unknown MPUSD expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, so funds were not redirected. COVID-19 relief funding allowed the school to spend significantly more than projected for school safety and teacher supplies, both needed to address the impacts of the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

From the start of the year through school closure due to the pandemic, ISM successfully maintained its Efficient Development and Management of Resources, including fiscal, physical, and human resources.

Everything changed March 13. Fiscal resource management became far more challenging due to the uncertainty of revenues, particularly gift and grant support from families, foundations, and philanthropic individuals. State revenue also became unpredictable, with worst-case scenarios indicating the school's survival might be at risk. While significant federal CAREA Act relief funds were approved, distribution based on Title I participation, something ISM had never done, made it uncertain if ISM would share in the benefits.

Physical resources suddenly became far less important, as distance learning removed 95 percent of the school operations from the campus. Though some new physical requirements arose for maintenance and safety, other than the four staff members working on campus each day, no one was focusing on those needs yet.

Human resources became most important, as both learning and operating relied heavily on the strength and spirit of the ISM workforce. Thanks largely to the stewardship of its human resources, ISM retained 96% of its staff throughout the second half of 2019-2020 and into 2020-2021.

Goal 3

Clear Governance and Operations Structures
ISM recognizes the need for and commits to clear and effective governance and efficient operations structures.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3
5
6

Local Priorities: M P

Annual Measurable Outcomes

Expected	Actual
Outcome 3.0. ISM achieves and maintains external validation. Metric: Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ Target: Ongoing approval	Ongoing approval
Outcome 3.1. ISM reviews and maintains practical, usable policies and procedures that comply with the California Education Code and other applicable requirements, including those for: • The Board of Trustees • Charter development, renewal, and monitoring • Student and staff conduct and discipline • Safety and crisis management • Strategic planning • Student support services Metric: Number of required policies approved and published within three months of identification of the requirement ~ Target: 100%	100%
Outcome 3.2. ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command. Metric: Percentage of positions listed on the organization chart with current job specifications ~ Target: 100%	92%
Outcome 3.3. ISM has efficient and compliant data management processes. Metric: Annual instances of non-compliance with data reporting requirements and deadlines ~ Target: 0	0

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Basic operations (all school expenses not included in core academics or other specific programs)	$1,133,583	$1,309,058

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, so funds were not redirected. Due to the pandemic, many campus-based actions/services were conducted and managed from employee homes after March 13, 2020. Due to the increased demands on staff time and energy as the school moved all teaching and learning as well

as most operations elements to the virtual space, which shifted the focus of many staff members from their regular duties to new roles supporting distance learning. As such, the funds behind their positions were redirected to support students and families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

From the start of the year through school closure due to the pandemic, ISM successfully maintained practical, usable policies and procedures that complied with the California Education Code and other applicable requirements as planned. Most notably, ISM had launched its charter renewal efforts in anticipation of completing most of that work by the end of the 2019-2020 school year; however, the increased administrative demands of planning and acting during the pandemic made the timeline much more challenging. In the end, the charter petition was submitted in October and approved in December, much later than planned. Meanwhile, while the state eliminated, delayed, and revised various planning and reporting requirements, workload still seemed to triple or quadruple around new realities. For example, the ISM leadership had to revise the 2020-2021 budget multiple times to keep up with ever-changing funding sources and projections. While several resources materialized to help schools during tough times, each allocation seemed to bring extensive guidelines to understand and reports to file. As the school navigated the new workload demands, there was definitely some slippage on ongoing maintenance of policies and procedures.

Goal 4

Exemplary Communications and Relations
ISM recognizes the need for and commits to maintaining exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

6

Local Priorities: M P S

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
Outcome 4.0. ISM achieves and maintains external validation. Metric: Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ Target: Ongoing approval	Ongoing approval
Outcome 4.1. ISM thrives as a community of involved families that actively participate in the educational process, complete family hours of service to the school including involvement in school decision-making, and support the school financially. Metric: Percentage of families actively participating in some way ~ Target: 100%	100%
Outcome 4.2. The ISM administration, teachers and staff, board, committees, and support groups (e.g. ISM Foundation) effectively communicate with ISM students and families, providing opportunities for family input regarding their respective functions. Metric: Average rating on each question related to communication effectiveness on the annual parent/guardian survey ~ Target: 3.5 on a 5-point scale	Not measured due to a shift in end-of-year surveys to align with the Core Collaborative
Outcome 4.3. ISM has effective working relationships with associated school districts and educational agencies. Metric: Average rating on each question related to the effectiveness of ISM relationships with school districts and educational agencies on the annual board assessment ~ Target: 3.0 on a 4-point scale	Not measured due to a shift in end-of-year surveys to align with the Core Collaborative
Outcome 4.4. ISM communicates effectively with its surrounding community. Metric: Total annual applications ~ Target: 10 times the open positions	More than 10 times the open positions
Outcome 4.5. ISM has meaningful links with other international schools and IB programmes. Metric: Average rating on each question related to beneficial, collaborative links with other international schools on the annual teacher survey ~ Target: 3.5 on a 5-point scale	Not measured due to a shift in end-of-year surveys to align with the Core Collaborative

Expected	Actual
Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism. Metric: Percentage of partnerships found to directly support one or more ISM strategic outcomes in an annual administrative audit ~ Target: 100%	100%
Outcome 4.7. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders. Metric: Average rating on each question related to the transparency and understandability of board and administration decisions on the annual teacher, parent/guardian, and student surveys ~ Target: 3.5 on a 5-point scale	Not measured due to a shift in end-of-year surveys to align with the Core Collaborative

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Internal and external communications and fund development (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support advancement with all stakeholder groups)	$48,792	$89,168

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, so funds were not redirected. Due to the importance of communication and connection within the ISM school community during the pandemic, ISM spent more than originally planned for this important goal. Most notably, the school distributed free yearbooks to all families in recognition of their amazing efforts to learn and support during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

From the start of the year through school closure due to the pandemic, ISM successfully maintained exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond. The existing, ongoing focus on these dynamics proved incredibly important to success during the COVID lockdown. The connectedness of ISM students, families, and staff permeated all that occurred during the spring lockdown. The school shifted to the virtual world almost seamlessly due to the

transparency of purpose and communication, and, while relationships changed, they remained strong in the time of need. Families in need reached out for help, and families with the means to help did help. In the process, ISM's exemplary communications and relations became even stronger and more resilient.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expand the school's current grade 6-8 1:1 Chromebook program to include grades K-5 by purchasing 286 additional Chromebooks to distribute to individual K-5 students for on-campus use. Unlike the 6-8 Chromebooks, which students have been allowed to take back-and-forth between school and home, the K-5 Chromebooks will likely be stored on campus when students go home to minimize damage potential and to minimize reliance on screen-devices for homework for this younger-age group. The 1:1 approach is the only way to ensure that students are not risking safety by sharing devices. This action contributes to increasing and improving services for low-income students, including foster and homeless students, who otherwise might not have access to a quality device under safe usage conditions.	$87,907	$48,500	Y
Purchase classroom video cameras and microphones to provide online streamed access to classroom-based instruction for students whose families choose to keep them in Distance Learning or who must be away from the classroom for multiple days due to quarantine or otherwise.	$13,000	$7,300	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Our financial need proved less than expected for two reasons. First, we received a donation of 186 Chromebooks, which meet roughly 60 percent of our need and consequently reduced our expenditures by a comparable 60 percent. Second, we realized that we did not need to purchase cameras because we could use the high-quality cameras in our existing inventory of iPad Minis to capture and broadcast our in-class instruction. This left us only needing to purchase iPad stands and microphones.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were only able to provide in-person instruction in a hybrid mode for the last two months of the school year. The hybrid approach taken was to split each class in two, with one group attending in the mornings and one in the afternoons four days per week. This successfully kept class sizes at 10-13 students each, which maintained physical distancing that allowed movement around the classroom, a critical element of our interactive classrooms. Moreover, the smaller total in each classroom ensured that we would not overtax the ventilation created by furnace fans and open windows and doors. The greatest success identified by students, parents, and staff alike, was the smaller class sizes. Everyone loved the personalized instruction facilitated by the small groupings, and would like to retain those small sizes going forward. The biggest challenge of the AM/PM hybrid model was time. Teachers had little experience with the long teaching days created by a four-period morning schedule and matching afternoon schedule. Parents also struggled with the times, not so much because of the total time, rather the challenge of dropping off or picking up students in the middle of the day.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reassign all non-certificated staff members whose regular duties are reduced due to Distance Learning to provide intervention supports for foster youth, English learners, redesignated fluent English proficient students, low-income students, students experiencing homelessness, special education students, students on SST and 504 plans, and other students in need of targeted support (annual cost shown; however, this action will end when Distance Learning ends)	$77,545	$60,198	Y
Contract a third party to provide telecounseling services for students needing the attention of a professional counselor to address social-emotional and mental health needs.	$7,000	$3,025	Y
Contract tutoring supports for Middle Years Programme students	$10,000	0	Y
Provide a childcare allowance for teachers with children in grade 5 and younger to allow them to focus completely on delivery of online learning for their students while others focus on online learning for their children.	$20,250	$11,164	N
Provide technology and furnishing supports for teachers to deliver online instruction and staff to engage in intervention supports and other online interactions (e.g. bluelight glasses, wireless keyboards and mice, green screens)	$5,000	$1,370	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We implemented four out of the five actions for distance learning as planned. The fifth action was abandoned in favor of a more effective action achieving the same outcome. We spent less than anticipated on all five of the actions for varying reasons:

INTERVENTION STAFF
For budgeting purposes, we anticipated reassigning staff for the entire year. As it turned out, we returned to on-campus instruction for the last 22.2 percent of the year, and this directly led to a 26.5 percent reduction in expenditures for the intervention reassignments.

