

Introduction:**LEA: International School of Monterey****Contact: Sean Madden, Director, director@ismonterey.org, 831-583-2166****LCAP Year: 2015*****Local Control and Accountability Plan and Annual Update Template***

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Additional Priorities Established in the ISM Charter

Charter schools may address additional priorities reflecting the nature of the program operated, by the charter school.

Mission: *Educate all children toward becoming conscientious, compassionate, and responsible citizens of the world (bring worldclass 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 students who... a) are literate, and able to speak, read, write, listen, [COMMUNICATOR] and think [THINKER] 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 [KNOWLEDGEABLE]. (Priority S)*

ALL CAPS indicates the 10 International Baccalaureate Learner Profile traits integrated into the ISM schoolwide learner outcomes.

Significant Subgroups

As an international school located in the richly diverse Monterey County, “ISM welcomes students and families from all ethnic, cultural, and socioeconomic backgrounds, recognizing the powerful learning that comes from the sharing of diverse pasts, varied present realities, and individual future potential in an assets-based multicultural environment that honors and preserves differences while nurturing collaboration and compassion.” (ISM Charter, p.62)

As a result, “The ISM community is richly diverse. Overall, 25.00% of students report two or more races. Using the simplest aggregate of three ethnicity/race categories, 26.20% of students report Hispanic ethnicity, 37.02% identify as non-Hispanic white only, and 36.78% report one or more of 13 other race options and non-Hispanic ethnicity. Specifically, 14.18% report black or African American heritage, 20.43% indigenous American, 5.05% Asian Indian, 6.01% Chinese, 2.88% Japanese, 3.61% Korean, .96% Vietnamese, 1.44% other Asian, 12.26% Filipino, .24% Samoan, .48% Hawaiian, 1.68% Guamanian, and .96% other Pacific Islander.” (ISM Charter, p.9, percentages updated to current year)

Adding to the rich diversity, 78 students qualify as low-income based on Free and Reduced Price Meal eligibility, 37 have current English Learner status while about as many have been Redesignated Fluent English Proficient (RFEP), 21 receive special education services based on Individualized Education Plans (IEP), 10 receive Section 504 disability accommodations, 25 have Student Support Team plans in place, and “ISM families speak 16 different primary languages at home, and the number of languages doubles when including second languages spoken.” (ISM Charter, p.9, numbers updated to current year)

Within the parameters established in California Education Code section 52052, all of this diversity translates into ISM having the following significant subgroups of 30 or more students: Asian, Hispanic, Non-Hispanic White, Two or More Races. We believe that focusing on these big buckets alone would lose sensitivity to the nuances of individuality so important to delivering effective teaching and engaging students in effective learning. As an example, addressing all 68 students currently in the Two or More Races category the same way would make no sense from a cultural perspective given that the combination of races for any two students in that group might be completely different.

Consequently, “ISM believes that kids don’t fit in buckets! In addition to their cultural belongings, each student possesses uniqueness of character and learning style taken into consideration by the school to treat them individually to bring out potential that reflects far more than the sum of their heritage. Moreover, ISM nurtures an assets-based environment in the classroom and on the campus as a whole where differences are valued as resources that enrich academic and human exchange.” (Charter, p.67) Thus, “ISM works to teach, communicate, and interact in ways that honor the individuality and preserve the dignity of each student and family member.” (Charter, p.62) For purposes of this LCAP, this means that, with only a few exceptions where services target students with disabilities, English Learners, RFEP students, and low-income students, the goals, actions, and services articulated in this plan target all students as individuals including all who qualify as members of various significant subgroups.

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

As noted in our current charter, we have built the International School of Monterey 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 a work in progress, we remain open to fresh concepts and methodologies, and we nurture a culture that invites such input. During meetings held monthly during nonschool hours, our Board of Trustees welcomes comment and input from all interested parties." (ISM Charter, p.18)

As further articulated in the charter, 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 parents/guardians. The school expects them to support their children's learning at home and asks them to provide

hours of family service to the school.” (p.9) These Family Hours consistently total more than 12,000 per year, exceeding the target of 3 hours per month for each family’s first child and 1 additional hour for each additional child. For example, during the 2013-2014 school year, 507 family members including parents, guardians, and grandparents contributed 14,736 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 Outreach Coordinator 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 stakeholder engagement that helps shape and impacts every dimension of the school.

Involvement Process	Impact on LCAP
<p>Given the ongoing involvement of stakeholders in all aspects of our organization, to develop input for our LCAP, we have turned first to these ongoing involvement mechanisms:</p> <ul style="list-style-type: none"> • Board of Trustees: Per our charter, at least half of the members of our board must be parents. In reality, during the 2014-2015 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 monthly meeting 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 to cover the next five years as well as the update of this Local Control and Accountability Plan to cover the next three years. A separate Strategic Advisory Team comprises representatives of the following major stakeholder groups: families, staff, administration, board, ISM Foundation, and Family Connection (PTA equivalent). 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 indicators, measures, metrics, and targets built into the strategic plan and LCAP. • Annual end-of-year surveys: For the past 12 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. • International Exchange 418 coffees: IE418 provides a monthly 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 418 students with a great school experience. ISM invites parents/guardians to attend for the whole 90 minutes or to drop in for any part. ISM volunteers provide coffee, fruit, and pastries. The discussion is conducted in English with concurrent translation provided in Spanish upon requested. 	<p>Over the past two years, our LCAPs have developed organically through all of our existing exchange mechanisms. Most notably, our ongoing strategic planning process, which has been refined over the past 8 years of its existence to involve extensive review and input by all stakeholder groups, provided the foundation from which to build our LCAP. Specifically, at the direction of our Board of Trustees, the four goals articulated in our <i>ISM Strategic Plan</i> have become our goals as articulated in Section 2 below, while we have listed the target outcomes in the strategic plan as the <i>expected annual measurable outcomes</i>, and we have translated the indicators, measures, metrics, and targets in the strategic plan into the metrics and targets here. Finally, we have listed the Strategic Focus Areas in the Strategic plan as the <i>identified needs</i> here. We considered this important work to ensure that this LCAP integrates seamlessly with our existing charter and strategic plan to provide a unified focus for our school community rather than becoming an outlying, additional plan that might divide our focus.</p> <ul style="list-style-type: none"> • The end-of-year surveys have weighed particularly heavily in the annual revision of our strategic plan, and, accordingly, in the development, evaluation, and revision of this LCAP. Several needs that surfaced through those surveys have been addressed in the Actions, Services, and Expenditures section. • Input from parents through the IE418 discussions has had a significant impact on both short-term actions by the school administration as well as longterm planning through the strategic plan and LCAP. The 2015 April and May meetings focused specifically on ISM spending priorities and the LCAP draft, with particular impact on provisions for facilities improvements.

- **Staff meetings:** ISM releases students at 12:50pm 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 various 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, 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 this LCAP, we now 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 invites all families to complete the online parent/guardian survey in English or Spanish, sending the invitation in both languages. 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/LCAP.
- **January – February:** The ISM administration completes an annual strategic plan/LCAP assessment based on the metrics and targets built into the plans.
- **February – March:** As part of its process, the Strategic Advisory Team administers a strategic plan focus area survey 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 email and a focus area survey. Both provide specific opportunity to provide 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, and students with disabilities. ISM encourages parents/guardians to involve their older students in generating their input or to encourage them to respond separately.

- As the administration compiles, reviews, and acts upon the input from the annual surveys to guide current year school improvements, the data also begins shaping the foundations of the next LCAP revision.
- The focus area input provides clear insights into what parents/guardians perceive as the greatest school needs. For example, the 2015 survey made it clear that improving facilities and considering expansion to add a high school had become top-of-mind issues. This input becomes a focal point for the Strategic Advisory Team in its discussions.

