

Local Control and Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	International School of Monterey		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

"ISM provides an exceptional international academic and extracurricular program for children in grades K-8. The mission, philosophy, and International Baccalaureate World School curriculum of the International School of Monterey provides for school-age children what Monterey's unique higher education institutions and international and multicultural businesses provide for adults. ISM offers a unique educational option for families that recognize the need for global awareness and skills that will allow students to succeed in a world that steadily continues to become more interconnected. As such, ISM naturally draws applicants from the large number of families in the Monterey area where parents/guardians, and often the children, have international travel and living experience. The school particularly connects with parents/guardians employed by institutions engaged in international business, language training, and international education." (ISM Charter, p.13)

As a charter school, ISM addresses the eight [State Priorities](#) applicable to every other public school in California as the school serves its 418 students through inquiry-based teaching and learning following the IB Primary Years Programme framework for grades K-5 and the IB Middle Years Programme framework for grades 6-8.

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

Mission: Educate all children toward becoming conscientious, compassionate, and responsible citizens of the world (bring 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 [KNOWLEDGEABLE] students who... a) are literate, and able to speak, read, write, listen, [COMMUNICATORS] and think [THINKERS] effectively in English and another language; b) are technologically literate; c) apply mathematical, social, and scientific skills in real-life situations; d) appreciate and participate in the arts]. (Priority S)

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

LCAP HIGHLIGHTS

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

This Local Control and Accountability Plan and Annual Update documents that ISM has successfully addressed all eight state priorities and our three unique local priorities during the 2016-2017 school year, and that we have established goals, programs, and budgets that will continue to address these priorities in the three years ahead.

This document, developed following the required state LCAP template, essentially restates the strategic goals, outcomes, assessment indicators, and focus areas articulated in the *ISM 2017-2022 Strategic Plan*, which was approved by the ISM Board of Trustees in May. That document provides a simpler presentation of the content while also providing additional detail on the short-term strategic focus areas and long-term strategic aspirations. This more-complex LCAP document also integrates the 2017-2018 ISM Budget and the first three years of the ISM Five-Year Budget.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

We are particularly proud of our progress on the following strategic outcomes:

- **Outcome 1.1. ISM fosters internationalism throughout the curriculum.**
The integration of international-mindedness in all units of instruction and all aspects of school-life fulfills our commitment to helping our students develop global perspectives.
- **Outcome 1.6. ISM achieves best practices through inquiry-driven instruction and focus on understanding.**
We have invested significant time into developing deeper understanding of the concept and process of inquiry so that teachers, students, and parents work together to deliver on the promise of inquiry-based learning at ISM.

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

While ISM strives to differentiate regular classroom instruction to meet the needs of all individuals, success in meeting the needs of English Learners particularly stands out. Our blue rating on the California School Dashboard, our 67.7% annual EL progress rate, and our RFEP rates of 52.8% in 2 years, 77.8% in 3 years, and 94.4% in 5 years are impressive relative to benchmarks and local comparison schools.

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

The data shows that ISM provides a significant number of engaging fieldtrip and event experiences for students across all grade levels, which heightens their engagement in the learning process.

- **Outcome 1.10. Students actively and happily engage in learning**

Excellent attendance rates (95.8% ADA and 2.9% chronic absentee rate) tell just part of the story. Walking into any classroom on any day, observers will see close to 100% active and enthusiastic student engagement in the learning process.

- **Outcome 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals.**

Performance reviews confirm that ISM instructors are excellent at their craft, with 100% positive reviews. The even better news is that retention of these excellent teachers has averaged 94% over the past two years.

- **Outcome 2.9. ISM leverages its fiscal, physical, and human resources to achieve a positive and productive school climate, culture, and community.**

ISM has made improving school climate, culture, and community a strategic focus areas, and annual student, parent, and staff survey data indicates success as the target ratings have been exceeded for all climate, culture, and community questions (3.5+ on 26 of 26 parent survey questions, 8 of 8 staff questions, and 10 of 10 student items).

- **Outcome 4.1. ISM thrives as a community of involved families that actively participate in the educational process including involvement in school decision-making, complete family hours of service to the school, and support the school financially.**

Family involvement continues to stand out as a high point with 100% of parents/guardians actively participating in school events and student conferences, families volunteering more than 14,000 hours of service to the school each year, and family and student support of various fund drives providing the revenues needed to provide value-add arts, Spanish, enhanced math, and PE programs, all of which research has shown to have positive impacts on the performance of low-income students, English learners, and foster youth.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

State Performance Indicators on the California School Dashboard

ISM has no state or local performance indicators for which overall performance has been in the red or orange category, or where ISM has received a “not met” rating.

The greatest area of need relative to the LCFF Evaluation Rubrics on the California School Dashboard is in CAASPP math ratings, where “all students” and all significant subgroups rate in the yellow or orange. Given that the 2017 Dashboard ratings reflect the 2016 CAASPP results, which we received between the authoring of the 2016 LCAP and this 2017 LCAP, ISM has already completed a one-year concerted focus on improving math teaching and learning through curriculum and materials evaluation and improvement, targeted professional development, and coaching of instructors by a .25 FTE math coordinator position filled by a .75 FTE math teacher. We expect to see resulting improvement in the 2017 CAASPP math scores.