TELECOUNSELING
We spent 56.8 percent less for counseling than we had budgeted. This was largely a result of over-budgeting due to our desire to have ample funds available so that all students would get any mental health support they might need. As it turned out, there was limited demand for counseling services from students and their

parents. We attribute the limited demand and low utilization to the effectiveness of our intervention staff and our teachers in getting out ahead in addressing any areas of concern with individual students through regular meetings and "office hours." We also credit the overall impact of our multi-tiered system of supports (MTSS) and related initiatives. While mental health clearly remained a concern for all, we found that most needs could be met without escalation to meeting with a mental health professional.

TUTORING
We decided to not set up or contract a tutoring program given the challenge of finding tutors aligned to our philosophy and practices. Rather, we asked all teachers to set up "office hours" where students could get the extra help needed directly from the instructor. Both students and teachers expressed a great deal of satisfaction with this practice.

CHILDCARE ALLOWANCE
We spent 45 percent less than budgeted; however, we met 100 percent of the demand from our staff for this allowance to cover actual expenses for childcare for their own children while they delivered online instruction from their homes. We also expanded the program to provide on-campus supervision of teacher's children for the half days when their parents were teaching and they were completing the distance learning portion of their hybrid schedules.

TECHNOLOGY AND FURNISHINGS
We over-budgeted for staff expenses related to technology and furnishings needed to teach from home. Most staff seemed to get by with their existing setups, and did not submit requests for reimbursement for purchased equipment.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

CONTINUITY OF INSTRUCTION
Once we learned that we would start the 2020-2021 school year at a distance, we updated our Distance Learning Plan to ensure daily instructional minutes and weekly student engagement expectations would be met. As part of the planning process for meeting these requirements, teachers received and reviewed a depth of knowledge report from the previous year's teachers. For families and future teachers, this report provided an audit of the standards that were fully met or partially met from the Spring 2021 distance learning period. In addition to this information, teachers gave diagnostic assessments within the first month of the Fall 2020 distance learning period to determine the current state of student knowledge. Throughout the year, during weekly curriculum planning meetings, teachers reviewed current and upcoming units to ensure coverage of essential standards based on both the audit of previous standards and diagnostic results embedded and addressed throughout the units in the year. This future planning ensured that teachers were prepared for any type of learning situation, whether distance or hybrid. Planning sessions also considered various ways for students and families to access the curriculum from online subscriptions to printed documents that could be photographed and shared via email. With some improvements based on reflection, we plan to repeat all of

these learning continuity efforts during the summer and early fall of 2021.

ACCESS TO DEVICES AND CONNECTIVITY

Throughout the pandemic, ISM has contacted all families via technology survey sand followup emails and calls to assure their ongoing access to devices and Internet connectivity. After distributing Chromebooks and wireless devices at the start, the front office manager then maintained an ongoing process for replacing devices when they failed. We fortunately had just enough Chromebooks to get to the finish of the spring term with every student having a functional device, and we have had almost 100% Internet connectivity, with just a handful of families needing our support to arrange access. We allowed continuous access to the loaned Chromebooks through the summer just as we always have done for our 1:1 program to encourage families to continue educational use of the devices to minimize summer learning loss. At the beginning of the Fall 2020 distance learning period, teachers surveyed the families of new students to assess their device and connectivity status. ISM support staff also conducted 2-3 new rounds of check-in calls and emails with all families to assess wellbeing as well as the state of their technology devices and access. Based on the information from the surveys and the calls, we continued the distribution of extra school-based Chromebooks to any family indicating a lack of a device or lack of sufficient devices for all students in their home. ISM also purchased 125 additional Chromebooks to loan to students. At the same time, we received a donation of 186 Chromebooks from the MCOE digital equity project. Because we received these toward the end of distance learning, we used them in classrooms upon return to face-to-face instruction. Beyond making sure that all students had wifi access, to meet the needs of those experiencing unstable access, ISM provided information about community resources and locations offering shared wifi.

PUPIL PARTICIPATION AND PROGRESS

Before the start of the Fall 2020 distance learning period, ISM teachers developed online learning schedules meeting the state requirements for daily synchronous contact as well as daily instructional minutes. Teachers then planned in collaborative teams and with the academic leadership team to discuss assignments and expectations of minutes for various types of those assignments. Assignment minutes were loosely based on homework guidelines developed in our previous campus setting. Student participation was measured through synchronous class attendance (at least one of the scheduled classes in the day and for at least half the class for each synchronous class) and completion of asynchronous work for the week. Teacher tracking of planned instructional minutes, attendance at synchronous classes, and completion of asynchronous work were recorded and verified utilizing a school-developed and auditor-approved weekly engagement record based on the CDE template.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

Teachers received various website resources prior to the start of the Fall 2020 Distance Learning period to review best practices for distance and hybrid learning. Teacher feedback was given to help determine priorities for purchasing subscription-based teaching resources for the new school year, which aided in the development and delivery of online content in an efficient and effective manner. Free webinars that support distance learning provided by various organizations, including the Monterey County Office of Education, were shared with teachers on an ongoing basis. Teachers also received specific support based on teacher input during team admin meetings each week. Time during weekly staff meetings was given for teachers to share best practices with respect to distance learning practices as well as targeted peer-led instructional sessions on specific web-based sites. To support ongoing technology support, teachers had the ability to submit a support ticket to the school's systems technician to receive help with hardware issues. Lastly, teachers were able to adjust their online distance learning schedules to accommodate personal PD days or trainings to address their specific planning needs.

STAFF ROLES AND RESPONSIBILITIES

With less to clean due to no students and a skeletal staff on campus, the school custodian oversaw several grounds and facilities projects including exterior painting. The Office Manager & Family Outreach Coordinator coordinated the distribution of Chromebooks, as well as other learning materials. Additionally, she was the first line of support for families having connectivity issues or technical problems with their school-issued devices. The Safety & Facilities Supervisor, After-School International (ASI) Supervisor, two ASI Aides, and Administrative Assistant recommitted between 50 and 100 percent of their scheduled hours to act in a student intervention and support role as part of the ISM intervention team.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS

To provide supports for students with unique needs, we regularly consulted CDE resources to guide services, including support for English learners, special education students, foster youth, and students experiencing homelessness. We continued to ensure our McKinney-Vento students had the materials needed to do their schoolwork including Chromebooks. We provided free meals for all qualifying students. Resources such as personal health care kits, and a limited selection of uniforms were also available on campus. The Homeless Liaison connected families in need with available community services, helping them access groceries, bill payment support, medical care, and household supplies. We adhered to our Inclusion Policy during distance learning to the fullest extent possible while following health and safety directives. All English learners and students with a Student Support Team plan, a 504 plan, or an IEP continued to receive support. Students recently Reclassified Fluent English Proficient (RFEP) were also included. The Assistant Principal for School Culture & Community checked in frequently with teachers, parents, and intervention specialists to ensure that interventions and accommodations were relevant and up-to-date. Teachers and intervention specialists worked together to ensure that student needs were supported. Because ISM is a school of the district for special education purposes, the school deferred to MPUSD to make all decisions regarding provision of services to students with exceptional needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase software applications for assessing student progress, products, and processes, and for developing differentiated instruction in the Distance Learning and Hybrid Learning environments.	$5,000	$4,400	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The software purchase proved to be 12 percent less expensive than anticipated.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our measures to minimize pupil learning loss were extensive and successful.