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| <ul style="list-style-type: none"> • February – April: The Strategic Advisory Team engages in a series of five meetings where the various stakeholder group representatives create the annual update of the ISM Strategic Plan/LCAP based on all available data, and forward recommended updates to the ISM board. In the process, the SAT conducts a full review and analysis of the end-of-year survey data, strategic plan/LCAP assessment, and focus area survey to guide revisions to the strategic plan/LCAP. • March-April: In 2015, the SAT asked 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 chose a representative to present the class input to the SAT. The SAT unanimously agreed that this student input process will continue as an important piece of the annual strategic plan/LCAP process. • April: The ISM Board of Trustees conducts an open discussion of the ISM Strategic Plan annual update and then approves the update. • April: The ISM director sends a two-item email survey in both English and Spanish to all families of English Learners inviting input regarding improvements to services for English Learners. Likewise, the special programs coordinator, the administrator for Free and Reduced Price Lunch, sends a two-item email survey in both English and Spanish to all families of Free and Reduced Price Meal qualified students inviting input regarding improvements to services for low-income students. • April: In 2014, the ISM director conducted board and public training regarding the Local Control Funding Formula and Local Control and Accountability Plan during the regular monthly Board of Trustees meeting. This will be repeated in future years. • May: The ISM Board of Trustees conducts a Public Hearing regarding the LCAP at its regularly scheduled monthly meeting. The director emails the entire school community inviting participation, specifically calling for input regarding services and programs for all subgroups including ethnic groups, English Learners, low-income students, foster students, and students with disabilities. • June: We revise our annual LCAP based on all inputs described above, and tie expenditures at the program level between our annual budget and the LCAP. The ISM Board of Trustees conducts a final discussion of the LCAP and budget and adopts both at its official annual meeting. | <ul style="list-style-type: none"> • The extensive data analysis work of the Strategic Advisory Team shapes the annual update of the strategic plan, and, per guidance from the California Department of Education, WestEd, and other groups, the updated strategic plan serves as the foundation for our annual LCAP evaluation and update. • The quality of the student input in 2015 was stunning. The students engaged deeply in the process and took great pride in knowing that their insights would shape the school’s improvement plans, which they have. The prevalent student focus on facilities improvements and starting a high school directly impacted identification of those as areas of need in this LCAP. • The board’s own discussion builds upon the discussion of the Strategic Advisory Team. • This targeted solicitation of input specifically for the LCAP provided very positive feedback with a few helpful recommendations for improvement. • This training impacted the development of the original LCAP by increasing awareness of the purpose of the plan and how it fits into the overall planning processes at ISM. Specifically, it engaged the board and public in a discussion of how the LCAP integrates with our charter and strategic plan. • The public hearing further galvanizes the conceptualization of how the LCAP integrates with our charter and strategic plan. For example, in 2014, based on one excellent comment, the decision was made to use the commitments articulated in our strategic plan as the four goals listed below, and to translate the indicators, measures, metrics, and targets in the strategic plan into the metrics and targets in the LCAP. |
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Annual Update:

Our annual LCAP update process has been integrated into our strategic plan development process as described above so that we go through a consistent set of steps each year, adding improvements in stakeholder involvement as we go.

- In 2015, we faced the challenge of migrating our 2014 plan from the original LCAP template to the new LCAP template for purposes of completing the annual evaluation. While time consuming, we found that all of the pieces fit, and that the annual assessment, already in place for our strategic planning, easily adapted to provide all of the needed assessment of LCAP metrics and targets.
- The timing of plan revision and reporting of actual expenditures proved more challenging. With the budget year not yet closed and end-of-year financial summaries not yet available, we have done our best to estimate expenditures for inclusion in this current LCAP version.
- The annual strategic plan/LCAP assessment conducted in January-February based on the metrics and targets built into the plans provided specific data regarding achievement of the targeted measurable outcomes.
- The focus area survey conducted in February-March provided specific feedback regarding progress in the areas of need identified in the LCAP.

Annual Update:

All of the annual update steps proved impactful on both the evaluation of the current LCAP and the drafting of the next revision.

- As noted above, the addition of a class-based process for student discussion and input into our planning proved extremely valuable. We will continue and expand on this practice to ensure a strong student voice in future years.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. Comprehensive, International Educational Program ISM 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.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : M <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/>
Identified Need:	Literacy in Language, Mathematics, and Technology Recognizing that ability to read, write, listen, speak, numerate, compute, process information, express ideas and opinions, make decisions, and solve problems lies at the heart of success as family members, 21st-century workers, global citizens, and lifelong learners, we will focus on further improvement and expansion of our efforts to develop the multiple literacies of all students including English, Spanish, home language, mathematical and technological, with particular focus on literacy for English Learners. Evidence Indicating Need: End-of-year family, staff, and student surveys; student assessment data; student class discussions		
Goal Applies to:	Schools:	ISM	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<p>Outcome 1.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval ~ <i>Student Impact:</i> Students engage in the more meaningful inquiry-based, comprehensive international learning program and continuous school improvement required to achieve accreditation by WASC and CIS, and authorization to teach the IB programmes.</p> <p>Outcome 1.1. ISM fosters internationalism throughout the curriculum. <i>Metric:</i> Number of learning outcomes addressing internationalism or its elements ~ <i>Target:</i> 1 or more per unit ~ <i>Student Impact:</i> Students become better prepared for career and life success in the global community.</p> <p>Outcome 1.2. ISM integrates the IB Learner Profile into the curriculum. <i>Metric 1:</i> Units addressing International Baccalaureate Learner Profile traits ~ <i>Target 1:</i> All ~ <i>Metric 2:</i> Average self-rating for each Learner Profile trait on annual eighth-grade end-of-year student survey ~ <i>Target 2:</i> 4.0 on a 5-point scale ~ <i>Student Impact:</i> Students develop important academic, character, and social-emotional attributes.</p> <p>Outcome 1.3. The ISM curriculum incorporates current or future state standards. <i>Metric 1:</i> Applicable New California State Standards included in each subject during annual review of documented curriculum ~ <i>Target 1:</i> All ~ <i>Metric 2:</i> Percentage of students performing at/near standard or above on annual California Assessment of Student Performance and Progress (CAASPP) ~ <i>Target 2:</i> 75% ~ <i>Metric 3:</i> Percentage of 8th graders expressing strong to very strong motivation to attend college ~ <i>Target 3:</i> 90% ~ <i>Student Impact:</i> Student learning covers, at a minimum, common ground identified by experts as foundational to career and life success.</p> <p>Outcome 1.4. 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 and technology instruction integrated across all subjects. <i>Metric:</i> Scheduled annual minutes of instruction ~ <i>Target:</i> 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 ~ <i>Student Impact:</i> Students participate in a broad, enriching course of study that includes all of the subjects identified in the Ed Code, and more.</p>		

Outcome 1.5. 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 subgroup scores on the Academic Performance Index (API) as reconceived or replaced ~ *Target 2:* state-set target for all students and each significant subgroup ~ *Student Impact:* Students engage in a cohesive educational experience where teachers tie subjects together in meaningful ways, and their learning builds from one year to the next as evidenced by assessment success.

Outcome 1.6. 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% ~ *Student Impact:* Students directly impact their own learning through their inquiry, and teachers ensure their understanding of central ideas and related concepts and processes.

Outcome 1.7. 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 the California English Language Development Test (CELDT) ~ *Target 2:* 60% ~ *Metric 3:* Percentage of English Learners reclassified as Fluent English Proficient (RFEP) ~ *Target 3:* 25% in 1 year; 75% in 3 years; 100% in 5 years ~ *Student Impact:* Students receive individualized instruction from teachers and aides, and help shape their own individualized learning experiences.

Outcome 1.8. ISM articulates and effectively implements a comprehensive assessment policy.

Metric: Approved policy and essential agreements ~ *Target:* Ongoing ~ *Student Impact:* Students engage in formative and summative assessments that provide them with meaningful feedback that helps guide their future learning.

Outcome 1.9. 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 ~ *Student Impact:* Students participate in on-campus and off-campus curricular and extracurricular events and activities that enhance their educational motivation and experiences.

Outcome 1.10. 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% ~ *Student Impact:* Students actively and happily engaged in their daily learning love to come to school, and they become lifelong learners.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$1,266,218 (8000-8099) \$650 (8292) \$65,698 (8560) <i>Expenditures:</i> \$1,081,977 (1000-1999) \$247,089 (3000-3999) \$3,500 (5000-5999)
New California State Standards implementation (instructional materials, computers, professional development, and other one-time expenditures)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$81,109 (8550) <i>Expenditures:</i> \$6,500 (1000-1999) \$56,088 (4000-4999) \$18,521 (5000-5999)

International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$99,939 (8011) <i>Expenditures:</i> \$60,475 (1000-1999) \$15,464 (3000-3999) \$24,000 (5000-5999)
Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$209,000 (8011) <i>Expenditures:</i> \$209,000 (7000-7999)
Student services (academic advisor, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)		<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$75,949 (8011) <i>Expenditures:</i> \$60,484 (1000-1999) \$15,465 (3000-3999)
Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$7,560 (8982) <i>Expenditures:</i> \$7,560 (4000-4999)

Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$54,382 (8011) <i>Expenditures:</i> \$40,956 (1000-1999) \$10,982 (3000-3999) \$2,006 (4000-4999) \$438 (5000-5999)
Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$22,702 (8011 supplemental) \$12,506 (8982,8983) <i>Expenditures:</i> \$27,304 (1000-1999) \$3,817 (3000-3999) \$1,338 (4000-4999) \$2,749 (5000-5999)

PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$74,967 (8982, 8983) <i>Expenditures:</i> \$54,608 (1000-1999) \$14,643 (3000-3999) \$2,675 (4000-4999) \$3,041 (5000-5999)
Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$51,378 (8011) \$13,589 (8011 supplemental) \$10,000 (8982) <i>Expenditures:</i> \$54,608 (1000-1999) \$14,643 (3000-3999) \$2,675 (4000-4999) \$3,041 (5000-5999)