Strategic Focus Areas

To unify the efforts of the many groups and individuals who make up the ISM community so that we achieve broad, significant progress toward all four strategic goals each year, ISM identifies a *strategic focus area* for each goal annually. These arise from an analysis of the gaps between our target strategic outcomes for each goal, as articulated below, and our current reality as measured by the assessments reported below. Where we see big gaps or perceive the biggest positive impact of closing a gap, we consider setting a focus area.

Each year, various ISM groups and all individual staff members set performance objectives and develop action items that align with that year’s focus areas. We ask every stakeholder to remember these areas and share them with others as “what we’re focusing on right now” in our ongoing quest to become the best school and organization possible. We believe that the synergy of all ISM community members working independently and collaboratively toward these common purposes will generate remarkable results.

Strategic Focus for Goal 1: School Culture, Climate & Community

To ensure a productive, rewarding environment and experience for every student, and for those who put students first every day, we will continue to work in multiple directions to create a strong school culture, nurturing school climate, and cohesive school community that reflect our vision and mission. We recognize that this work on culture, climate, and community must be integrated with the academic program rather than developed separately.

Strategic Focus for Goal 2: Facilities Planning & Improvement

To create the best possible home for our academic and extracurricular programs as well as our overall operations, we will continue to work together

to adopt and fund a longterm facilities plan that specifies how we will improve and add to our existing facilities. We will particularly focus on secure storage for individual students' books and supplies, improvement of fields, and addition of an outdoor sport court.

Strategic Focus for Goal 3: Schoolwide Simplification & Standardization

To achieve the organizational stability and sustainability needed to ensure consistent success for ISM now and into the future, we will continue to seek opportunities to simplify and standardize our operations, procedures, and communications, while maintaining high expectations of differentiated learning experiences for students. We will put a particular eye toward ensuring that each staff member has manageable job duties that, though they may be challenging, maximize the likelihood of immediate and ongoing satisfaction and success. We will put the other eye toward ensuring that each ISM family has the most cohesive school experience possible across grades and through the years.

Strategic Focus for Goal 4: Internal & External Communication

Recognizing the huge roll that communication plays in keeping the various stakeholders within our ISM community informed, linked in, and thriving, as well as the role it plays in connecting our school and community with important outside audiences such as prospective families and potential supporters, we will focus on developing effective, efficient, and sensitive communications systems and practices based on proven models and the expressed needs of various constituencies.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE
GAPS**

"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.37)

"As a result, The ISM community is richly diverse." (ISM Charter, p.37)
Overall, in 2016-2017, 20.88% of students reported two or more races. Using the simplest aggregate of three ethnicity/race categories, 31.97% of students reported Hispanic ethnicity, 33.41% identified as non-Hispanic white only, and 34.62% reported one or more of 14 other race options and non-Hispanic ethnicity. Specifically, 11.78% reported black or African American heritage, 20.91% indigenous American, 4.57% Asian Indian, 5.53% Chinese, 2.64% Japanese, 4.33% Korean, .72% Laotian, 1.68% Vietnamese, 2.40% other Asian, 12.98% Filipino, .72% Samoan, .72% Hawaiian, 1.44% Guamanian, and .96% other Pacific Islander.

Adding to the rich diversity, 77 students qualified as low-income based on Free and Reduced Price Meal eligibility, 36 had current English Learner status while another 36 had been Redesignated Fluent English Proficient (RFEP), 21 received special education services based on Individualized

Education Plans (IEP), 6 received Section 504 disability accommodations, 33 had Student Support Team plans in place, and ISM families indicated that they speak 18 different primary languages at home, and the number of languages doubles when including second languages spoken.

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 or Latino, Non-Hispanic White, Two or More Races, English Learners, Socioeconomically Disadvantaged. 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 students 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. Thus, ISM works to teach, communicate, and interact in ways that honor the individuality and preserve the dignity of each student and family member.” (ISM Charter, p.38)

“This means that, with only a few exceptions where services target students with disabilities, English Learners, RFEP students, and Socioeconomically Disadvantaged students, ISM’s goals, actions, and services target all students as individuals including all who qualify as members of various significant subgroups.” (ISM Charter, p.38)

ISM applies this focus on individuals rather than groups to its effort to close gaps. Rather than seeking to close gaps between arbitrary groups, ISM works to maximize the learning of each student to close gaps between individuals and California and international standards, and, in cases where individuals have already met or exceeded the standards, between individuals and their personal potential. ISM makes a clear philosophical commitment to high expectations that continuously challenge all students to get from where they are to where they have the ability to go as unique individual learners.

This focus on individual progress relative to standards and potential rather than the gaps between student groups and among individual students has resulted in notable success. ISM has only one state indicator where a subgroup is two or more performance levels below the “all student” performance level: in English Language Arts, the socioeconomically disadvantaged subgroup rates orange while the “all student” group rates green. ISM will continue to address ELA performance for socioeconomically disadvantaged students through its Literacy Supports program funded by supplemental LCFF funds. This program is described in detail in the Demonstration of Increased or Improved Services for Unduplicated Pupils section below.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

As detailed in the Demonstration of Increased or Improved Services for Unduplicated Pupils section at the end of this plan, ISM will increase or improve services for low-income students, English Learners, and foster youth through ongoing schoolwide implementation of the following three programs:

- Literacy Supports
- Enhanced Math
- Visual Arts and Performing Arts

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,907,273
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,907,273

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

NA

\$3,126,627	Total Projected LCFF Revenues for LCAP Year
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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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
LOCAL ☒ M ☒ P ☒ S

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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

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

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

Metric 1: Applicable California state standards included in each subject during annual review of documented curriculum ~ *Target 1:* All ~ *Metric 2:* Percentage of students performing at/near standard or above on annual California Assessment of Student Performance and Progress (CAASPP) ~ *Target 2:* 75% ~ *Metric 3:* Percentage of 8th graders expressing strong to very strong motivation to attend college ~ *Target 3:* 90%

ACTUAL

Outcome 1.0. ISM achieves and maintains external validation.