At the start of summer, teachers assessed and indicated areas where students did not receive sufficient depth of learning during distance learning in Spring 2020. Teachers at the next grade level then started the Fall 2020 distance learning period with diagnostic testing, using easyCBM and other tools to determine where students currently stood in relation to what they should know at the start of the school year. Teachers next reviewed the depth of learning indicators from Spring and the diagnostic testing results from the Fall to determine essential standards to start to address during Fall Distance Learning. Subsequently, teaching staff monitored weekly engagement and assignments to determine whether students are showing evidence of understanding identified standards. Students requiring additional support based on engagement records were referred to the intervention assistance team to receive extra one-on-one contact during the week.

To address learning loss, teachers reviewed depth of learning indicators from the distance learning Spring 2020 period as well as the diagnostic testing results from the start of the distance learning Fall 2020 period. Using this information, teachers reviewed and planned units appropriately to ensure that essential standards to recover learning were incorporated. To accelerate learning progress, teachers utilized a variety of strategies to support student learning. These strategies included focusing on skills as well as content to ensure the transfer of understanding to a wide variety of subjects, incorporating choice in demonstration of understanding to support various learning modalities, and utilizing small group instruction to provide focused and timely support. Students identified as English learners as well as students with other needs were invited to teacher office hours to get targeted support on essential standards. Teachers identified needs based on performance rather than group identity, and, in fact, they often did not know all of the group identities for their students, as this information remains privileged until disclosed by a student or parent. These high-needs students also received additional support from the intervention assistance team when indicated, including further one-on-one sessions. The Intervention Assistance Team was created to support any students needing interventions to access curriculum. This team of staff members particularly supported English learners by meeting with them outside of synchronous time to reteach, review, or help organize to support their success. Both teachers and intervention staff members worked to individualize their actions and strategies based on the uniqueness of each student served, which resulted in the strategies differing for and among pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

The biggest challenge faced was students not attending online sessions, or not engaging fully in those sessions. Though participation and engagement were the norms, ISM staff had to spend a great deal of time working to connect with the exceptions. While parent help was solicited, we often found that family functionality during the pandemic was part of the problem rather than the solution.

Regardless of the limited challenges, our efforts to curb pupil learning loss proved highly effective. Because our student-centered supports and services were managed and primarily delivered by our amazing teachers, they were best positioned to assess the effectiveness of implemented student learning loss mitigation strategies. They did this through their regular assessment practices which included regular benchmarking and use of a wide variety of formative and summative assessment instruments to determine each student's

learning products, progress, and process. As they conducted these regular assessment regimens, they directly saw whether learning loss strategies were working for a given student. They were then positioned to differentiate instruction to adjust the learning loss strategies based on individual student performance.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We had great success with all of the measures put in place to address mental health and social and emotional wellness.

ISM provided teachers and intervention team members with ongoing professional development, guidance, and materials from the principal and IB curriculum coordinator regarding social-emotional health (SEH) needs and supports for students. These professional development, guidance, and materials build on Multi-Tiered System of Supports (MTSS) professional development provided to the entire staff during prior school years.

Through morning meetings and other dedicated times in grades K-5 and multiple weekly Advisory periods in grades 6-8, teachers, in turn, focused on SEH and overall student wellbeing. At the start of the fall 2020 term, teachers spent significant dedicated time on building community within their virtual classrooms as an important SEH foundation for overall learning. By starting with community building, students and instructors built important connections and foundations for connected learning throughout the year.

During Distance Learning in fall 2020, each grade level was assigned a member of the ISM intervention team to further provide SEH and academic supports. As guided by the teachers for that grade who identify specific students' needs, these intervention team aides connected with some students on a regular schedule and others on a more limited basis to address specific social-emotional health and academic needs.

Academic administrators (assistant principal and student services coordinator) made phone calls to students and families to support social-emotional health. All teachers were in communication with the principal and assistant principal for support and to make any necessary referrals for counseling. ISM contracted a Harmony at Home counselor who provided weekly sessions for students whose teachers or parents expressed the need for it.

The social-emotional and mental health needs of teachers and other staff members were addressed through regular weekly one-on-one meetings with a school leader (director, principal, operations manager) to ensure that they were investing in their own wellbeing. The leaders provided support as able and referred employees to other available SEH resources available from benefits providers and community agencies.

To help connect staff and families with needed social-emotional and mental health resources, multiple links were provided on the ISMonterey.org/coronavirus webpage, including the following:
~ Forward Together Monterey County Behavioral Health (hosts free sessions in English and Spanish on topics for parents, teens, seniors, new moms, and everyone)

~ California Parent & Youth Helpline Provided by Parents Anonymous
~ AIM Mental & Emotional Health Resources During COVID-19 Pandemic
~ Sam's Guide Info on more than 400 Monterey County agencies and programs

The biggest challenge in the mental health and social and emotional well-being area proved to be willingness of students, parents, and staff members to recognize their personal need for help, either from self or others. Those recognizing their needs made great progress in addressing them, while those blind to their needs continued to show the signs of their stress and lack of wellness.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We had general success in getting pupils and families engaged; however, the sense of distance in the virtual space did make this challenging.

Administrators (Assistant Principal and Enrollment and Data Manager) received daily absence logs from homeroom/advisory teachers. Teachers also reached out to the administrators if students were not completing and submitting work. In a hierarchy of tiered reengagement strategies, the first efforts to address student attendance were conducted by the teachers. As the second step, intervention team members often made contact. At the next level, administrators made calls to students and families to inquire and support them as needed to improve student attendance and engagement, providing resources in whatever form needed. Students with chronic attendance problems were designated for regular calls, texts, or emails from intervention staff members. Spanish-speaking administrators and aides made the contacts for students from Spanish-speaking homes.

When students were attending but seem unengaged, teachers scheduled one-on-one office hours or other meeting times with the student, and in some cases, a parent, to have a direct conversation to assess the situation. Based on the conversation, the teacher sometimes arranged for the intervention team member for that grade to provide specific support. The teacher also sometimes escalated the case to an administrator for discussion with a parent.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

ISM has always faced the challenge of being a single school in a fairly remote location relative to school food providers, yet we have continually navigated that challenge with success.

As has been the case for several years, ISM contracted Revolution Foods to provide school lunches and after-school snacks per the requirements for Free or Reduced-Price Meals (FRPM). Ordering and payments were

handled through an online interface provided by Boonli, with the ISM Operations Manager handling all FRPM qualification and order management. While ISM was in distance learning, all ISM families, including those who qualified for Free and Reduced Price Meals, were able to order one meal kit per week, per student. Parents/guardians or students picked up the kits each Tuesday in front of the ISM Multi-Use Room between 11:30am and 1:30pm. Each meal kit contained an entree, milk, fresh fruit and vegetable side.

Things did not change upon returning to campus. Because our hybrid model split students into morning and afternoon groups, no students ate lunch on campus. Rather they continued to pick up meal kits on campus every Tuesday and ate the meals at home.

Overall, while not ideal, this approach to providing meals has been successful.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributi
N/A	Literacy Supports program that provides instructional and intervention aides, professional development for those aides, and support materials	$48,895	$35,926	Y
N/A	Enhanced Math program that takes our 50 7th and 50 8th graders, who usually meet in classes of 25 students, and divides them instead into classes of approximately 17	$26,030	$40,832	Y
N/A	Visual Arts and Performing Arts instruction delivered by fully credentialed professional artists	$159,321	$177,075	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

LITERACY SUPPORTS
We redirected all of our available non-teaching staff time to our overall intervention efforts during distance learning for the first eight months of school. We then redirected available non-teaching staff time to providing supervision and guidance of students during one period each day, including Drop Everything And Read (DEAR) sessions when back on campus for face-to-face instruction in our AM/PM hybrid model. While much of this intervention and supervision time supported literacy instruction, we could not track it to that specific purpose. As a result, instructional support staff time that would have tracked to Literacy Supports during a normal year, were essentially split in half between intervention and literacy. This was reflected in a 26.5 percent decrease in actuals vs. budget for this item.

ENHANCED MATH

A significant increase in compensation rates from the initial July 1 budget to the final operating budget for the 2020-2021 fiscal year paired with changes in personnel assignments led to our spending 56.9 percent more on the Enhanced Math program than originally budgeted.

VISUAL AND PERFORMING ARTS INSTRUCTION
The significant increase in compensation rates from the initial July 1 budget to the final operating budget for the 2020-2021 fiscal year also resulted in an 11.1 percent increase in the Visual and Performing Arts program.