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$51,378 (8011) \$13,589 (8011 supplemental) \$10,000 (8982) <i>Expenditures:</i> \$54,608 (1000-1999) \$14,643 (3000-3999) \$2,675 (4000-4999) \$3,041 (5000-5999)
Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$213,868 (8982, 8983) <i>Expenditures:</i> \$163,823 (1000-1999) \$43,930 (3000-3999) \$8,025 (4000-4999) \$6,665 (5000-5999)

Middle years athletics (coaching stipends, materials, and league and officials fees)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$26,495 (8982-8984) <i>Expenditures:</i> \$13,000 (1105) \$2,037 (3000-3999) \$5,500 (4000-4999) \$5,958 (5000-5999)
Student fieldtrips (fees for off-campus fieldtrips and on-campus special events for students)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$8,360 (8982) <i>Expenditures:</i> \$7,160 (4440) \$1,200 (5800)
Student projects and competitions (fees for regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$9,000 (8982) <i>Expenditures:</i> \$6,000 (4315) \$3,000 (5300)

Literacy support (instructional aides, materials, and training to support English language arts and Spanish instruction, English Learner and RFEP student supports, and literacy interventions targeting the differentiated needs of unduplicated students and students in general)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$46,681 (8011 supplemental) \$8,670 (8982) <i>Expenditures:</i> \$43,260 (2000-2999) \$5,796 (3000-3999) \$6,295 (4000-4999)
School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$17,000 (8220) \$1,250 (8520) \$17,500 (8980) <i>Expenditures:</i> \$35,750 (4700)
After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$93,500 (8985) <i>Expenditures:</i> \$50,396 (2000-2999) \$8,926 (3000-3999) \$6,165 (4000-4999,5300)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Outcome 1.0. 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 ~ *Student Impact:* Students engage in the more meaningful inquiry-based, comprehensive international learning program and continuous school improvement required to achieve accreditation by WASC and CIS, and authorization to teach the IB programmes.

Outcome 1.1. ISM fosters internationalism throughout the curriculum.

Metric: Number of learning outcomes addressing internationalism or its elements ~ *Target:* 1 or more per unit ~ *Student Impact:* Students become better prepared for career and life success in the global community.

Outcome 1.2. 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 ~ *Student Impact:* Students develop important academic, character, and social-emotional attributes.

Outcome 1.3. The ISM curriculum incorporates current or future state standards.

Metric 1: Applicable New 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% ~ *Student Impact:* Student learning covers, at a minimum, common ground identified by experts as foundational to career and life success.

Outcome 1.4. 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 and technology instruction integrated across all subjects.

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 ~ *Student Impact:* Students participate in a broad, enriching course of study that includes all of the subjects identified in the Ed Code, and more.

Outcome 1.5. 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 subgroup scores on the Academic Performance Index (API) as reconceived or replaced ~ *Target 2:* state-set target for all students and each significant subgroup ~ *Student Impact:* Students engage in a cohesive educational experience where teachers tie subjects together in meaningful ways, and their learning builds from one year to the next as evidenced by assessment success.

Outcome 1.6. 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% ~ *Student Impact:* Students directly impact their own learning through their inquiry, and teachers ensure their understanding of central ideas and related concepts and processes.

Outcome 1.7. 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 the California English Language Development Test (CELDT) ~ *Target 2:* 60% ~ *Metric 3:* Percentage of English Learners reclassified as Fluent English Proficient (RFEP) ~ *Target 3:* 25% in 1 year; 75% in 3 years; 100% in 5 years ~ *Student Impact:* Students receive individualized instruction from teachers and aides, and help shape their own individualized learning experiences.

Outcome 1.8. ISM articulates and effectively implements a comprehensive assessment policy.

Metric: Approved policy and essential agreements ~ *Target:* Ongoing ~ *Student Impact:* Students engage in formative and summative assessments that provide them with meaningful feedback that helps guide their future learning.

Outcome 1.9. 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 ~ *Student Impact:* Students participate in on-campus and off-campus curricular and extracurricular events and activities that enhance their educational motivation and experiences.

Outcome 1.10. 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% ~ *Student Impact:* Students actively and happily engaged in their daily learning love to come to school, and they become lifelong learners.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
New California State Standards implementation (instructional materials, computers, professional development, and other one-time expenditures)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%

International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year (capped)
Student services (academic advisor, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%

PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Middle years athletics (coaching stipends, materials, and league and officials fees)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Student fieldtrips (fees for off-campus fieldtrips and on-campus special events for students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%

Student projects and competitions (fees for regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Literacy support (instructional aides, materials, and training to support English language arts and Spanish instruction, English Learner and RFEF student supports, and literacy interventions targeting the differentiated needs of unduplicated students and students in general)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>Outcome 1.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval ~ <i>Student Impact:</i> Students engage in the more meaningful inquiry-based, comprehensive international learning program and continuous school improvement required to achieve accreditation by WASC and CIS, and authorization to teach the IB programmes.</p> <p>Outcome 1.1. ISM fosters internationalism throughout the curriculum. <i>Metric:</i> Number of learning outcomes addressing internationalism or its elements ~ <i>Target:</i> 1 or more per unit ~ <i>Student Impact:</i> Students become better prepared for career and life success in the global community.</p>
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Outcome 1.2. 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 ~ *Student Impact:* Students develop important academic, character, and social-emotional attributes.

Outcome 1.3. The ISM curriculum incorporates current or future state standards.

Metric 1: Applicable New 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% ~ *Student Impact:* Student learning covers, at a minimum, common ground identified by experts as foundational to career and life success.

Outcome 1.4. 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 and technology instruction integrated across all subjects.

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 ~ *Student Impact:* Students participate in a broad, enriching course of study that includes all of the subjects identified in the Ed Code, and more.

Outcome 1.5. 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 subgroup scores on the Academic Performance Index (API) as reconceived or replaced ~ *Target 2:* state-set target for all students and each significant subgroup ~ *Student Impact:* Students engage in a cohesive educational experience where teachers tie subjects together in meaningful ways, and their learning builds from one year to the next as evidenced by assessment success.

Outcome 1.6. 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% ~ *Student Impact:* Students directly impact their own learning through their inquiry, and teachers ensure their understanding of central ideas and related concepts and processes.

Outcome 1.7. 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 the California English Language Development Test (CELDT) ~ *Target 2:* 60% ~ *Metric 3:* Percentage of English Learners reclassified as Fluent English Proficient (RFEP) ~ *Target 3:* 25% in 1 year; 75% in 3 years; 100% in 5 years ~ *Student Impact:* Students receive individualized instruction from teachers and aides, and help shape their own individualized learning experiences.

Outcome 1.8. ISM articulates and effectively implements a comprehensive assessment policy.

Metric: Approved policy and essential agreements ~ *Target:* Ongoing ~ *Student Impact:* Students engage in formative and summative assessments that provide them with meaningful feedback that helps guide their future learning.

- Outcome 1.9. 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 ~ *Student Impact:* Students participate in on-campus and off-campus curricular and extracurricular events and activities that enhance their educational motivation and experiences.
- Outcome 1.10. 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% ~ *Student Impact:* Students actively and happily engaged in their daily learning love to come to school, and they become lifelong learners.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
New California State Standards implementation (instructional materials, computers, professional development, and other one-time expenditures)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year (capped)

Student services (academic advisor, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Middle years athletics (coaching stipends, materials, and league and officials fees)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Student fieldtrips (fees for off-campus fieldtrips and on-campus special events for students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Student projects and competitions (fees for regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Literacy support (instructional aides, materials, and training to support English language arts and Spanish instruction, English Learner and RFEP student supports, and literacy interventions targeting the differentiated needs of unduplicated students and students in general)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%

School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	2. Efficient Development and Management of Resources ISM commits to achieving efficient development and management of its fiscal, physical, and human resources.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : M <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> S <input type="checkbox"/>
Identified Need :	Facilities Planning & Improvement To create the best possible home for our academic and extracurricular programs as well as our overall operations, we will work together to negotiate a longterm facilities lease and adopt a longterm facilities plan. We will also work to improve our existing facilities. We will particularly focus on improving our Library/Media Center as a social and learning hub for our campus. Evidence Indicating Need: End-of-year family, staff, and student surveys; student class discussions		
Goal Applies to:	Schools:	ISM	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Outcome 2.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval ~ <i>Student Impact:</i> Students benefit from expanded programs and services when the school develops and efficiently manages it resources. Outcome 2.1. ISM is financially solvent and follows a sustainable budget model. <i>Metric 1:</i> Annual net change in fund balance over any two-year period ~ <i>Target 1:</i> Positive number ~ <i>Metric 2:</i> Cash reserve ~ <i>Target 2:</i> Defensive interval (assets/average expenses) > 3 months ~ <i>Student Impact:</i> Students can count on programs and services year to year when school finances are stable.		

- Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, and direct donations.**
Metric: Percentage of fundraising areas with articulated guidelines and strategies ~ *Target:* 100% ~ *Student Impact:* Students benefit from expanded programs and services supported by fundraising activities.
- 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% ~ *Student Impact:* Students learn readily and effectively when they have access to appropriate books, materials, supplies, information resources, and technologies.
- 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 ~ *Target 2:* 0 ~ *Student Impact:* Students learn readily and effectively when the facilities comprise positive teaching and learning spaces.
- 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% ~ *Student Impact:* Students learn readily and effectively when guided by high-quality professional educators.
- 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% ~ *Student Impact:* Students benefit from ever-improving instruction and school experiences when teachers and other employees engage in a process of ongoing review and improvement.
- Outcome 2.7. ISM augments its resources by collaborating with community partners.**
Metric: Number of ongoing partnerships ~ *Target:* 10 ~ *Student Impact:* Students engage in enriched learning opportunities when community partners provide content, experiences and supports.
- 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 ~ *Student Impact:* Students benefit from ever-improving teaching and learning when teachers engage in ongoing planning and professional development.
- 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 ~ *Student Impact:* Students thrive when the climate, culture, and community combine to create positive feelings toward school and learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	All	✓ All	<i>Funding sources:</i>
		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: (Specify) _____	\$3,074 (8982) <i>Expenditures:</i> \$3,074 (4315)
School safety (staffing to ensure student safety and campus security)	All	✓ All	<i>Funding sources:</i>
		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: (Specify) _____	\$63,255 (8011) <i>Expenditures:</i> \$46,370 (2000-2999) \$16,885 (3000-3999)
Library materials (library collection expansion through book fair and read-a-thon fundraising)	All	✓ All	<i>Funding sources:</i>
		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: (Specify) _____	\$8,000 (8984) <i>Expenditures:</i> \$3,000 (1105) \$419 (3000-3999) \$4,581 (4000-4999)

Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety including playground slurry)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$70,245 (8290) Unknown (MPUSD facilities funds) <i>Expenditures:</i> \$70,245 (4400) Unknown (MPUSD facilities maintenance budget)
Clean Energy Act improvements (lighting, heating controls, solar)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> \$101,658 (8594) <i>Expenditures:</i> \$152,487 (5601)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Outcome 2.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval ~ <i>Student Impact:</i> Students benefit from expanded programs and services when the school develops and efficiently manages its resources.</p> <p>Outcome 2.1. ISM is financially solvent and follows a sustainable budget model. <i>Metric 1:</i> Annual net change in fund balance over any two-year period ~ <i>Target 1:</i> Positive number ~ <i>Metric 2:</i> Cash reserve ~ <i>Target 2:</i> Defensive interval (assets/average expenses) > 3 months ~ <i>Student Impact:</i> Students can count on programs and services year to year when school finances are stable.</p> <p>Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, and direct donations. <i>Metric:</i> Percentage of fundraising areas with articulated guidelines and strategies ~ <i>Target:</i> 100% ~ <i>Student Impact:</i> Students benefit from expanded programs and services supported by fundraising activities.</p>
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- 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% ~ *Student Impact:* Students learn readily and effectively when they have access to appropriate books, materials, supplies, information resources, and technologies.
- 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 ~ *Target 2:* 0 ~ *Student Impact:* Students learn readily and effectively when the facilities comprise positive teaching and learning spaces.
- 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% ~ *Student Impact:* Students learn readily and effectively when guided by high-quality professional educators.
- 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% ~ *Student Impact:* Students benefit from ever-improving instruction and school experiences when teachers and other employees engage in a process of ongoing review and improvement.
- Outcome 2.7. ISM augments its resources by collaborating with community partners.**
Metric: Number of ongoing partnerships ~ *Target:* 10 ~ *Student Impact:* Students engage in enriched learning opportunities when community partners provide content, experiences and supports.
- 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 ~ *Student Impact:* Students benefit from ever-improving teaching and learning when teachers engage in ongoing planning and professional development.
- 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 ~ *Student Impact:* Students thrive when the climate, culture, and community combine to create positive feelings toward school and learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
School safety (staffing to ensure student safety and campus security)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Library materials (library collection expansion through book fair and read-a-thon fundraising)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety including playground slurry)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
Clean Energy Act improvements (lighting, heating controls, solar)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

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 ~ *Student Impact:* Students benefit from expanded programs and services when the school develops and efficiently manages its resources.

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 ~ *Student Impact:* Students can count on programs and services year to year when school finances are stable.

Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, and direct donations.

Metric: Percentage of fundraising areas with articulated guidelines and strategies ~ *Target:* 100% ~ *Student Impact:* Students benefit from expanded programs and services supported by fundraising activities.

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% ~ *Student Impact:* Students learn readily and effectively when they have access to appropriate books, materials, supplies, information resources, and technologies.

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 ~ *Target 2:* 0 ~ *Student Impact:* Students learn readily and effectively when the facilities comprise positive teaching and learning spaces.

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% ~ *Student Impact:* Students learn readily and effectively when guided by high-quality professional educators.

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% ~ *Student Impact:* Students benefit from ever-improving instruction and school experiences when teachers and other employees engage in a process of ongoing review and improvement.

Outcome 2.7. ISM augments its resources by collaborating with community partners.

Metric: Number of ongoing partnerships ~ *Target:* 10 ~ *Student Impact:* Students engage in enriched learning opportunities when community partners provide content, experiences and supports.

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 ~ *Student Impact:* Students benefit from ever-improving teaching and learning when teachers engage in ongoing planning and professional development.

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 ~ *Student Impact:* Students thrive when the climate, culture, and community combine to create positive feelings toward school and learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
School safety (staffing to ensure student safety and campus security)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Library materials (library collection expansion through book fair and read-a-thon fundraising)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%

Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety including playground slurry)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%
Clean Energy Act improvements (lighting, heating controls, solar)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.6%

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	3. Clear Governance and Operations Structures ISM commits to clear and effective governance and efficient operations structures.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : M <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/>
Identified Need :	High School Expansion Feasibility Study Recognizing the desire of students and their families to have an International Baccalaureate high school program available after completion of our K-8 program and to extend the unique ISM experience to grades 9-12, we will conduct a comprehensive feasibility study regarding high school expansion. Among other things, the study will explore the feasibility of various options for academic programs, enrollment, facilities, finances, and staffing. Evidence Indicating Need: End-of-year family and student surveys; midyear focus area survey; student class discussions; high school town hall discussion; parent action groups; submitted parent proposal for high school expansion		
Goal Applies to:	Schools:	ISM	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<p>Outcome 3.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval ~ <i>Student Impact:</i> Students can immerse themselves in the learning exchange when the school around them is effectively governed and operated.</p> <p>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:</p> <ul style="list-style-type: none"> • The Board of Trustees • Charter development, renewal, and monitoring • Student and staff conduct and discipline • Safety and crisis management • Strategic planning • Student support services <p><i>Metric:</i> Number of required policies approved and published within three months of identification of the requirement ~ <i>Target:</i> 100 ~ <i>Student Impact:</i> Students thrive educationally, socially, and emotionally when expectations and processes have been clearly articulated for them.</p> <p>Outcome 3.2. ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command. <i>Metric:</i> Percentage of positions listed on the organization chart with current job specifications ~ <i>Target:</i> 100% ~ <i>Student Impact:</i> Students can immerse themselves in the learning exchange when the school around them is effectively operated by well organized professionals.</p> <p>Outcome 3.3. ISM has efficient and compliant data management processes. <i>Metric:</i> Annual instances of non-compliance with data reporting requirements and deadlines ~ <i>Target:</i> 0 ~ <i>Student Impact:</i> Students receive appropriate available services, state-funded programs, and other considerations when data is accurately managed and reported.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Basic operations (all school expenses not included in core academics or other specific programs)	All	<input checked="" type="checkbox"/> All	<i>Funding sources:</i> \$992,121 (8000-8099) \$5,677 (8550) \$1,000 (8660) <i>Expenditures:</i> \$143,578 (1000-1999) \$298,917 (2000-2999) \$175,050 (3000-3999)
		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: (Specify) _____	\$22,680 (4000-4999) \$280,214 (5000-5999) \$1,000 (6000-6999)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

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 ~ *Student Impact:* Students can immerse themselves in the learning exchange when the school around them is effectively governed and operated.

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 ~ *Student Impact:* Students thrive educationally, socially, and emotionally when expectations and processes have been clearly articulated for them.

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% ~ *Student Impact:* Students can immerse themselves in the learning exchange when the school around them is effectively operated by well organized professionals.

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 ~ *Student Impact:* Students receive appropriate available services, state-funded programs, and other considerations when data is accurately managed and reported.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Basic operations (all school expenses not included in core academics or other specific programs)	All	✓ All	<i>Funding sources:</i> Same <i>Expenditures:</i> Same as prior year plus 2.4%
		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: (Specify) _____	

LCAP Year 3: 2017-2018

Expected Annual
Measurable
Outcomes:

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 ~ *Student Impact:* Students can immerse themselves in the learning exchange when the school around them is effectively governed and operated.