Actual: Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme ongoing authorization

Outcome 1.1. ISM fosters internationalism throughout the curriculum.

Actual: 1 or more per unit

Outcome 1.2. ISM integrates the IB Learner Profile into the curriculum.

Actual 1: All ~ *Actual 2:* 4.0+ on 0 of 10 traits; 3.36+ on 10 of 10 traits; range 3.36 to 3.93

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

Actual 1: All ~ *Actual 2:* ELA 91%; Math 82% ~ *Actual 3:* 82.5%

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: Distribution of total annual minutes of instruction (approximately 58,000-60,000) across subjects ~ *Target:* 7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health

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 minimum target for all students and 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:* 50% in two years; 75% in 3 years; 100% in 5 years

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

Metric 1: Approved policy and essential agreements ~ *Target 1:* Ongoing ~ *Metric 2:* Performance on diverse school-designed, curriculum-aligned assessments relative to articulated criteria, standards, and target outcomes ~ *Target 2:* Varies by assessment

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 1.4. 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.

Actual: 8,100 average for language arts, social studies, math, and science; 5,940+ for second language; 3,960 for visual and performing arts, and design; 3,420 for middle years PE and 2,880 for primary years PE

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

Actual 1: 78.33% overall, 84.44% ELA, 72.22% Math ~

Actual 2: NA, no state API or equivalent

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

Actual: 100%

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

Actual 1: 100% ~ *Actual 2:* 67.7% ~ *Actual 3:* 52.8% 2 years; 77.8% 3 years; 94.4% 5 years

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

Actual 1: Ongoing ~ *Actual 2:* Varied by assessment

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

Actual 1: 4+ fieldtrips/events per class per year ~ *Actual 2:* 5 sports for boys and 5 sports for girls

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%

Outcome 1.10. Students actively and happily engage in learning

Actual 1: 95.8% ~ *Actual 2:* 2.9% ~ *Actual 3:* 0%

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)

ACTUAL

Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)

Expenditures

BUDGETED

\$1,271,812 (1000-1999)

\$298,842 (3000-3999)

\$20,025 (4000-5999)

ESTIMATED ACTUAL

\$1,187,840 (1000-1999)

\$277,510 (3000-3999)

\$22,517 (4000-5999)

Action

2

Actions/Services

PLANNED

International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)

ACTUAL

International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)

Expenditures

BUDGETED

\$34,779 (5000-5999)

ESTIMATED ACTUAL

\$30,074 (5000-5999)

Action

3

Actions/Services

PLANNED

Special education (services for students with disabilities provided by Monterey Peninsula Unified per MOU)

ACTUAL

Special education (services for students with disabilities provided by Monterey Peninsula Unified per MOU)

Expenditures

BUDGETED

\$209,000 (7000-7999)

ESTIMATED ACTUAL

\$209,000 (7000-7999)

Action

4

Actions/Services

PLANNED

Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)

ACTUAL

Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)

Expenditures

BUDGETED

\$77,954 (1000-1999)

\$19,577 (3000-3999)

ESTIMATED ACTUAL

\$77,808 (1000-1999)

\$18,452 (3000-3999)

Action

5

Actions/Services

PLANNED

Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)

ACTUAL

Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)

Expenditures

BUDGETED

\$6,250 (4000-4999)

ESTIMATED ACTUAL

\$6,400 (4000-4999)

Action

6

Actions/Services

PLANNED

Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)

ACTUAL

Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)

Expenditures

BUDGETED

\$45,005 (1000-1999)

\$12,653 (3000-3999)

\$1,350 (4000-4999)

\$438 (5000-5999)

ESTIMATED ACTUAL

\$44,933 (1000-1999)

\$12,595 (3000-3999)

\$1,342 (4000-4999)

\$394 (5000-5999)

Action

7

Actions/Services

PLANNED

Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)

ACTUAL

Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)

Expenditures

BUDGETED

\$30,003 (1000-1999)
\$4,524 (3000-3999)
\$900 (4000-4999)
\$2,749 (5000-5999)

ESTIMATED ACTUAL

\$44,955 (1000-1999)
\$4,486 (3000-3999)
\$894 (4000-4999)
\$2,717 (5000-5999)

Action

8

Actions/Services

PLANNED

PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)

ACTUAL

PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)

Expenditures

BUDGETED

\$60,006 (1000-1999)
\$16,871 (3000-3999)
\$1,800 (4000-4999)
\$3,041 (5000-5999)

ESTIMATED ACTUAL

\$59,910 (1000-1999)
\$16,793 (3000-3999)
\$1,789 (4000-4999)
\$2,980 (5000-5999)

Action

9

Actions/Services

PLANNED

Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

ACTUAL

Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

Expenditures

BUDGETED

\$60,006 (1000-1999)
\$16,871 (3000-3999)
\$1,800 (4000-4999)
\$3,041 (5000-5999)

ESTIMATED ACTUAL

\$59,910 (1000-1999)
\$16,793 (3000-3999)
\$1,789 (4000-4999)
\$2,980 (5000-5999)

Action

10

Actions/Services

PLANNED

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)

ACTUAL

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)