Overall, across these three actions/programs, we spent 8.4 percent more than anticipated. The final amount of $253,833 spent on these contributing programs well exceeds the $210,453 required to increase or improve services for low-income students, English learners, and foster youth.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In implementing our in-person and distance learning programs, we initially tried to be thorough in our documentation, covering all dimensions in our planning documents. We learned, however, that constant change resulted in much of this work becoming unusable. So we shifted to a "Just Enough, Just In Time" approach to planning that sets us up to successfully respond with more thorough details when things become more set and action becomes exigent. By dealing with the exigent rather than the incipient we have helped preserve our greatest asset—our personnel—by protecting their time and energy to the extent possible.

The effects of this shift in approach can be seen in the simplification of our approach to the 2021-2024 LCAP relative to our past LCAPs. We have included just 8 actions for the coming year to keep us focused and efficient.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We have included an Expanded Learning Opportunities action that leverages the Expanded Learning Opportunities grant and plan to offer tutoring for all students in need by paying stipends to all permanent staff to provide that tutoring. Because the teachers and intervention and support staff know the students well, they will be well positioned to assess and address any learning loss and any unique needs. Moreover, the ELO plan and related LCAP action ensure appropriate professional development and assessment tools that will achieve success in recovering lost learning as well as pathways for potential learning gains.

Aside from this ELO plan and action, which hits learning loss right on the head, our Special Education, Enhanced Math, Visual and Performing Arts, and Literacy Supports actions will all strengthen overall learning, which will indirectly address learning loss by providing new learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Other than the differences in expenditures noted elsewhere and the one LCP action that was replaced rather than implemented, our actions have remained remarkably consistent from conceptualization to implementation. As such, per the instructions, we have nothing further to report here.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning
Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan proved rich. No matter how the conversation started, it always seemed to shift to comparisons of pre-pandemic "normal" school operations and the realities of the pandemic. While focus often settled on what had been lost or changed for the worse, there were also many moments when students, parents, and staff recognized gains that would not have occurred without the exigent circumstances created by COVID-19.

Within this dichotomy then, has arisen an overall commitment to riding out the pandemic experience with a keen eye toward what old things to return to when things ultimately settle and what new things to cling to as we define the new normal.

We have concluded that our clarity over the past 20 years about what we do to support students in their development academically, socially, and emotionally has set the course for what we have done to sustain student success through the pandemic, and that we must maintain that clarity by retaining our ongoing LCAP goals as broad maintenance goals that define and guide what we believe in and do in both the worst of times and the best of times.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for
the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22
LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables
adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at
916-319-0809 or by email at lcff@cde.ca.gov. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to

support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring

and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
International School of Monterey	Sean Madden Director	director@ismonterey.org 831-241-2193

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

As an IB World School, the International School of Monterey provides an exceptional international academic and extracurricular program for children in grades K-8. The ISM mission, philosophy, and International Baccalaureate curriculum provides for school-age children what Monterey's unique higher education institutions and international and multicultural businesses provide for adults. ISM offers a unique educational option for families that recognize the need for global awareness and skills that will allow students to succeed in a world that steadily continues to become more interconnected. As such, ISM naturally draws applicants from the large number of families in the Monterey area where parents/guardians, and often the children, have international travel and living experience. The school particularly connects with parents/guardians employed by institutions engaged in international business, language training, and international education.

As a charter school, ISM addresses the eight State Priorities applicable to every other public school in California as the school serves its 426 students through inquiry-based teaching and learning following the IB Primary Years Programme framework for grades K-5 and the IB Middle Years Programme framework for grades 6-8.

Reflecting its uniqueness ISM further serves its students by addressing three additional priorities established in the ISM Charter:

MISSION: Educate all children toward becoming conscientious, compassionate, and responsible citizens of the world (bring world-class international education to a public school setting; integrate best practices, established standards, and an international curriculum; maintain a multicultural environment that advances understanding of and respect for all; promote strong partnerships among school, home, and community.) (Priority M)

INTERNATIONAL PROGRAM: Provide an exceptional international academic and extracurricular program for children in grades K-8 that instills international-mindedness and works to inspire all children and the broader community by promoting awareness of other countries, languages, and cultures in active and visible ways. (Priority P)

SCHOOLWIDE LEARNER OUTCOMES: We will prepare all students and graduates to be:
1) Thoughtful lifelong learners who… a) are INQUIRERS; b) are OPEN-MINDED; c) are creative; d) are passionate about their own intellectual and artistic interests [BALANCED]; e) are metacognitively self-motivated, self-regulating, and self-REFLECTIVE [RISK-TAKERS].

2) Good-hearted individuals who… a) are conscientious; b) are CARING; c) are compassionate; d) are managers of positive relationships; e) are respectful and understanding of diversity [PRINCIPLED].

3) Academically-excellent [KNOWLEDGEABLE] students who… a) are literate, and able to speak, read, write, listen, [COMMUNICATORS] and think [THINKERS] effectively in English and another language; b) are technologically literate; c) apply mathematical, social, and scientific skills in real-life situations; d) appreciate and participate in the arts.
[Note: ALL CAPS indicate the 10 International Baccalaureate Learner Profile attributes integrated into the ISM schoolwide learner outcomes adopted in the original charter.] (Priority S)

"It is impossible to describe the average ISM student, because the student body is incredibly diverse on multiple dimensions. ISM considers this non-majority model one of its greatest strengths. ISM values differences among students as assets that enrich the learning exchange in every classroom every day, and the ISM staff works to respect and teach every unique student as an individual. This commitment has led to ISM becoming a model of student population balance on the dimensions of ethnicity and race. Standing out as hallmarks of the depth of ISM's diversity, no single racial/ethnic group exceeds 40 percent of the student population and 20-30 percent of students come from multicultural homes. A commitment to socioeconomic diversity has also been embedded in the DNA of ISM since the Charter School opened" (ISM Charter, p.77), and the school has revised its lottery preferences to further that commitment as described in the Reflections: Identified Need section below.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and
local data.

On July 1, 2020, the California Department of Education (CDE) Analysis, Measurement, and Accountability Reporting Division (AMARD) published a statewide data file that includes all charter schools that have been in operation for two or more years and provided each school with its status under the AB 1505 renewal tracks (i.e. High-Performing, Middle-Performing, or Low-Performing) based on 2018 and 2019 Dashboard data (the most recent available). This data file clearly documents the fact that ISM is a High-Performing Charter School that meets the requirements of criterion 2: For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. (See ISM Charter pp. 5-6 for the specific data.) [Ref. Education Code Section 47607(c)(2)(A)(ii)]

Aside from high performance relative to state assessments, ISM takes great pride in its high performance relative to state averages and school targets for average daily attendance, suspensions, expulsions, climate survey ratings, and other indicators of the social-emotional wellbeing and support of ISM students.

Reflections: 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.

As reported by the ISM director in 2007, "ISM's reputation in the community has been one of high academic rigor and innovation coupled with equal access for all socioeconomic levels in a nurturing, safe environment." Despite this focus, achieving the same success on socioeconomic dimensions of diversity as on ethnicity/race has proven challenging due to the strong reputation of ISM among middle-income families and it's "viral marketing" impact on interest and applications. Thus, beginning in 2019, recognizing that achieving diversity ideals on these other dimensions requires development and adoption of specific measures, the ISM board and administration initiated a shift from being diverse by intent to being "diverse by design." In addition to outreach and recruitment efforts that connect with target groups to encourage them to apply, schools that are diverse by design also implement lottery mechanisms, in the form of admission preferences and weighting, that guarantee accelerated growth of target segments. ISM has adopted this strategy, and now provides for admission preferences and weighting that will help the Charter School achieve and maintain the following target ranges for student representation: (1) 40-60% low-income students as determined by Free or Reduced-Price Meals (FRPM) eligibility; and (2) 40-60% prospective First-Generation College Graduates (FGCG) as determined by no parent/guardian having earned a bachelor's degree or equivalent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

ISM has chosen to carry over its four goals from the previous three-year LCAP to this three-year edition. This was recommended across multiple stakeholder groups, with those advocating lauding the continuity created by carrying these goals forward from when first introduced in ISM strategic planning conducted in 2007, before the LCAP was first introduced. These ongoing goals fit perfectly with the concept of maintenance goals as introduced with this round of LCAP development.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following
prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the
LCAP.

We have built ISM on a foundation of open exchange within a culture of family involvement. All members of our ISM family have engaged in notable educational innovation. There is a pervasive sense throughout our community that the success of this endeavor stems from working toward common goals including funding and continuous school improvement. Toward this end, we encourage communication and exchange of ideas among students, parents, faculty, staff, and trustees. As an IB World School, we remain open to fresh concepts and methodologies, and we nurture a culture that invites such input. During meetings held at least eight times per year during non-school hours, our Board of Trustees welcomes comment and input from all interested parties. Meanwhile, our administration hosts 45-minute weekly coffees where parents can ask questions and get answers regarding any current activity or concern.