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 ~ *Student Impact:* Students thrive educationally, socially, and emotionally when expectations and processes have been clearly articulated for them.

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% ~ *Student Impact:* Students can immerse themselves in the learning exchange when the school around them is effectively operated by well organized professionals.

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 ~ *Student Impact:* Students receive appropriate available services, state-funded programs, and other considerations when data is accurately managed and reported.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Basic operations (all school expenses not included in core academics or other specific programs)	All	✓ All	<i>Funding sources:</i>
		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: (Specify) _____	Same <i>Expenditures:</i> Same as prior year plus 2.6%

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	4. Exemplary Communications and Relations ISM commits to maintaining exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond.	Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5__ 6✓ 7__ 8__ COE only: 9__ 10__ Local : M✓ P✓ S✓
Identified Need :	Community Relations & Marketing Recognizing that awareness of and respect for our school within the broader community provides an important reputational foundation for our efforts to raise funds through grants and private donations, and to gain support for initiatives critical to the success of our students and school, we will focus on developing strategic communications and marketing efforts aimed at audiences beyond families with young children, where we already have a widespread and fantastic reputation. Evidence Indicating Need: Board discussion; friend and donor feedback; secondary research of “best practices”	
Goal Applies to:	Schools:	ISM
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	<p>Outcome 4.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing status ~ <i>Student Impact:</i> Students experience better instruction, programming, services, and educational support both in school and at home when all stakeholders communicate effectively.</p> <p>Outcome 4.1. ISM thrives as a community of involved families who actively participate in the educational process, complete family hours of service to the school, and support the school financially. <i>Metric:</i> Percentage of families actively participating in some way ~ <i>Target:</i> 100% ~ <i>Student Impact:</i> Students benefit from enhanced educational programs and supports on campus when parents/guardians and others provide hours of service to the school, and from more meaningful educational exchanges at home that result from the direct involvement of parents/guardians in the overall educational process.</p> <p>Outcome 4.2. The ISM administration, Board, Family Connection, Foundation, and teachers effectively communicate with ISM students and families, providing opportunities for family input regarding their respective functions. <i>Metric:</i> Average rating on each question related to communication effectiveness on the annual parent/guardian survey ~ <i>Target:</i> 3.5 on a 5-point scale ~ <i>Student Impact:</i> Students thrive at school when effective communication from all involved in their education ensures that they and their families understand all programs, services, processes, etc.</p> <p>Outcome 4.3. ISM has effective working relationships with associated school districts and educational agencies. <i>Metric:</i> Average rating on each question related to the effectiveness of ISM relationships with school districts and educational agencies on the annual board assessment ~ <i>Target:</i> 3.0 on a 4-point scale ~ <i>Student Impact:</i> Students benefit from improved facilities, services, and programs provide by ISM through other agencies when the relationship between ISM and those agencies is highly effective.</p> <p>Outcome 4.4. ISM communicates effectively with its surrounding community. <i>Metric:</i> Total annual number of applicants ~ <i>Target:</i> 10 times the open positions ~ <i>Student Impact:</i> ISM becomes accessible to more students in the community at large when it communicates its mission and availability widely.</p>	

	Outcome 4.5. ISM has meaningful links with other international schools and IB programmes. <i>Metric:</i> Average rating on each question related to beneficial, collaborative links with other international schools on the annual teacher survey ~ <i>Target:</i> 3.5 on a 5-point scale ~ <i>Student Impact:</i> Students learn from global connections that enhance their understanding of their world and themselves as global citizens.			
	Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism. <i>Metric:</i> Percentage of partnerships found to directly support one or more ISM strategic outcomes in an annual administrative audit ~ <i>Target:</i> 100% ~ <i>Student Impact:</i> Students engage in enriched learning experiences provided or shaped by community partners.			
	Outcome 4.7. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders. <i>Metric:</i> 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 ~ <i>Target:</i> 3.5 on a 5-point scale ~ <i>Student Impact:</i> Students experience better instruction, programming, services, and educational support both in school and at home when all stakeholders understand school decisions.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Community Relations & Marketing (student yearbooks, collateral, events, promotions, merchandise, and premiums that broaden awareness of and affinity for ISM)		All	✓ All	<i>Funding sources:</i>
			OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient __ Other Subgroups: (Specify) _____	\$19,000 (8600-8999) <i>Expenditures:</i> \$19,000 (4430,5000-5999)
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Outcome 4.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing status ~ <i>Student Impact:</i> Students experience better instruction, programming, services, and educational support both in school and at home when all stakeholders communicate effectively.			
	Outcome 4.1. ISM thrives as a community of involved families who actively participate in the educational process, complete family hours of service to the school, and support the school financially. <i>Metric:</i> Percentage of families actively participating in some way ~ <i>Target:</i> 100% ~ <i>Student Impact:</i> Students benefit from enhanced educational programs and supports on campus when parents/guardians and others provide hours of service to the school, and from more meaningful educational exchanges at home that result from the direct involvement of parents/guardians in the overall educational process.			

- Outcome 4.2. The ISM administration, Board, Family Connection, Foundation, and teachers 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 ~ *Student Impact:* Students thrive at school when effective communication from all involved in their education ensures that they and their families understand all programs, services, processes, etc.
- 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 ~ *Student Impact:* Students benefit from improved facilities, services, and programs provide by ISM through other agencies when the relationship between ISM and those agencies is highly effective.
- Outcome 4.4. ISM communicates effectively with its surrounding community.**
Metric: Total annual number of applicants ~ *Target:* 10 times the open positions ~ *Student Impact:* ISM becomes accessible to more students in the community at large when it communicates its mission and availability widely.
- 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 ~ *Student Impact:* Students learn from global connections that enhance their understanding of their world and themselves as global citizens.
- 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% ~ *Student Impact:* Students engage in enriched learning experiences provided or shaped by community partners.
- 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 ~ *Student Impact:* Students experience better instruction, programming, services, and educational support both in school and at home when all stakeholders understand school decisions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Community Relations & Marketing (student yearbooks, collateral, events, promotions, merchandise, and premiums that broaden awareness of and affinity for ISM)	All	✓ All	<i>Funding sources:</i>
		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: (Specify) _____	Same <i>Expenditures:</i> Same as prior year plus 2.4%

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

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 status ~ *Student Impact:* Students experience better instruction, programming, services, and educational support both in school and at home when all stakeholders communicate effectively.

Outcome 4.1. ISM thrives as a community of involved families who actively participate in the educational process, complete family hours of service to the school, and support the school financially.

Metric: Percentage of families actively participating in some way ~ *Target:* 100% ~ *Student Impact:* Students benefit from enhanced educational programs and supports on campus when parents/guardians and others provide hours of service to the school, and from more meaningful educational exchanges at home that result from the direct involvement of parents/guardians in the overall educational process.

Outcome 4.2. The ISM administration, Board, Family Connection, Foundation, and teachers 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 ~ *Student Impact:* Students thrive at school when effective communication from all involved in their education ensures that they and their families understand all programs, services, processes, etc.

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 ~ *Student Impact:* Students benefit from improved facilities, services, and programs provide by ISM through other agencies when the relationship between ISM and those agencies is highly effective.

Outcome 4.4. ISM communicates effectively with its surrounding community.

Metric: Total annual number of applicants ~ *Target:* 10 times the open positions ~ *Student Impact:* ISM becomes accessible to more students in the community at large when it communicates its mission and availability widely.

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 ~ *Student Impact:* Students learn from global connections that enhance their understanding of their world and themselves as global citizens.

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% ~ *Student Impact:* Students engage in enriched learning experiences provided or shaped by community partners.