Expenditures

BUDGETED

\$60,006 (1000-1999)

\$16,871 (3000-3999)

\$1,800 (4000-4999)

\$3,041 (5000-5999)

ESTIMATED ACTUAL

\$59,910 (1000-1999)

\$16,793 (3000-3999)

\$1,789 (4000-4999)

\$2,980 (5000-5999)

Action

11

Actions/Services

PLANNED

Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)

ACTUAL

Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)

Expenditures

BUDGETED

\$180,018 (1000-1999)

\$50,613 (3000-3999)

\$5,400 (4000-4999)

\$6,665 (5000-5999)

ESTIMATED ACTUAL

\$179,731 (1000-1999)

\$48,363 (3000-3999)

\$5,366 (4000-4999)

\$6,486 (5000-5999)

Action

12

Actions/Services

PLANNED

Middle years athletics (coaching stipends, materials, and league and officials fees)

ACTUAL

Middle years athletics (coaching stipends, materials, and league and officials fees)

Expenditures

BUDGETED

\$13,000 (1105)

\$2,186 (3000-3999)

\$4,750 (4000-4999)

\$5,708 (5000-5999)

ESTIMATED ACTUAL

\$0 (1105)

\$2,094 (3000-3999)

\$4,558 (4000-4999)

\$4,655 (5000-5999)

Action

13

Actions/Services

PLANNED

Student fieldtrips (off-campus fieldtrips and on-campus special events for students)

ACTUAL

Student fieldtrips (off-campus fieldtrips and on-campus special events for students)

Expenditures

BUDGETED

\$10,032 (4340)

\$1,750 (5605,5800)

ESTIMATED ACTUAL

\$27,171 (4340)

\$1,197 (5605,5800)

Action

14

Actions/Services

PLANNED

Student projects and competitions (regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)

ACTUAL

Student projects and competitions (regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)

Expenditures

BUDGETED

\$4,000 (4315)

\$2,250 (5300)

ESTIMATED ACTUAL

\$4,096 (4315)

\$1,862 (5300)

Action

15

Actions/Services

PLANNED

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)

ACTUAL

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)

Expenditures

BUDGETED

\$31,170 (2000-2999)

\$4,155 (3000-3999)

\$5,620 (4000-4999)

ESTIMATED ACTUAL

\$28,699 (2000-2999)

\$3,817 (3000-3999)

\$5,620 (4000-4999)

Action

16

Actions/Services

PLANNED

School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)

ACTUAL

School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)

Expenditures

BUDGETED

\$35,750 (4700)

ESTIMATED ACTUAL

\$48,875 (4700)

Action

17

Actions/Services

PLANNED

After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)

ACTUAL

After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)

Expenditures

BUDGETED

\$51,294 (2000-2999)

\$9,350 (3000-3999)

\$13,250 (4000-4999,5300)

ESTIMATED ACTUAL

\$63,370 (2000-2999)

\$9,277 (3000-3999)

\$15,557 (4000-4999,5300)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	ISM integrates the 17 listed programs to deliver 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.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Performance relative to the metrics as listed above clearly documents that the actions/services effectively achieve the goal of a comprehensive, international educational program. Moreover, ISM's notable success on CAASPP testing, out-performing district, county, and state averages, documents the general success of the school on that limited dimension.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Action 7, enhanced math: budget \$30,003 for salaries (1000-1999) v. \$44,955 actual ~ This resulted from adding .25 FTE math coordinator duties for .75 FTE math teacher to address math teaching and learning concerns.</p> <p>Action 12, middle years athletics: budget \$13,000 for stipends (1105) v. \$0 actuals ~ This resulted from coaching costs being covered by core academic program salaries rather than stipends.</p> <p>Action 13, student fieldtrips: budget \$10,032 for fieldtrip expenses (4340) v. \$27,171 actuals ~ This resulted from the addition of a Middle Years Programme leadership retreat for all 6th-8th graders.</p> <p>Action 16, school lunch: budget \$35,750 for food and food supplies (4700) v. \$48,875 actuals ~ This resulted from greater program utilization than anticipated, and was offset by parallel increases in federal, state, and local lunch revenues.</p> <p>Action 17, After-School International: budget \$51,294 for staff salaries (2000-2999) v. \$63,370 actuals ~ This resulted from greater program utilization than anticipated, and was offset by parallel increases in local revenues.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	All programs have been continued with similar budget commitments with one exception: In response to declining scores on the 2016 CAASPP math test, we increased the scope of our Enhanced Math program to include one-time funding for a .25 FTE math coordinator position filled by a .75 FTE math teacher already on staff. The coordinator has focused on evaluation and improvement of the K-8 math curriculum, targeted professional development, and coaching of instructors at all grade levels.

Goal 2

Efficient Development and Management of Resources

ISM commits to achieving efficient development and management of its fiscal, physical, and human resources.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
LOCAL ☒ M ☒ P ☐ S

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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

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%

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%

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 having functional space comprising sufficient square footage ~ *Target 1:* 100 percent ~ *Metric 2:* Number of functional spaces presenting safety or health concerns that have existed more than a month without appropriate steps taken to remedy the issue ~ *Target 2:* 0

ACTUAL

Outcome 2.0. ISM achieves and maintains external validation.

Actual: Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme ongoing authorization

Outcome 2.1. ISM is financially solvent and follows a sustainable budget model.