Parent/guardian involvement lies at the heart of our school community. One of the primary reasons for the success of ISM students, and a special accomplishment in its own right, is the involvement of our families.

The school asks parents/guardians to support their children's learning at home each and every day by discussing the day's learning and providing a conducive homework environment. ISM also requests that they provide hours of family service to the school. Each school year, more than 500 individuals including parents, grandparents, students, and siblings contribute nearly 14,000 volunteer Family Hours of service. The hundreds of service opportunities include daily classroom support, school library management, monthly Saturday site workdays, annual fundraising and special events, school committees such as the Strategic Advisory Team that drives the LCAP planning and updating process, and much more. Often grandparents and the students themselves join parents/guardians to complete volunteer assignments. The ISM Family Liaison ensures that all families can find meaningful and workable opportunities to do their part. Aside from the important positive operational impact of these Family Hours, because parents/guardians get involved in virtually every aspect of the organization, they ensure continuous highly informed stakeholder input that helps shape every dimension of the school.

Given the ongoing direct involvement of stakeholders in all aspects of our school, to develop input for our LCAP, we have turned first to these ongoing involvement mechanisms:

Board of Trustees: Per our charter, at least half of the members of our board must be parents. In reality, during the 2020-2021 school year, 8 of 11 trustees were parents of current students. As such, the trustees represent our most important stakeholder group—our families—essentially filling the function of a parent advisory group.

Board of Trustees meetings: Every one of the eight board meetings scheduled each year serves as an opportunity for the general public to provide input to the board during designated public comment times as well as direct participation in the action item discussions.

Strategic planning: As a standing advisory committee of the board, the Strategic Planning Committee oversees an annual strategic planning process that leads to update of the ISM Strategic Plan and this Local Control and Accountability Plan. A separate Strategic Advisory Team comprises representatives of the following major stakeholder groups: families, teaching staff, non-teaching staff, administration, board, ISM Foundation, Family Connection (PTA equivalent), and community partners. These representatives consider multiple data sources in proposing the annual strategic plan and LCAP updates for board approval. This includes an annual assessment of progress toward target outcomes based on the metrics and targets built into the LCAP. The metrics address all state and local priorities.

Annual end-of-year surveys: For the past 15 years, ISM has administered surveys for students, parents/guardians, and staff near the end of each school year. These surveys target feedback regarding specific areas of the academic program and overall operations through both Likert-scale items and open-ended questions about what stands out and what needs improvement.

Coffee with the Admin: Weekly coffee events provide an opportunity for parents/guardians to meet with the ISM director and other administrators for updates, questions, and answers. Specific topics change each month; however, the overall focus always remains on providing each and every one of ISM's students with a great school experience. ISM invites parents/guardians to attend for the whole 45 minutes or to drop in for any part. The discussion is conducted in English with concurrent interpretation provided in Spanish upon request.

Staff meetings: ISM releases students at 12:55 every Wednesday. The ISM staff then engages in a variety

of meetings and professional development and planning activities until 5:00pm. The meetings and activities provide extensive opportunity for staff input into all aspects of the school's programs and operations. ISM also has a team-leader structure that provides for representative input from K-2, 3-5, and 6-8 teaching teams via weekly teacher-leader meetings.

Informal interaction: Because ISM, as articulated in the charter, recognizes the importance of stakeholder involvement and welcomes family presence in classrooms and on campus (during non-pandemic times), extensive opportunity exists for informal discussion among ISM trustees, administrators, staff, students, and parents/guardians. Within an atmosphere of continuous improvement, this results in extensive input regarding what is working and what might make ISM better.

To maximize the voice of all stakeholders in shaping the LCAP, we typically progress through the following specific inputs over the course of the year:

May – June: We administer our annual end-of-year surveys. All grade 3-8 students complete the online student survey during homeroom/advisory time. The survey is optional for grade K-2 students, at the discretion of the teacher. The director also asks all employees to complete the staff survey before departing for the summer. All told, this results in input from approximately 300 students, 200 parents/guardians, and 30 staff members each year.

June – August: The ISM administration compiles and interprets the survey data, implementing programs and changes based on the findings as well as the current strategic plan and LCAP.

January – February: The ISM administration completes mid-year strategic plan and LCAP assessments based on the metrics and targets built into the plans.

February – March: As part of its process, the Strategic Advisory Team requests midyear input either directly or via a survey or other mechanisms to specifically identify areas of need to guide the revision of the strategic plan and LCAP. The director invites school community input into strategic planning and the LCAP via ParentSquare, the school's internal communications solution. These channels provide specific opportunity for input regarding the state priorities and priorities identified in the ISM charter. Moreover, they provide for input regarding services and programs for all subgroups including ethnic groups, English Learners, low-income students, foster students, homeless students, and students with disabilities.

February – May: The Strategic Advisory Team engages in a series of four to five meetings where the various stakeholder group representatives create the annual update of the ISM Strategic Plan and LCAP based on all available data, and forward recommended updates to the ISM Board of Trustees. In the process, the SAT conducts a full review and analysis of the end-of-year survey data, LCAP assessment, and midyear input to guide revisions to the strategic plan and LCAP.

February-June: The ISM Board conducts open discussions of the ISM Strategic Plan and LCAP annual updates during monthly board meetings and then approves the updates by June.

March-April: Each year, the SAT asks all ISM classes from kindergarten to 8th grade to have discussions about "where the big people who make school decisions should spend the school's time and money in the next year to make the school better." Each class then sends two representatives to present the class input to the SAT. This student input process is an important piece of the annual strategic plan and LCAP process.

May: The ISM Board of Trustees conducts a Public Hearing regarding the LCAP at its regularly scheduled monthly meeting, with the director specifically inviting input regarding services and programs for all subgroups including ethnic groups, English Learners, low-income students, foster students, homeless students, and students with disabilities. ISM conducted the Public Hearing for this 2021-2024 LCAP on May 4, 2021.

June: The administration finalizes the annual LCAP based on all inputs described above, and ties expenditures at the program level between the annual budget and the LCAP. The ISM Board of Trustees conducts a final discussion of the LCAP and budget, then adopts both at its official annual meeting. The ISM Board of Trustees approved this 2021-2024 LCAP on June 15, 2021. Stakeholders had a 4-week window to provide input to the draft in advance of official adoption.

A summary of the feedback provided by specific stakeholder groups.

ALL STAKEHOLDERS
As we approach the transition back to full face-to-face on-campus teaching and learning as the next big step during the COVID crisis of the past two years, all of our stakeholder groups have emphasized how important it is to continue to focus on student and staff safety, student and adult mental wellness, and recovering learning that has been lost while solidifying gains in character and capabilities developed in the face of the challenges of the pandemic.

STUDENTS
Consistent with feedback over the years, through classroom discussions, surveys, open-ended response invitations, and anecdotal data, our K-8 students again focused largely on specific improvements within these three general areas...
(1) Improve outdoor areas including fields, playgrounds, blacktop areas, and gardens.
(2) Improve facilities, specifically bathrooms and classrooms.
(3) Pay teachers better (bonus for doing a great job during COVID).
(4) Improve technology (better projectors, TVs instead of projectors, better Chromebooks, more iPads, get drones)

TEACHERS
Consistent with feedback over the years, through staff meeting discussions, surveys, open-ended response invitations, and anecdotal data, our K-8 teachers focused largely on these five general areas...
(1) Improve teacher pay (bonus for COVID or retention)
(2) Provide more time to learn and plan (additional sub days for project work, team collaboration, and PD)
(3) Increase resources for math (PD, coordinator, teacher books, aides, cohesive K-8 curriculum, learning target at graduation with backward planning to get there).
(4) Improve technology (new projectors or TVs, replace older staff MacBooks, tech PD).
(5) Offer more opportunities for parents to get training and information (parent groups for English learners, affinity/affiliation groups, PBIS training, use ParentSquare to send translated messages, connect parents and board).

PARENTS
Through weekly coffees, town hall meetings, committee and interest group discussions, surveys, open-

ended response invitations, and anecdotal data, this year our K-8 parents focused largely on these three general areas...
(1) Provide more individualized support for students (after-school tutoring, more instructional aides, social-emotional and mental health resources, special education services, better identification of student needs).
(2) Adjust communications to make them more effective (send more, send less, make shorter, provide more detail, text more, email more, email less, send reminders, set teacher office hours, continue and improve use of ParentSquare).
(3) Provide more opportunities for parents to get involved again following the pandemic (volunteer during school, volunteer outside of school hours, special interest groups, get more parents involved in school leadership).