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 ~ *Student*

Impact: Students experience better instruction, programming, services, and educational support both in school and at home when all stakeholders understand school decisions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Community Relations & Marketing (student yearbooks, collateral, events, promotions, merchandise, and premiums that broaden awareness of and affinity for ISM)	All	✓ All	<i>Funding sources:</i> Same
		OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient __ Other Subgroups: (Specify) _____	

Expenditures:
Same as prior year plus 2.6%

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

GOAL:	1. Comprehensive, International Educational Program ISM 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.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : M <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/>
Goal Applies to:	Schools: ISM	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Outcome 1.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval</p> <p>Outcome 1.1. ISM fosters internationalism throughout the curriculum. <i>Metric:</i> Number of learning outcomes addressing internationalism or its elements ~ <i>Target:</i> 1 or more per unit</p> <p>Outcome 1.2. ISM integrates the IB Learner Profile into the curriculum. <i>Metric:</i> Average self-rating for each Learner Profile trait on annual eighth-grade end-of-year student survey ~ <i>Target:</i> 4.0 on a 5-point</p> <p>Outcome 1.3. The ISM curriculum incorporates current or future state standards. <i>Metric:</i> Applicable state standards not included in each subject during annual review of documented curriculum ~ <i>Target:</i> 0</p> <p>Outcome 1.4. 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 and technology instruction integrated across all subjects. <i>Metric:</i> Scheduled annual minutes of instruction ~ <i>Target:</i> 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</p>	Actual Annual Measurable Outcomes:	<p>Outcome 1.0. ISM achieves and maintains external validation. <i>Actual:</i> Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme authorization</p> <p>Outcome 1.1. ISM fosters internationalism throughout the curriculum. <i>Actual:</i> 94% 1 or more</p> <p>Outcome 1.2. ISM integrates the IB Learner Profile into the curriculum. <i>Actual:</i> 4.0+ on 4 of 10 traits; 3.20+ on remaining 6; range 3.20 to 4.20</p> <p>Outcome 1.3. The ISM curriculum incorporates current or future state standards. <i>Actual:</i> Ongoing</p> <p>Outcome 1.4. 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 and technology instruction integrated across all subjects. <i>Actual:</i> 8,100 for language arts, social studies, math, and science; 5,940+ for second language; 3,960+ for visual and performing arts, and design; and 3,420 for PE</p>

Outcome 1.5. The ISM curriculum works cohesively both within and across grade levels.

Metric 1: Percentage of students showing at least one grade or skill level's worth of progress each academic year as evidenced by proficiency levels on state assessments ~ *Target 1:* 70% ~ *Metric 2:* School and subgroup scores on the API (Academic Performance Index) ~ *Target 2:* 850+ schoolwide and 800+ for each significant subgroup

Outcome 1.6. 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%

Outcome 1.7. 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 the California English Language Development Test (CELDT) ~ *Target 2:* 60% ~ *Metric 3:* Percentage of English Learners reclassified as Fluent English Proficient (RFEP) ~ *Target 3:* 25% in 1 year; 75% in 3 years; 100% in 5 years

Outcome 1.8. ISM articulates and effectively implements a comprehensive assessment policy.

Metric: Approved policy and essential agreements ~ *Target:* Ongoing

Outcome 1.9. 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

Outcome 1.5. The ISM curriculum works cohesively both within and across grade levels.

Actual 1: NA, no state assessment scores ~ *Actual 2:* NA, no state API

Outcome 1.6. ISM achieves best practices through inquiry-driven instruction and focus on understanding.

Actual: 100% PYP; 84% MYP

Outcome 1.7. Teachers differentiate instruction to meet the individual needs of students.

Actual 1: PYP not documented; MYP 35% ~ *Actual 2:* 77.8% ~ *Actual 3:* 44.7% 1 year; 86.8% 3 years; 100% 5 years

Outcome 1.8. ISM articulates and effectively implements a comprehensive assessment policy.

Actual: Ongoing

Outcome 1.9. The educational program includes cocurricular and extracurricular activities that fit with the school's identity.

Actual 1: At least 2 per trimester per class in grades K-5; target not achieved in grades 6-8 ~ *Actual 2:* 5 sports for boys and 5 sports for girls

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	<i>Funding sources:</i> \$1,175,459 (8000-8099) \$63,167 (8560) <i>Expenditures:</i> \$981,562 (1000-1999) \$249,065 (3000-3999) \$1,000 (4000-4999) \$7,000 (5000-5999)	Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	<i>Funding sources:</i> \$1,165,479 (8000-8099) \$65,596 (8560) <i>Expenditures:</i> \$997,740 (1000-1999) \$239,558 (3000-3999) \$1,073 (4000-4999) \$4,964 (5000-5999)
Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Common Core implementation (instructional materials, computers, and trainings)	<i>Funding sources:</i> \$32,000 (8590) <i>Expenditures:</i> \$32,000 (4000-4999)	Common Core implementation (instructional materials, computers, and trainings)	<i>Funding sources:</i> \$34,896 (9780) <i>Expenditures:</i> \$34,896 (4000-5999)

Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	<i>Funding sources:</i> \$130,966 (8011) <i>Expenditures:</i> \$65,441 (1000-1999) \$16,055 (3000-3999) \$10,000 (4000-4999) \$39,470 (5000-5999)	International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	<i>Funding sources:</i> \$123,040 (8011) <i>Expenditures:</i> \$66,520 (1000-1999) \$15,442 (3000-3999) \$10,729 (4000-4999) \$37,086 (5000-5999)
Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	<i>Funding sources:</i> \$209,000 (8011) <i>Expenditures:</i> \$209,000 (7010)	Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	<i>Funding sources:</i> \$209,000 (8011) <i>Expenditures:</i> \$209,000 (7010)

Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Student services (academic advisor, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)	<i>Funding sources:</i> \$79,596 (8011) <i>Expenditures:</i> \$63,756 (1000-1999) \$15,840 (3000-3999)	Student services (academic advisor, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)	<i>Funding sources:</i> \$74,779 (8011) <i>Expenditures:</i> \$64,163 (1000-1999) \$15,235 (3000-3999)
Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	<i>Funding sources:</i> \$7,630 (8982) <i>Expenditures:</i> \$7,400 (4315) \$230 (5200)	Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	<i>Funding sources:</i> \$7,570 (8982) <i>Expenditures:</i> \$7,316 (4315) \$255 (5200)

Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	<i>Funding sources:</i> \$50,495 (8011) <i>Expenditures:</i> \$37,189 (1000-1999) \$10,525 (3000-3999) \$2,344 (4000-4999) \$438 (5000-5999)		Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	<i>Funding sources:</i> \$50,772 (8011) <i>Expenditures:</i> \$37,802 (1000-1999) \$10,123 (3000-3999) \$2,232 (4000-4999) \$325 (5000-5999)	
Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	<i>Funding sources:</i> \$26,447 (8982, 8983) <i>Expenditures:</i> \$24,793 (1000-1999) \$3,161 (3000-3999) \$1,563 (4000-4999) \$2,749 (5000-5999)	Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	<i>Funding sources:</i> \$24,786 (8982, 8983) <i>Expenditures:</i> \$25,201 (1000-1999) \$3,040 (3000-3999) \$1,676 (4000-4999) \$2,675 (5000-5999)
Scope of service:		Scope of service:	
✓ All		✓ All	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	<i>Funding sources:</i> \$63,368 (8982, 8983) <i>Expenditures:</i> \$51,586 (1000-1999) \$14,288 (3000-3999) \$3,125 (4000-4999) \$13,041 (5000-5999)	PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	<i>Funding sources:</i> \$55,228 (8982, 8983) <i>Expenditures:</i> \$52,436 (1000-1999) \$13,743 (3000-3999) \$3,353 (4000-4999) \$9,248 (5000-5999)

Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	<i>Funding sources:</i> \$61,113 (8982, 8983) <i>Expenditures:</i> \$49,586 (1000-1999) \$14,033 (3000-3999) \$3,125 (4000-4999) \$3,041 (5000-5999)		Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	<i>Funding sources:</i> \$53,262 (8982, 8983) <i>Expenditures:</i> \$50,403 (1000-1999) \$13,497 (3000-3999) \$3,353 (4000-4999) \$2,157 (5000-5999)	
Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)	<i>Funding sources:</i> \$56,863 (8982, 8983) <i>Expenditures:</i> \$49,586 (1000-1999) \$14,033 (3000-3999) \$3,125 (4000-4999) \$3,041 (5000-5999)	Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)	<i>Funding sources:</i> \$49,558 (8982, 8983) <i>Expenditures:</i> \$50,403 (1000-1999) \$13,497 (3000-3999) \$3,353 (4000-4999) \$2,157 (5000-5999)
Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Spanish curriculum and instruction (staffing, materials, facility, and training for K-8 Spanish classes)	<i>Funding sources:</i> \$180,880 (8982, 8983) <i>Expenditures:</i> \$148,757 (1000-1999) \$42,099 (3000-3999) \$9,375 (4000-4999) \$6,665 (5000-5999)	Spanish curriculum and instruction (staffing, materials, facility, and training for K-8 Spanish classes)	<i>Funding sources:</i> \$157,465 (8982, 8983) <i>Expenditures:</i> \$151,208 (1000-1999) \$40,492 (3000-3999) \$10,059 (4000-4999) \$4,727 (5000-5999)

Scope of service:			Scope of service:		
✓ All			✓ All		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Middle years athletics (coaching stipends, materials, and league and officials fees)	<i>Funding sources:</i> \$20,000 (8984) <i>Expenditures:</i> \$13,000 (1105) \$1,912 (3000-3999) \$2,500 (4000-4999) \$2,588 (5000-5999)		Middle years athletics (coaching stipends, materials, and league and officials fees)	<i>Funding sources:</i> \$14,545 (8984) <i>Expenditures:</i> \$7,507 (1105) \$750 (3000-3999) \$4,760 (4000-4999) \$2,320 (5000-5999)	
Scope of service:			Scope of service:		
✓ All			✓ All		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Student fieldtrips (fees for off-campus fieldtrips and on-campus special events for students)	<i>Funding sources:</i> \$8,360 (8982) <i>Expenditures:</i> \$8,360 (4440)		Student fieldtrips (fees for off-campus fieldtrips and on-campus special events for students)	<i>Funding sources:</i> \$4,229 (8982) <i>Expenditures:</i> \$4,229 (4440, 5000-5999)	

Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Literacy support (instructional aides, materials, and training to support English language arts and Spanish instruction, English Learner and RFEP student supports, and literacy interventions targeting the differentiated needs of unduplicated students and students in general)	<i>Funding sources:</i> \$44,007 (8011 supplemental) \$5,825 (8982) <i>Expenditures:</i> \$40,716 (2000-2999) \$5,445 (3000-3999) \$6,920 (4000-4999) \$1,750 (5000-5999)		Literacy support (instructional aides, materials, and training to support English language arts and Spanish instruction, English Learner and RFEP student supports, and literacy interventions targeting the differentiated needs of unduplicated students and students in general)	<i>Funding sources:</i> \$47,306 (8011 supplemental) \$5,000 (8982) <i>Expenditures:</i> \$39,782 (2000-2999) \$5,237 (3000-3999) \$5,898 (4000-4999) \$1,389 (5000-5999)	
Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	<i>Funding sources:</i> \$13,500 (8220) \$1,100 (8520) \$800 (8980) <i>Expenditures:</i> \$17,500 (4700)	School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	<i>Funding sources:</i> \$13,981 (8220) \$1,248 (8520) \$16,112 (8980) <i>Expenditures:</i> \$707 (2000-3999) \$39,656 (4700) \$133 (5000-5999)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	<i>Funding sources:</i> \$79,000 (8985) <i>Expenditures:</i> \$47,180 (2000-2999) \$6,128 (3000-3999) \$7,000 (4000-4999) \$165 (5300)	After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	<i>Funding sources:</i> \$95,184 (8985) <i>Expenditures:</i> \$48,491 (2000-2999) \$8,270 (3000-3999) \$5,077 (4000-4999) \$165 (5300)

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In recognition that visual arts and performing arts instruction build important critical thinking, communication, collaboration, and creativity skills for students, and that arts classes make a particular difference for students who face other academic challenges such as learning English, overcoming early childhood education deficiencies, and dealing with learning disabilities, we will begin funding arts education using LCFF revenues, including supplemental funds, in 2015-2016.</p> <p>In recognition that smaller class sizes facilitate targeted instruction and greater differentiation that leads to improved understanding of math concepts, particularly for English learners and those lacking foundational skills, we will begin using some LCFF supplemental revenues in 2015-2016 to fund an enhanced math program that places all 7th and 8th graders in classes of approximately 17 students, rather than the usual 25.</p> <p>We will add a locally funded program for support of student projects and participation in external competitions such as The Tech Challenge, Science Fair, Mathletics, and History Day. We will seek grant funding in order to minimize reliance on voluntary donations of supplies and materials from the families of participants.</p> <p>Recognizing that ability to read, write, listen, speak, numerate, compute, process information, express ideas and opinions, make decisions, and solve problems lies at the heart of success as family members, 21st-century workers, global citizens, and lifelong learners, we will focus on further improvement and expansion of our efforts to develop the multiple literacies of all students including English, Spanish, home language, mathematical and technological, with particular focus on literacy for English Learners. As an important part of this overall effort, we will continue our language-oriented Literacy Support program using supplemental funds.</p>		

GOAL:	2. Efficient Development and Management of Resources ISM commits to achieving efficient development and management of its fiscal, physical, and human resources.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : M <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> S <input type="checkbox"/>		
Goal Applies to:		Schools:	ISM		
		Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Outcome 2.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval Outcome 2.1. ISM is financially solvent and follows a sustainable budget model. <i>Metric:</i> Annual net change in fund balance ~ <i>Target:</i> Positive number Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, and direct donations. <i>Metric:</i> Percentage of fundraising areas with articulated guidelines and strategies ~ <i>Target:</i> 100% Outcome 2.3. ISM has the instructional books, materials, supplies, information resources, and technologies necessary to achieve adopted curriculum goals. <i>Metric:</i> Percentage of items considered critical present in inventory ~ <i>Target:</i> 100% Outcome 2.4. ISM has appropriate facilities for teaching and learning, and school management. <i>Metric 1:</i> Number of academic programs, student activities, employee activities, and administrative operations lacking functional space comprising sufficient square footage ~ <i>Target 1:</i> 0 ~ <i>Metric 2:</i> Number of functional spaces presenting safety or health concerns that have existed more than a month ~ <i>Target 2:</i> 0		Actual Annual Measurable Outcomes:	Outcome 2.0. ISM achieves and maintains external validation. <i>Actual:</i> Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme authorization Outcome 2.1. ISM is financially solvent and follows a sustainable budget model. <i>Actual:</i> \$105,780 Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, and direct donations. <i>Actual:</i> No written plan Outcome 2.3. ISM has the instructional books, materials, supplies, information resources, and technologies necessary to achieve adopted curriculum goals. <i>Actual:</i> 100% Outcome 2.4. ISM has appropriate facilities for teaching and learning, and school management. <i>Actual 1:</i> Zero ~ <i>Actual 2:</i> Zero	

	<p>Outcome 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals. <i>Metric 1:</i> Percentage of employees with an overall rating of Achieves or Exceeds Expectations ~ <i>Target:</i> 90% ~ <i>Metric 2:</i> Percentage of employees with an overall rating below Achieves Expectations in 3 consecutive years ~ <i>Target:</i> 0%</p> <p>Outcome 2.6. ISM facilitates ongoing evaluations relative to articulated job descriptions. <i>Metric:</i> Percentage of employees with a performance review on file by June 30 ~ <i>Target:</i> 100%</p> <p>Outcome 2.7. ISM augments its resources by collaborating with community partners. <i>Metric:</i> Number of ongoing partnerships ~ <i>Target:</i> 10</p> <p>Outcome 2.8. ISM teachers receive the planning and professional development opportunities necessary to deliver the IB Primary Years Programme and Middle Years Programme. <i>Metric 1:</i> Total weekly planning minutes per teacher ~ <i>Target 1:</i> 400 ~ <i>Metric 2:</i> Early-release day for professional development ~ <i>Target:</i> Weekly</p>		<p>Outcome 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals. <i>Actual 1:</i> 100% ~ <i>Actual 2:</i> 0%</p> <p>Outcome 2.6. ISM facilitates ongoing evaluations relative to articulated job descriptions. <i>Actual:</i> 100%</p> <p>Outcome 2.7. ISM augments its resources by collaborating with community partners. <i>Actual:</i> Not tracked</p> <p>Outcome 2.8. ISM teachers receive the planning and professional development opportunities necessary to deliver the IB Primary Years Programme and Middle Years Programme. <i>Actual 1:</i> All >400 ~ <i>Actual 2:</i> Weekly</p>
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	<i>Funding sources:</i> \$5,200 (8982) <i>Expenditures:</i> \$5,200 (4315)	Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	<i>Funding sources:</i> \$5,141 (8982) <i>Expenditures:</i> \$5,141 (4315)

Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
School safety (staffing to ensure student safety and campus security)	<i>Funding sources:</i> \$27,528 (8011) <i>Expenditures:</i> \$36,173 (2000-2999) \$7,676 (3000-3999)		School safety (staffing to ensure student safety and campus security)	<i>Funding sources:</i> \$41,196 (8011) <i>Expenditures:</i> \$37,178 (2000-2999) \$7,383 (3000-3999)	
Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Library materials (library collection expansion through book fair and read-a-thon fundraising)	<i>Funding sources:</i> \$6,000 (8984) <i>Expenditures:</i> \$6,000 (4000-4999) \$4,000 (5000-5999)		Library materials (library collection expansion through book fair and read-a-thon fundraising)	<i>Funding sources:</i> \$7,609 (8984) <i>Expenditures:</i> \$7,287 (4000-4999) \$0 (5000-5999)	

Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Facilities improvements (electrical upgrades to support tech, Clean Energy Act, and district improvements to comply with Ed Code § 47614 and secure student safety including perimeter fencing and playground slurry)	<i>Funding sources:</i> \$101,658 (8594) Unknown (MPUSD facilities funds) <i>Expenditures:</i> \$106,658 (5601) Unknown (MPUSD facilities budget)	Facilities improvements (electrical upgrades to support tech and district improvements to comply with Ed Code § 47614 and secure student safety including perimeter fencing)	<i>Funding sources:</i> \$0 (8594) Unknown (MPUSD facilities funds) <i>Expenditures:</i> \$3,494 (5601) Unknown (MPUSD facilities budget)
Scope of service:		Scope of service:	
✓ All		✓ All	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>To create the best possible home for our academic and extracurricular programs as well as our overall operations, we will work together to negotiate a longterm facilities lease and adopt a longterm facilities plan. We will also work to improve our existing facilities. We will particularly focus on improving our Library/Media Center as a social and learning hub for our campus. Toward this end, we will budget expenditure of \$70,245—the annual amount of our Charter School Facilities Incentive Grant—toward facilities improvements, with a particular eye on leveraging our expenditures to accelerate district improvements to our facility through shared funding.</p> <p>We will also work with the district to plan and expend our Clean Energy Act entitlement to improve the learning environment while reducing overall energy consumption.</p>		