Actual 1: \$127,320 average over most recent two-year period ~ *Actual 2:* 2015-2016 4.05 first quarter, 2.94 second quarter, and 4.45 third quarter

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

Actual: No written plan

Outcome 2.3. ISM has the instructional books, materials, supplies, information resources, and technologies necessary to achieve adopted curriculum goals.

Actual: 100%

Outcome 2.4. ISM has appropriate facilities for teaching and learning, and school management.

Actual 1: 100% ~ *Actual 2:* 1 (PE portable ramp)

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%

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%

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

Metric: Number of ongoing partnerships ~ *Target:* 10

Outcome 2.8. ISM teachers receive the planning and professional development opportunities necessary to deliver the IB Primary Years Programme and Middle Years Programme.

Metric 1: Total weekly planning minutes per teacher ~ *Target 1:* 400 ~ *Metric 2:* Early-release day for professional development ~ *Target:* Weekly

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

Outcome 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals.

Actual 1: 100% ~ *Actual 2:* 0% ~ *Actual 3:* 0%

Outcome 2.6. ISM facilitates ongoing evaluations relative to articulated job descriptions.

Actual: Teachers 100% (26/26); others 26% (6/23)

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

Actual: Not compiled

Outcome 2.8. ISM teachers receive the planning and professional development opportunities necessary to deliver the IB Primary Years Programme and Middle Years Programme.

Actual 1: Average 480; fulltime teacher range 425-553 ~ *Actual 2:* Weekly

Outcome 2.9. ISM leverages its fiscal, physical, and human resources to achieve a positive and productive school climate, culture, and community.

Actual 1: 4.6% / 0% ~ *Actual 2:* parents 3.5+ on 26 of 26; students 3.5+ on 10 of 10; teachers 3.5+ on 8 of 8

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)

ACTUAL

Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)

Expenditures

BUDGETED

\$3,750 (4315)

ESTIMATED ACTUAL

\$3,840 (4315)

Action

2

Actions/Services

PLANNED School safety (staffing to ensure student safety and campus security)	ACTUAL School safety (staffing to ensure student safety and campus security)
BUDGETED \$49,401 (2000-2999) \$18,981 (3000-3999)	ESTIMATED ACTUAL \$50,754 (2000-2999) \$18,155 (3000-3999)

Expenditures

Action

3

Actions/Services

PLANNED Library materials (library collection expansion through book fair fundraising)	ACTUAL Library materials (library collection expansion through book fair fundraising)
BUDGETED \$2,000 (1105) \$302 (3000-3999) \$5,698 (4000-4999)	ESTIMATED ACTUAL \$0 (1105) \$286 (3000-3999) \$1,259 (4000-4999)

Expenditures

Action

4

Actions/Services

PLANNED Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)	ACTUAL Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)
BUDGETED \$70,248 (4400) Unknown (MPUSD facilities maintenance budget)	ESTIMATED ACTUAL \$59,147 (4400) Unknown (MPUSD facilities maintenance budget)

Expenditures

Action

5

Actions/Services

PLANNED

Fundraising consulting and plan development

ACTUAL

Fundraising consulting and plan development

Expenditures

BUDGETED

\$46,000 (5800)

ESTIMATED ACTUAL

\$29,136 (5800)

Action

6

Actions/Services

PLANNED

Clean Energy Act improvements (lighting, heating controls, solar)

ACTUAL

Clean Energy Act improvements (lighting, heating controls, solar)

Expenditures

BUDGETED

\$203,316 (5601)

ESTIMATED ACTUAL

\$97,822 (5601)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	ISM integrates the 6 listed programs to achieve efficient development and management of its fiscal, physical, and human resources.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Performance relative to the metrics as listed above clearly documents that the actions/services effectively achieve the goal of efficient development and management of resources. Moreover, ISM's notable financial wellbeing and high staff retention rates attest to the school's particular success in managing its fiscal and human resources.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 3, library materials: budget \$5,698 for supplies (4000-4999) v. \$1,259 actuals ~ This resulted from reduced expenditures to reflect a parallel decrease in revenues.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No significant changes made. All programs have been continued with similar budget commitments.

Goal 3

Clear Governance and Operations Structures

ISM commits to clear and effective governance and efficient operations structures.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
LOCAL ☒ M ☒ P ☐ S

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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

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%

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

ACTUAL

Outcome 3.0. ISM achieves and maintains external validation.

Actual: Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme ongoing 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

Actual: 100%

Outcome 3.2. ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command.

Actual: 100%

Outcome 3.3. ISM has efficient and compliant data management processes.

Actual: 0

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1		
Actions/Services		<div>PLANNED</div> <div>Basic operations (all school expenses not included in core academics or other specific programs)</div>	<div>ACTUAL</div> <div>Basic operations (all school expenses not included in core academics or other specific programs)</div>
Expenditures		<div>BUDGETED</div> <div>\$122,081 (1000-1999)</div> <div>\$316,638 (2000-2999)</div> <div>\$220,770 (3000-3999)</div> <div>\$48,255 (4000-4999)</div> <div>\$289,034 (5000-5999)</div> <div>\$1,000 (6000-6999)</div>	<div>ESTIMATED ACTUAL</div> <div>\$122,912 (1000-1999)</div> <div>\$320,319 (2000-2999)</div> <div>\$206,248 (3000-3999)</div> <div>\$31,697 (4000-4999)</div> <div>\$286,521 (5000-5999)</div> <div>\$3,000 (6000-6999)</div>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	ISM conducts basic operations that ensure clear and effective governance and efficient structures.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Performance relative to the metrics as listed above clearly documents that the actions/services effectively achieve the goal of clear governance and operations structures.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1, basic operations: budget \$48,255 for books and supplies (4000-4999) v. \$31,697 actuals ~ This resulted from reduced expenditures for books due to adoption of a 1:1 computer program for middle years students and readily available portable computer carts for primary years grades.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No significant changes made. All programs have been continued with similar budget commitments.