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Several major aspects of the LCAP were directly influenced by various stakeholder groups.

First, staff and parents strongly supported keeping the same four goals that have organized our strategic planning since 2007. They are clear and encompassing to these key stakeholders, and they represent "staying the course" rather than "shifting with the winds." Based on this feedback we contemplated how these four goals fit with the goal guidelines of the latest LCAP instructions, and determined that they fit perfectly as "maintenance" goals. Thus, we retained the goals that have guided us for nearly 15 years thanks to parent and staff input.

Second, we received significant parent and staff feedback that the LCAP has been un-understandable and generally inaccessible to them due to the length, complexity of the format, and lack of clarity around the purpose. In response, while knowing that the requirements and template for the LCAP are not under our control, rather state mandated, we decided to simplify as much as possible as we transition to this new 2021-2024 LCAP. Given that the Planned Actions are ultimately the most important element of the LCAP given that they commit us to spending our time and our money in specific areas, we decided that simplification there was most important. Further, we were convinced by the staff and parents that keeping the list short is critical to making sure we make progress in some areas rather than "trying to figure out everything at once."

Third, we picked our eight actions for 2021-2022 based on input from students, parents, and staff, with alignment as follows:
(1) Special education: parent feedback particularly identified special education services as an area where students need more individualized support.
(2) Expanded learning opportunities: staff and parent feedback strongly endorsed making tutoring the focus of our ELO grant and plan.
(3) Enhanced math curriculum and instruction: the K-8 teaching staff has recognized the need for major efforts to further develop our math program to ensure that all students benefit from enhancements.
(4) Visual and performing arts curriculum and instruction: parents and students frequently remind the school leadership that inclusion of the arts makes a huge difference for the student experience at ISM, and they have further emphasized the importance of the arts as part of the distance learning and hybrid learning phases at ISM.
(5) Literacy support: parents of English learners and teaching staff particularly emphasized the need to

continue our ongoing support of student literacy development while pursuing new actions, particularly noting that the numeracy focus of enhanced math should be additive and not take away from literacy support in any way.

(6) Safe reopening of campus facilities: as noted above, all stakeholder groups including students, parents, and staff, regularly repeated the importance of safety in the face of the pandemic.

(7) Board of Trustees development: while only parents and staff involved with the board, its committees, and related planning and activities possessed the knowledge necessary to make this a priority area for action, those in the know strongly supported a year-long board focus on improving board recruitment, roles, terms, transitions, goals, fundraising, community building, etc.).

(8) Enrollment outreach: board members, who are primarily parents, and administrative staff members strongly called attention to the need to develop marketing communications around ISM's new lottery preferences and the amazing opportunity created for low-income students and prospective first-generation college graduates to access this high-performing charter school.

Goals and Actions

Goals

Goal #	Description
Goal 1	Comprehensive, International Educational Program (Addresses state priorities 1, 2, 4, 5, 7, and 8, and local priorities M, P, and S)

An explanation of why the LEA has developed this goal.

ISM has developed this maintenance goal to ensure ongoing focus on the mission, philosophy, and purpose of the school as articulated in its charter. ISM recognizes the need for and commits to delivering a comprehensive, international educational program— characterized by highly effective teaching and learning —that produces students who are conscientious, compassionate, and responsible citizens of the world; who are confident, free-thinking, motivated, multilingual, and ethical individuals; and who see multiple perspectives and have lifelong learning habits.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Authorization by the International Baccalaureate for the Primary Years Programme (grades K-5) and Middle Years Programme (grades 6-8)	Authorized for the PYP and MYP	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Authorized for the PYP and MYP
Percentage of instructional units referencing internationalism, international-mindedness, or other international references in the target learning outcomes	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Percentage of instructional units referencing the IB Learner Profile or one or more of its attributes in the target learning outcomes	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent

Implementation of state board adopted academic content and performance standards for all students as evidenced by the percentage of instructional units referencing applicable California state standards (State Priority 2: State Standards, Part A)	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
A broad course of study including courses described for grades K to 6 and the adopted course of study for grades 7 and 8, as evidenced by the percentage of the subjects listed in the California Education Code as part of a broad course of study that are taught for 3,000 minutes or more per school year in each grade (State Priority 7: Course Access, Part A)	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent

Percentage of students schoolwide and in each significant subgroup achieving at least one grade level of progress each academic year as evidenced by maintaining at least the same performance level relative to grade level on state board of education certified statewide assessments year-over-year (State Priority 4: Pupil Achievement, Part A)	82.4 percent schoolwide (2017-2018 to 2018-2019) NOTE: These are the latest years for which data is available due to the federal waiver of standardized testing due to the pandemic.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70 percent schoolwide and for each significant subgroup
Percentage schoolwide and of significant subgroups outperforming their respective state averages for scores on the California School Dashboard based on state board of education certified statewide assessments (State Priority 4: Pupil Achievement, Part A)	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100

Percentage of units incorporating student inquiry activities and addressing student understanding	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Percentage of units specifying strategies/activities for differentiation, including those for English Learners	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Percentage of English learners who make progress toward English proficiency year-over-year as measured by the English Language Proficiency Assessments for California (ELPAC) (State Priority 4: Pupil Achievement, Part E)	67.5 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70 percent
English learner reclassification rate (State Priority 4: Pupil Achievement, Part F)	65.4 percent in 2 years; 86.5 percent in 3 years; 98.1 percent in 5 years	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	65 percent in 2 years; 85 percent in 3 years; 95 percent in 5 years

Average number of fieldtrips and campus events per class per term	0.0 (2020-2021 due to the pandemic)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	2.0 minimum number of fieldtrips and campus events per class section per term
Number of middle-years sports offerings	5 for boys; 5 for girls	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	5 for boys; 5 for girls
Average daily attendance rate (State Priority 5: Pupil Engagement, Part A)	96.4 (2019-2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	96.0 percent
Percentage of students chronically absent (10+ percent of school days) (State Priority 5: Pupil Engagement, Part B)	1.4 percent (2019-2020 pre-pandemic)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	< 3.0 percent
Percentage of middle years students dropping out (State Priority 5: Pupil Engagement, Part C)	0 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 percent

Percentage of instructional units including curriculum-aligned assessments relative to articulated criteria, standards, and target outcomes	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Percentage of programs and services documented as necessary for low-income students, English learners, and foster youth that are unaddressed, planned but unfunded, funded but not implemented, implemented but not integrated, and fully integrated into the regular program of study (State priority 7, part B)	Programs and services documented as necessary: 0 percent unaddressed 0 percent planned but unfunded 0 funded but not implemented 0 implemented but not integrated 0 fully integrated into the regular program of study	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Programs and services documented as necessary: 0 percent unaddressed 0 percent planned but unfunded 0 funded but not implemented 0 implemented but not integrated 100 fully integrated into the regular program of study

Percentage of programs and services documented as necessary for special education students that are unaddressed, planned but unfunded, funded but not implemented, implemented but not integrated, and fully integrated into the regular program of study (State priority 7, part C)	Programs and services documented as necessary: 0 percent unaddressed 0 percent planned but unfunded 0 funded but not implemented 0 implemented but not integrated 0 fully integrated into the regular program of study	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Programs and services documented as necessary: 0 percent unaddressed 0 percent planned but unfunded 0 funded but not implemented 50 implemented but not integrated 50 fully integrated into the regular program of study