GOAL:	3. Clear Governance and Operations Structures ISM commits to clear and effective governance and efficient operations structures.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : M <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/>	
Goal Applies to:	Schools:	ISM		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Outcome 3.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing approval		Actual Annual Measurable Outcomes:	Outcome 3.0. ISM achieves and maintains external validation. <i>Actual:</i> Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme authorization
	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 <i>Metric:</i> Number of required policies approved and published within three months of identification of the requirement ~ <i>Target:</i> 100			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 <i>Actual:</i> 100%
	Outcome 3.2. ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command. <i>Metric:</i> Percentage of positions listed on the organization chart with current job specifications ~ <i>Target:</i> 100%			Outcome 3.2. ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command. <i>Actual:</i> 100%
	Outcome 3.3. ISM has efficient and compliant data management processes. <i>Metric:</i> Annual instances of non-compliance with data reporting requirements and deadlines ~ <i>Target:</i> 0			Outcome 3.3. ISM has efficient and compliant data management processes. <i>Actual:</i> 0

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Basic operations (all school expenses not included in core academics or other specific programs)	<i>Funding sources:</i> \$981,892 (8000-8099) \$2,000 (8986) <i>Expenditures:</i> \$110,519 (1000-1999) \$260,044 (2000-2999) \$135,560 (3000-3999) \$38,098 (4000-4999) \$245,444 (5000-5999) \$1,000 (6000-6999) \$27,941 (7000-7999)	Basic operations (all school expenses not included in core academics or other specific programs)	<i>Funding sources:</i> \$987,273 (8000-8099) \$1,150 (8986) <i>Expenditures:</i> \$112,341 (1000-1999) \$267,268 (2000-2999) \$130,385 (3000-3999) \$40,876 (4000-4999) \$174,065 (5000-5999) \$1,000 (6000-6999) \$27,471 (7000-7999)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Recognizing the desire of students and their families to have an International Baccalaureate high school program available after completion of our K-8 program and to extend the unique ISM experience to grades 9-12, we will conduct a comprehensive feasibility study regarding high school expansion. Among other things, the study will explore the feasibility of various options for academic programs, enrollment, facilities, finances, and staffing. It will also consider effectiveness of governance options and efficiency of operations.</p> <p>We will also evaluate and work to improve opportunities for teacher-leaders to become involved in and influence school governance and operations, and we will increase available stipends for that purpose.</p>		

GOAL:	4. Exemplary Communications and Relations		Related State and/or Local Priorities:	
	ISM commits to maintaining exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond.		1__ 2__ 3✓ 4__ 5__ 6✓ 7__ 8__ COE only: 9__ 10__ Local : M✓ P✓ S✓	
Goal Applies to:	Schools:	ISM		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Outcome 4.0. ISM achieves and maintains external validation. <i>Metric:</i> Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ <i>Target:</i> Ongoing status		Actual Annual Measurable Outcomes:	Outcome 4.0. ISM achieves and maintains external validation. <i>Actual:</i> Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme authorization
	Outcome 4.1. ISM thrives as a community of involved families who actively participate in the educational process, complete family hours of service to the school, and support the school financially. <i>Metric:</i> Percentage of families actively participating in some way ~ <i>Target:</i> 100%			Outcome 4.1. ISM thrives as a community of involved families who actively participate in the educational process, complete family hours of service to the school, and support the school financially. <i>Actual:</i> 100%
	Outcome 4.2. The ISM administration, Board, Family Connection, Foundation, and teachers effectively communicate with ISM students and families. <i>Metric:</i> Average rating on each question related to communication effectiveness on the annual parent/guardian survey ~ <i>Target:</i> 3.5 on a 5-point scale			Outcome 4.2. The ISM administration, Board, Family Connection, Foundation, and teachers effectively communicate with ISM students and families. <i>Actual:</i> 3.5+ on all 35 questions; 4.0+ on 33 of 35
	Outcome 4.3. ISM has effective working relationships with associated school districts and educational agencies. <i>Metric:</i> Average rating on each question related to the effectiveness of ISM relationships with school districts and educational agencies on the annual board assessment ~ <i>Target:</i> 3.0 on a 4-point scale			Outcome 4.3. ISM has effective working relationships with associated school districts and educational agencies. <i>Actual:</i> 3.44 on a 4-point scale
	Outcome 4.4. ISM communicates effectively with its surrounding community. <i>Metric:</i> Total annual number of applicants ~ <i>Target:</i> 10 times the open positions			Outcome 4.4. ISM communicates effectively with its surrounding community. <i>Actual:</i> 800+ applications; >12 times the number of open positions

	<p>Outcome 4.5. ISM has meaningful links with other international schools and IB programmes. <i>Metric:</i> Average rating on each question related to beneficial, collaborative links with other international schools on the annual teacher survey ~ <i>Target:</i> 3.5 on a 5-point scale</p> <p>Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism. <i>Metric:</i> Percentage of partnerships found to directly support one or more ISM strategic outcomes in an annual administrative audit ~ <i>Target:</i> 100%</p> <p>Outcome 4.7. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders. <i>Metric:</i> 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 ~ <i>Target:</i> 3.5 on a 5-point scale</p>		<p>Outcome 4.5. ISM has meaningful links with other international schools and IB programmes. <i>Actual:</i> 2.84 on a 5-point scale</p> <p>Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism. <i>Actual:</i> 100%</p> <p>Outcome 4.7. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders. <i>Actual:</i> 3.55 on parent survey; 4.06 on staff survey; Not included in student survey</p>
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Marketing (events, promotions, merchandise, and premiums that broaden awareness of and affinity for ISM)	<i>Funding sources:</i> \$19,075 (8600-8999) <i>Expenditures:</i> \$19,075 (5000-5999)	Marketing (events, promotions, merchandise, and premiums that broaden awareness of and affinity for ISM)	<i>Funding sources:</i> \$4,628 (8600-8999) <i>Expenditures:</i> \$4,628 (5000-5999)

Scope of service:			Scope of service:		
✓ All			✓ All		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Recognizing that awareness of and respect for our school within the broader community provides an important reputational foundation for our efforts to raise funds through grants and private donations, and to gain support for initiatives critical to the success of our students and school, we will focus on developing strategic communications and marketing efforts aimed at audiences beyond families with young children where we already have a widespread and fantastic reputation. We will dedicate funds toward the hard costs of collateral materials.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$96,561
<p>As computed using the Fiscal Crisis Management & Assistance Team Local Control Funding Formula calculator, ISM will receive approximately \$96,561 in supplemental funds based on projected enrollment of unduplicated students. ISM does not qualify for concentration grant funds.</p> <p>As in 2014-2015, ISM will continue to invest supplemental funds (approximately \$46,681) in a Literacy Support program that provides three instructional aides, professional development for those aides, and support materials. 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 supports.</p> <p>We believe that charterwide implementation best serves the needs of unduplicated 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.</p> <p>ISM will also invest supplemental funds (approximately \$22,702) in an 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. National Assessment of Educational Progress (NAEP) data shows that smaller class size is significantly correlated with higher math achievement. The smaller classes allow more targeted instruction and greater differentiation that will lead to faster advances in mathematical literacy, particularly for English Learners and low-income students. This program of dividing all students at a grade level into three math classes rather than two, inherently requires charterwide implementation.</p> <p>ISM will also invest LCFF funds (approximately \$129,934), including the remaining supplemental funds (approximately \$27,178), on Visual Arts and Performing Arts instruction delivered by fully credentialed professional artists. Again, though delivered charterwide, the benefits of arts instruction make a particular difference for unduplicated students. <i>A Blueprint for Creative Schools</i>, 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 <i>Preparing Students for the Next America: The Benefits of an Arts Education</i>, 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.”</p> <p>We believe that charterwide delivery is the only practical way to deliver high-quality arts instruction as part of the regular curriculum for unduplicated students, as separating these students out for targeted arts instruction rather than whole-class inclusion would be inadvisable if not infeasible.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.37	%		
Funding	Total	Percent of Base	
Projected LCFF base funding (LCFF calculator)	\$2,960,179	100.00%	
Budgeted expenditure increase to provide services for unduplicated students	\$295,877	9.99%	Actual Proportionality %
Projected LCFF supplemental grant	\$96,561	3.37%	Minimum Proportionality %

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).