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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
LOCAL ☒ M ☒ P ☒ S

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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 including involvement in school decision-making, and support the school financially.

Metric: Percentage of families actively participating in some way ~ *Target:* 100%

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

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

Outcome 4.4. ISM communicates effectively with its surrounding community.

Metric: Total annual number of applicants ~ *Target:* 10 times the open positions

ACTUAL

Outcome 4.0. ISM achieves and maintains external validation.

Actual: Ongoing accreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme ongoing 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.

Actual: 100%

Outcome 4.2. The ISM administration, Board, Family Connection, Foundation, and teachers effectively communicate with ISM students and families.

Actual: 3.5+ on 36 of 37 questions; 4.0+ on 30 of 37

Outcome 4.3. ISM has effective working relationships with associated school districts and educational agencies.

Actual: Assessment not completed

Outcome 4.4. ISM communicates effectively with its surrounding community.

Actual: 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> 3.0 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> not compiled</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> 3.4 on parent survey; 4.1 on staff survey; 3.8 on student survey</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1		
Actions/Services	<div> <div>PLANNED</div> <div>Community Relations & Marketing (student yearbooks, collateral, events, promotions, merchandise, and premiums that broaden awareness of and affinity for ISM)</div> </div>	<div> <div>ACTUAL</div> <div>Community Relations & Marketing (student yearbooks, collateral, events, promotions, merchandise, and premiums that broaden awareness of and affinity for ISM)</div> </div>	
Expenditures	<div> <div>BUDGETED</div> <div>\$17,000 (4430,5000-5999)</div> </div>	<div> <div>ESTIMATED ACTUAL</div> <div>\$10,094 (4430,5000-5999)</div> </div>	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	ISM maintains exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Performance relative to the metrics as listed above clearly documents that the actions/services effectively achieve the goal of exemplary communications and relations. Moreover, ISM's notable success in achieving a high level of parent engagement as evidenced by event attendance, volunteer hours of service to the school, and philanthropic financial support of value-add programs stands out as a manifestation of the positive communications and family relations.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No significant changes made. All programs have been continued with similar budget commitments.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 an IB World School, 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. Meanwhile, our administration hosts 90-minute monthly coffees where parents can ask questions and get answers regarding any current activity or concern.” (ISM Charter, p.20)

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 our families. The school asks parents/guardians to support their children’s learning at home each and every day by discussing the day’s learning and providing a conducive homework environment. ISM also requests that they provide hours of family service to the school. During the 2014-2015 school year, 507 individuals including parents, grandparents, students, and siblings contributed 14,736 volunteer hours of service.” (ISM Charter, p. 11) 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.

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

- Board of Trustees: Per our charter, at least half of the members of our board must be parents. In reality, during the 2016-2017 school year, 8 of 13 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. The indicators address all state and local priorities.
- **Annual end-of-year surveys:** For the past 14 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. The discussion is conducted in English with concurrent translation provided in Spanish upon requested.
- **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 typically progress through the following **specific inputs** over the course of the year:

- **May – June:** We administer our annual end-of-year surveys. All grade 3-8 students complete the online student survey during homeroom/advisory time. The survey is optional for grade K-2 students, at the discretion of the teacher. The director 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 a mid-year 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 requests midyear input via a survey or other mechanisms to specifically identify areas of need to guide the revision of the strategic plan and LCAP. The director invites school community input into strategic planning and the LCAP via email. These channels provide specific opportunity for input regarding the state priorities and priorities identified in the ISM charter. Moreover, they provide for input regarding services and programs for all subgroups including ethnic groups, English Learners, low-income students, foster students, and students with disabilities. ISM also encourages parents/guardians to involve their older students in generating their input or to encourage them to respond separately.

- **February – April:** The Strategic Advisory Team engages in a series of four 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 midyear input to guide revisions to the strategic plan/LCAP.
- **February-May:** The ISM Board conducts open discussions of the ISM Strategic Plan annual update during monthly board meetings and then approves the update in May.
- **March-April:** Each year, the SAT asks all ISM classes from kindergarten to 8th grade to have discussions about “where the big people who make school decisions should spend the school’s time and money in the next year to make the school better.” Each class then sends two representatives to present the class input to the SAT. This student input process is an important piece of the annual strategic plan/LCAP process.
- **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.
- **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.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Over the past two years, our LCAPs have developed organically through all of our exchange mechanisms. Most notably, our ongoing strategic planning process, which has been refined over the past 10 years 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 *ISM Strategic Plan* have become our LCAP goals, while we have listed the target outcomes in the strategic plan as the *expected annual measurable outcomes*, 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 *identified needs* 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.

We have noted the following impacts from the overall involvement process:

- 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 and Services sections. 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.
- Input from parents through the IE418 discussions has had a significant impact on both short-term actions by the school administration and longterm planning through the strategic plan and LCAP.