Percentage of English learners who have access to all regular ISM programs and services—including standards-based academic programs—at the same level as the average English-proficient student, while also having full access tot he English Language Development standards (State priority 2, part B)	80 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Special education	After 20 years as a school of the district for special education purposes, ISM will transition to become its own LEA within the El Dorado County Charter SELPA. An educational psychologist, educational specialist, and special education aide will be hired, while other services will be contracted. All necessary instructional and assessment materials will be purchased along with the technology needed by the staff, who will also receive appropriate professional development including International Baccalaureate training. Operating as its own LEA for special education will ensure better alignment between the mission, vision, programming, and philosophies of ISM as a whole and those of the special education program. Moreover, it will increase the ability to integrate special education services into regular classrooms as the least-restrictive environment.	$587,454.00	No
Action #2	Expanded learning opportunities	ISM will implement the following Expanded Learning Opportunities components to provide supplemental instruction and support to identified students in need. First, ISM will research and purchase a robust diagnostic/formative/benchmarking assessment solution that will provide teaching staff with individual student data and suggested acceleration strategies. Second, ISM will provide staff professional development, definitely including how to effectively use the assessment solution and ideally including accelerated learning strategies, trauma-informed practices, social-emotional health training, counseling and mental health services interfacing, and whole-family engagement. Third, ISM will allocate substitute staff pay or regular staff weekend pay for time spent on the	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		listed professional development opportunities outside of regular Wednesday afternoon professional development and annual staff days. Fourth, ISM will invest stipend money to pay teachers and other staff members for additional hours dedicated to providing after-school accelerated learning supports for students, with an expectation of three hours of tutoring time per week for each participating employee. Fifth, at least 10% of the funding will be used to hire paraprofessionals (i.e. instructional aides) to provide supplemental instruction and support in grade K-2 classes and/or grade 6-8 math classes, with the supplemental instruction and support prioritized for English learners and students with disabilities. Sixth, ISM will work to connect families and students with existing social-emotional and other supports, including school-provided meals and snacks, and increase investment in counseling and mental health diagnostics and services for students. Seventh, ISM will pay stipends to 2-4 teacher-leaders for overall leadership and oversight of this Expanded Learning Opportunities plan.		
Action #3	Enhanced math curriculum and instruction	ISM will continue to invest supplemental funds on staffing, materials, facilities, and training for an Enhanced Math program that reduces class size or increases classroom staffing to achieve a better instructor-student ratio. National Assessment of Educational Progress (NAEP) data shows that smaller groups significantly correlate with higher math achievement. The smaller groups allow more targeted instruction and greater differentiation that will lead to faster advances in mathematical literacy, particularly for English Learners and low-income students.	$42,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	Visual and performing arts curriculum and instruction	ISM will continue to invest supplemental funds on staffing, materials, facilities, and training for K-8 Visual Arts and Performing Arts instruction delivered by credentialed professional artists. The benefits of arts instruction make a particular difference for high needs students. A Blueprint for Creative Schools, a 2015 report to state superintendent of public instruction Tom Torlakson, prepared under the direction of the CREATE CA coalition, argues in favor of spending LCFF funds on the arts. Citing Preparing Students for the Next America: The Benefits of an Arts Education, published by the Arts Education Partnership in 2013, the blueprint states that "the arts can boost test scores and achievement in literacy, English language arts, and mathematics, especially for English Learners and low-income students."	$184,320.00	Yes
Action #5	Literacy support	ISM will continue to invest supplemental funds in a Literacy Supports program that provides instructional aides, materials, and training to provide ELA and Spanish instruction, EL and RFEP student supports, and academic and behavioral interventions, targeting the differentiated needs of unduplicated students and students in general. While we have implemented the Literacy Support program charterwide, it particularly serves the needs of current English Learners, RFEP students, and low-income students to the extent that low income serves as a predictor of the need for increased literacy acquisition and intervention supports.	$70,082.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 2	Efficient Development and Management of Resources (Addresses state priorities 1, 4, 5, and 6, and local priorities M and P)

An explanation of why the LEA has developed this goal.

ISM recognizes the need for and commits to achieving efficient development and safe, secure management of its fiscal, physical, and human resources, because they provide the means to achieve the school's mission and vision, and deliver its ambitious programs.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Authorization by the International Baccalaureate Primary Years Programme (grades K-5) and Middle Years Programme (grades 6-8)	Authorization for the PYP and MYP	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Authorization for the PYP and MYP
Annual net change in fund balance over any two-year period	$9,633 (2018-2019 and 2019-2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Positive number
Cash reserve expressed as assets/average expenses (defensive interval)	3.85 months	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	> 3 months
Percentage of fundraising areas (ISM Foundation, grant writing, matching funds, community collaborations, corporate sponsorships, earned revenues, and direct donations) with articulated guidelines and strategies	88 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent

Percentage of students who have sufficient access to the standards-aligned instructional books, materials, supplies, information resources, and technologies necessary to achieve adopted curriculum goals (State Priority 1: Basic Services and Conditions, Part B)	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Number of academic programs, student activities, employee activities, and administrative operations lacking functional space comprising sufficient square footage	1 academic program	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0

Number of functional spaces presenting safety or health concerns that have existed more than a month without appropriate steps taken to maintain facilities in good repair (State Priority 1: Basic Services and Conditions, Part C)	0	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0
Percentage of employees with an overall rating of Achieves or Exceeds Expectations or the equivalent on their most recent performance review (i.e. a positive review in the most recent year)	89.8 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90 percent
Percentage of employees with an overall rating below Achieves Expectations, or the equivalent, in three consecutive years (i.e. negative reviews for three straight years)	0 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 percent

Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (State Priority 1: Basic Services and Conditions, Part A)	88.5 (2020-2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Percentage of employees with a performance review completed and in their personnel file within the last two years	93.9 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Average total weekly planning minutes per teacher	At least 400 minutes	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	At least 400 minutes
Percentage of Wednesday afternoons dedicated to early release for professional development	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Percentage of students suspended one or more times (State Priority 6: School Climate, Part A)	0 percent (2020-2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<2 percent

Percentage of students expelled (State Priority 6: School Climate, Part B)	0 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 Percent
Percentage of students in all significant subgroups, parents, and staff indicating an average to strong sense of school safety and connectedness on annual end-of-year climate surveys (State Priority 6: School Climate, Part C)	Benchmarking for Core Collaborative surveys to be completed based on spring 2021 data	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90 percent per group

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Safe reopening of campus facilities	Safe reopening of campus for regular face-to-face instruction at 100 percent capacity with appropriate health measures and facilities improvements in place.	$30,000.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 3	Clear Governance and Operations Structures (Addresses state priorities 1, 3, 5, and 6, and local priorities M and P)

An explanation of why the LEA has developed this goal.

ISM commits to clear and effective governance and efficient operations structures as foundational to maintaining and improving all aspects of the school, including teaching and learning.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Authorization by the International Baccalaureate Primary Years Programme (grades K-5) and Middle Years Programme (grades 6-8)	Authorization for the PYP and MYP	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Authorization for the PYP and MYP
Percentage of required policies approved and published within three months of identification of the requirement	100 percent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Percentage of staff positions listed on the ISM organization chart with current job specifications	78 percent (2020-2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent
Annual instances of non-compliance with data reporting requirements and deadlines	0	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Board of Trustees Development	ISM will transition from its 2016-2021 charter to its new 2021-2026 charter beginning July 1, 2021. Part of that transition includes the elimination of the board preference in the school's enrollment lottery. Given that the perk of guaranteed admission for board trustee children played a significant role in the attraction of highly capable and professionally varied board members, the board itself has recognized the need to re-develop. Thus, the board has begun a year-long project to rethink board structure, trustee recruitment, expectations, roles, responsibilities, leadership succession, operations, expectations, and more. In addition to clearly articulating all of these dimensions, goals include better positioning the board to: 1) reflect the vast diversity of ISM students and their families, 2) serve as a resource to the school administration, and 3) raise funds in support of the school and its ambitious programs, including being an IB World School that connects with other International Baccalaureate schools across the globe.	$15,000.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 4	Exemplary communications and relations (Addresses state priorities 3 and 6, and local priorities M, P, and S)

ISM commits to maintaining exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond. These connections establish a strong fundamental foundation for achieving the ISM mission and vision. Moreover, they develop resources, such as volunteer hours and financial support, that create capacity to deliver the school's ambitious International Baccalaureate curriculum and other ISM programs.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Authorization by the International Baccalaureate Primary Years Programme (grades K-5) and Middle Years Programme (grades 6-8)	Authorization for the PYP and MYP	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Authorization for both the PYP and MYP

Percentage of families actively engaged in the school community through participation in the educational process, completing volunteer family hours of service to the school including involvement in school decision-making, or supporting school fundraising efforts	100 percent of families	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 percent of families
Average rating on each question related to communication effectiveness on the annual parent/guardian survey	3.5 on a 5-point scale	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	4.0 on a 5-point scale (or the equivalent)
Number of partnerships with other schools, IB programs, school districts, and other educational organizations documented to directly support one or more ISM strategic goals	10 active partnerships	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20 active partnerships

Number of partnerships with nonprofits, foundations, government agencies, and other entities documented to directly support one or more ISM strategic goals	8 active partnerships	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20 active partnerships
Annual enrollment applications: total applications; Equity Category applications (i.e. low-income students); Standard Category applications	497 total applications; 162 Equity Category; 335 Standard Category	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	500 applications with 50 percent coming from students who qualify for the Equity Category (i.e. low-income students) 500 total applications; 50 percent Equity Category; 50 percent Standard Category
Average rating on each question related to the transparency and understandability of board and administration decisions on annual staff and parent/guardian surveys	3.5 on 5-point scale	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	4.0 on a 5-point scale (or equivalent)

ISM develops, maintains, and assesses the effectiveness of a community in-reach plan that includes strategies and tactics for seeking and obtaining parent input in school decision making; promoting parent participation in programs for low-income students, English learners, and foster youth; and promoting parent participation in programs for students with disabilities. (State priority 3, parts A-C)	Plan partially developed and rated "not very effective"	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Plan fully developed and rated "highly effective"

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Enrollment outreach	Within the constraints of a lottery-based open-enrollment construct, ISM will develop a comprehensive enrollment outreach plan with particular focus on encouraging low-income students, prospective first-generation college graduates, special education students, and English learners and their families to become informed regarding ISM and to make the choice whether or not to apply to the school based on the school's mission, vision, and programs being a good match for their educational needs and interests. This plan will be supported by appropriate collateral materials, events, wrap-around services that support these applicants.	$35,000.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

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Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.1%	$228,658.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students
were considered first, and (2) how these actions are effective in meeting the goals for these students.