- The midyear input provides clear insights into what parents/guardians perceive as the greatest school needs. For example, the 2016 mid-year survey made it clear that improving facilities and our school culture and climate should become top-of-mind issues. This input becomes a focal point for the Strategic Advisory Team in its discussions.
- The Board of Trustees discussions through the planning months launch and build upon the discussions of the Strategic Advisory Team.
- The quality of the student input in 2016 and 2017 has been stunning. Our students have engaged deeply in the process and have taken great pride in knowing that their insights would shape the school's improvement plans, which they have. The prevalent student focus on facilities improvements has directly impacted identification of that area of need in the 2015-2017 LCAPs.
- 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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New

☐ Modified

☒ Unchanged

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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

LOCAL ☒ M ☒ P ☒ S

Identified Need

Strategic Focus for Goal 1: School Culture, Climate & Community

To ensure a productive, rewarding environment and experience for every student, and for those who put students first every day, we will continue to work in multiple directions to create a strong school culture, nurturing school climate, and cohesive school community that reflect our vision and mission. We recognize that this work on culture, climate, and community must be integrated with the academic program rather than developed separately.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval
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	1 or more per unit	1 or more per unit	1 or more per unit	1 or more per unit

Outcome 1.2. ISM integrates the IB Learner Profile into the curriculum.				
<i>Metric 1: Units addressing International Baccalaureate Learner Profile traits ~ Target 1: All</i>	All	All	All	All
<i>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</i>	4.0+ on 0 of 10 traits; 3.36+ on 10 of 10 traits;	4.0+ on 2 of 10 traits; 3.4+ on 10 of 10 traits;	4.0+ on 4 of 10 traits; 3.5+ on 10 of 10 traits;	4.0+ on 6 of 10 traits; 3.6+ on 10 of 10 traits;
Outcome 1.3. The ISM curriculum incorporates current or future state standards.				
<i>Metric 1: Applicable California state standards included in each subject during annual review of documented curriculum ~ Target 1: All</i>	All	All	All	All
<i>Metric 2: Percentage of students performing at/near standard or above on annual California Assessment of Student Performance and Progress (CAASPP) ~ Target 2: 75%</i>	ELA 91%; Math 82%	ELA 75%; Math 75%	ELA 75%; Math 75%	ELA 75%; Math 75%
<i>Metric 3: Percentage of 8th graders expressing strong to very strong motivation to attend college ~ Target 3: 90%</i>	82.5%	85%	87.5%	90%
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, design thinking, and technology instruction integrated across all subjects and grades.				
<i>Metric: Scheduled annual minutes of instruction ~ Target: 7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health</i>	8,100 average for language arts, social studies, math, and science; 5,940+ for Spanish; 3,960 for visual and performing arts, and design; 3,420 for middle years PE and 2,880 for primary years PE	7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health	7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health	7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health

Outcome 1.5. The ISM curriculum works cohesively both within and across grade levels.				
<i>Metric 1:</i> 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 ~ <i>Target 1:</i> 70%	84.44% ELA 72.22% Math 78.33% Overall	70%	70%	70%
<i>Metric 2:</i> School and significant subgroup placement on the California School Dashboard ~ <i>Target 2:</i> ELA and math ratings of green or better schoolwide and yellow or better for all significant subgroups on the five-color scale	ELA: schoolwide green; 4 subgroups green, 1 yellow, 1 orange Math: schoolwide yellow; 2 subgroups yellow, 4 orange	ELA: schoolwide green; all subgroups yellow or better Math: schoolwide green; all subgroups yellow or better	ELA: schoolwide green; all subgroups yellow or better Math: schoolwide green; all subgroups yellow or better	ELA: schoolwide green; all subgroups yellow or better Math: schoolwide green; all subgroups yellow or better
Outcome 1.6. ISM achieves best practices through inquiry-driven instruction and focus on understanding.				
<i>Metric:</i> Percentage of units incorporating student inquiry activities and addressing student understanding in an annual administrative audit ~ <i>Target:</i> 100%	100%	100%	100%	100%
Outcome 1.7. Teachers differentiate instruction to meet the individual needs of students.				
<i>Metric 1:</i> Percentage of units specifying strategies/activities for differentiation, including those for English Learners, in an annual administrative audit ~ <i>Target 1:</i> 100%	100%	100%	100%	100%
<i>Metric 2:</i> Percentage of English Learners who advance one or more proficiency levels year-over-year on the California English Language Development Test (CELDT) ~ <i>Target 2:</i> 60%	67.7%	60%	60%	60%
<i>Metric 3:</i> Percentage of English Learners reclassified as Fluent English Proficient (RFEP) ~ <i>Target 3:</i> 50% in 2 years; 75% in 3 years; 95% in 5 years	52.8% 2 years; 77.8% 3 years; 94.4% 5 years	50% 2 years; 75% 3 years; 95% 5 years	50% 2 years; 75% 3 years; 95% 5 years	50% 2 years; 75% 3 years; 95% 5 years