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ENHANCED MATH CURRICULUM AND INSTRUCTION
In first considering the needs of foster youth, English learners, and low-income students, we looked for factors most likely to impact their success in math. The data on group size jumped out immediately. This led to the idea of reducing the ratio of students to educators in ISM's math classes for grades 7-8, the critical juncture for students to start an advanced math trajectory that will open doors to STEM college programs and careers. The goal of smaller class sizes inherently requires schoolwide implementation so that the smaller classes serve to integrate high-needs students into challenging courses on grade level, where their unique needs can be met through differentiation and acceleration strategies, rather than segregate them in low-performing students programs where they become isolated and mired in ongoing remediation.

VISUAL AND PERFORMING ARTS CURRICULUM AND INSTRUCTION

In first considering the needs of foster youth, English learners, and low-income students, we found extensive data indicating that a broad course of study that includes arts, language, and physical education increases the engagement and success of these high-needs students in their overall education. The benefits of arts instruction make a particular difference for high needs students. A Blueprint for Creative Schools, a 2015 report to state superintendent of public instruction Tom Torlakson, prepared under the direction of the CREATE CA coalition, argues in favor of spending LCFF funds on the arts. Citing "Preparing Students for the Next America: The Benefits of an Arts Education," published by the Arts Education Partnership in 2013, the blueprint states that "the arts can boost test scores and achievement in literacy, English language arts, and mathematics, especially for English Learners and low-income students." While arts instruction could be delivered to high-needs students in isolation, we believe that schoolwide implementation achieves the greatest gains for high-needs students. Two reasons rise to the top in our analysis. First, if high-needs students are separated from their peers in order to take courses perceived as "non-academic," they will likely see themselves as "non-academic," which completely undermines the value of these courses. Second, high-needs students often excel in classes that foster creative self-expression. Isolating them with each other in these classes would deny them the opportunity to stand out among all of their peers rather than just others considered high-needs.

LITERACY SUPPORT

In first considering the needs of foster youth, English learners, and low-income students, we found that, rather than centering on academics and innate abilities, their "high needs" reflect missing supports that most other students get in their homes from their families and other influencers. Thus, we emphasize overall support of these children as we help them develop their literacy skills. We believe that schoolwide implementation best serves the needs of high-needs students as this broad scope of service has the greatest chance of ensuring that all students with lagging literacy acquisition—whether in English as primary language, English as an additional language, or Spanish as an additional language—will receive the extra supports they need to succeed. Moreover, it allows small groupings of students with similar literacy needs where they can work together and provide peer supports regardless of whether they qualify as members of the unduplicated subgroup. Likewise, it allows small groupings of students from divergent backgrounds where high-achieving students can directly influence the success of high-needs students in a managed learning environment where all are safe and respected.

A description of how services for foster youth, English learners, and low-income students are being increased or
improved by the percentage required.

As computed using the Fiscal Crisis Management & Assistance Team (FCMAT) Local Control Funding Formula calculator, ISM will receive approximately $228,658) in supplemental funds based on projected enrollment of unduplicated students. ISM does not qualify for concentration grant funds. Strictly from a dollars perspective, ISM has budgeted more than this amount ($297,369 total; $238,703 in LCFF funds) for increased services that meet the specific needs of unduplicated students as noted above, thus quantitatively meeting the 6.10% requirement.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Special education	Students with disabilities	No			ISM	Ongoing
1	2	Expanded learning opportunities	All	No	Schoolwide	Low-income, English Learners, Foster Youth	ISM	18 months
1	3	Enhanced math curriculum and instruction		Yes	Schoolwide	English Learners, Foster Youth, Low Income	ISM	Ongoing
1	4	Visual and performing arts curriculum and instruction		Yes	Schoolwide	English Learners, Foster Youth, Low Income	ISM	Ongoing
1	5	Literacy support		Yes	Schoolwide	English Learners, Foster Youth, Low Income	ISM	Ongoing
2	1	Safe reopening of campus facilities	All	No			ISM	7/1/21 - 6/30/22

3	1	Board of Trustees Development	All	No			ISM	Fiscal year 2020-2021
4	1	Enrollment outreach	All	No			ISM	Ongoing

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
41.00%			$248,223.00				
80.00%			$0.00				
90.34%			$30,301.00				
94.23%			$144,320.00				
89.49%			$64,082.00				
0%			$0.00				
0%			$0.00				
46.57%			$35,000.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Special education	Students with disabilities	$248,223.00	$252,866.00	$0.00	$86,365.00	$587,454.00
1	2	Expanded learning opportunities	All	$0.00	$250,000.00	$0.00	$0.00	$250,000.00

1	3	Enhanced math curriculum and instruction		$30,301.00	$0.00	$12,666.00	$0.00	$42,967.00
1	4	Visual and performing arts curriculum and instruction		$144,320.00	$0.00	$40,000.00	$0.00	$184,320.00
1	5	Literacy support		$64,082.00	$0.00	$6,000.00	$0.00	$70,082.00
2	1	Safe reopening of campus facilities	All	$0.00	$0.00	$0.00	$30,000.00	$30,000.00
3	1	Board of Trustees Development	All	$0.00	$0.00	$15,000.00	$0.00	$15,000.00
4	1	Enrollment outreach	All	$35,000.00	$0.00	$0.00	$0.00	$35,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$521,926.00	$502,866.00	$73,666.00	$116,365.00	$1,214,823.00

Total Personnel	Total Non-Personnel
$732,347.00	$482,476.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

1	3	Enhanced math curriculum and instruction	Schoolwide	English Learners, Foster Youth, Low Income	ISM	$30,301.00	$42,967.00
1	4	Visual and performing arts curriculum and instruction	Schoolwide	English Learners, Foster Youth, Low Income	ISM	$144,320.00	$184,320.00
1	5	Literacy support	Schoolwide	English Learners, Foster Youth, Low Income	ISM	$64,082.00	$70,082.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$238,703.00	$297,369.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

•   **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

•   **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these

perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the

LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator

for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights - Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement - An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**:Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement

should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory

group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum,

describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the

related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

• Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

• Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

• Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the

LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps. Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP. Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)

Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations* , Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners*: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section

306, provided to students and professional development activities
specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools
that have a numerically significant Foster Youth student subgroup are
encouraged to include specific actions in the LCAP designed to meet
needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the
Dashboard, analyze whether the planned actions were effective in achieving
the goal. Respond to the prompts as instructed.

• Describe the overall implementation of the actions to achieve the
articulated goal. Include a discussion of relevant challenges and successes
experienced with the implementation process. This must include any
instance where the LEA did not implement a planned action or
implemented a planned action in a manner that differs substantively from
how it was described in the adopted LCAP.

• Explain material differences between Budgeted Expenditures and
Estimated Actual Expenditures. Minor variances in expenditures do not
need to be addressed, and a dollar-for-dollar accounting is not required.

• Describe the effectiveness of the specific actions to achieve the
articulated goal as measured by the LEA. In some cases, not all actions in
a goal will be intended to improve performance on all of the metrics
associated with the goal. When responding to this prompt, LEAs may
assess the effectiveness of a single action or group of actions within the
goal in the context of performance on a single metric or group of specific
metrics within the goal that are applicable to the action(s). Grouping actions
with metrics will allow for more robust analysis of whether the strategy the
LEA is using to impact a specified set of metrics is working and increase
transparency for stakeholders. LEAs are encouraged to use such an

approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

*Unduplicated Percentage > 55%:*For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the

other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.
In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**; Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-personnel**: This amount will be automatically calculated.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.