Outcome 1.8. ISM articulates and effectively implements a comprehensive assessment policy.				
<i>Metric 1: Approved policy and essential agreements ~ Target 1: Ongoing</i>	Ongoing	Ongoing	Ongoing	Ongoing
<i>Metric 2: Performance on diverse school-designed, curriculum-aligned assessments relative to articulated criteria, standards, and target outcomes ~ Target 2: Varies by assessment</i>	Varies by assessment	Varies by assessment	Varies by assessment	Varies by assessment
Outcome 1.9. The educational program includes cocurricular and extracurricular activities that fit with the school's identity.				
<i>Metric 1: Number of fieldtrips and campus events ~ Target 1: 2 fieldtrips/events per class per term</i>	4+ fieldtrips/ events per class per year	2 fieldtrips/ events per class per term	2 fieldtrips/ events per class per term	2 fieldtrips/ events per class per term
<i>Metric 2: Number of middle-years sports offerings ~ Target: 5 sports for boys and 5 for girls</i>	5 sports for boys and 5 for girls	5 sports for boys and 5 for girls	5 sports for boys and 5 for girls	5 sports for boys and 5 for girls
Outcome 1.10. Students actively and happily engage in learning.				
<i>Metric 1: Average daily attendance rate ~ Target 1: 95%</i>	95.8%	95%	95%	95%
<i>Metric 2: Percentage of students chronically (10%+) absent ~ Target 2: less than 3%</i>	2.9%	<3.0%	<3.0%	<3.0%
<i>Metric 3: Percentage of middle years students dropping out ~ Target 3: 0%</i>	0%	0%	0%	0%

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)

2018-19

☐ New ☐ Modified ☒ Unchanged

Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)

2019-20

☐ New ☐ Modified ☒ Unchanged

Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)

BUDGETED EXPENDITURES

2017-18

Amount \$1,541,402

Source 8011, 8012, 8096, 8560

Budget Reference 1000-1999, 3000-3999, 4000-4999, 5000-5999

2018-19

Amount Same as prior year plus 2.15%

Source 8011, 8012, 8096, 8560

Budget Reference 1000-1999, 3000-3999, 4000-4999, 5000-5999

2019-20

Amount Same as prior year plus 2.35%

Source 8011, 8012, 8096, 8560

Budget Reference 1000-1999, 3000-3999, 4000-4999, 5000-5999

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)

2018-19

☐ New ☐ Modified ☒ Unchanged

International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)

2019-20

☐ New ☐ Modified ☒ Unchanged

International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)

BUDGETED EXPENDITURES

2017-18

Amount \$95,401

Source 8011, 8292, 8550, 8590

Budget Reference 1300, 5210, 5300

2018-19

Amount Same as prior year plus 2.15%

Source 8011, 8292, 8550, 8590

Budget Reference 1300, 5210, 5300

2019-20

Amount Same as prior year plus 2.35%

Source 8011, 8292, 8550, 8590

Budget Reference 1300, 5210, 5300

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)

2018-19

☐ New ☐ Modified ☒ Unchanged

Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)

2019-20

☐ New ☐ Modified ☒ Unchanged

Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)

BUDGETED EXPENDITURES

2017-18

Amount \$209,000

Source 8011

Budget Reference 7141

2018-19

Amount Same as prior year (capped)

Source 8011

Budget Reference 7141

2019-20

Amount Same as prior year (capped)

Source 8011

Budget Reference 7141

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)

2018-19

☐ New ☐ Modified ☒ Unchanged

Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)

2019-20

☐ New ☐ Modified ☒ Unchanged

Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)

BUDGETED EXPENDITURES

2017-18

Amount \$99,331

Source 8011

Budget Reference 1300, 3000-3999

2018-19

Amount Same as prior year plus 2.15%

Source 8011

Budget Reference 1300, 3000-3999

2019-20

Amount Same as prior year plus 2.35%

Source 8011

Budget Reference 1300, 3000-3999

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)

2018-19

☐ New ☐ Modified ☒ Unchanged

Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)

2019-20

☐ New ☐ Modified ☒ Unchanged

Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)

BUDGETED EXPENDITURES

2017-18

Amount \$5,000

Source 8682

Budget Reference 4315

2018-19

Amount Same as prior year plus 2.15%

Source 8682

Budget Reference 4315

2019-20

Amount Same as prior year plus 2.35%

Source 8682

Budget Reference 4315

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)

2018-19

☐ New ☐ Modified ☒ Unchanged

Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)

2019-20

☐ New ☐ Modified ☒ Unchanged

Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)

BUDGETED EXPENDITURES

2017-18

Amount \$59,187

Source 8011

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210

2018-19

Amount Same as prior year plus 2.15%

Source 8011

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210

2019-20

Amount Same as prior year plus 2.35%

Source 8011

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: 6-8

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)

2018-19

☐ New ☐ Modified ☒ Unchanged

Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)

2019-20

☐ New ☐ Modified ☒ Unchanged

Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)

BUDGETED EXPENDITURES

2017-18

Amount \$38,064

Source 8011, 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2018-19

Amount Same as prior year plus 2.15%

Source 8011, 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2019-20

Amount Same as prior year plus 2.35%

Source 8011, 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)

2018-19

☐ New ☐ Modified ☒ Unchanged

PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)

2019-20

☐ New ☐ Modified ☒ Unchanged

PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)

BUDGETED EXPENDITURES

2017-18

Amount \$89,359

Source 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2018-19

Amount Same as prior year plus 2.15%

Source 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2019-20

Amount Same as prior year plus 2.35%

Source 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

2018-19

☐ New ☐ Modified ☒ Unchanged

Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

2019-20

☐ New ☐ Modified ☒ Unchanged

Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

BUDGETED EXPENDITURES

2017-18

Amount \$81,468

Source 8011 (supplemental), 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2018-19

Amount Same as prior year plus 2.15%

Source 8011 (supplemental), 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2019-20

Amount Same as prior year plus 2.35%

Source 8011 (supplemental), 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

2018-19

☐ New ☐ Modified ☒ Unchanged

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

2019-20

☐ New ☐ Modified ☒ Unchanged

Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

BUDGETED EXPENDITURES

2017-18

Amount \$81,468

Source 8011 (supplemental), 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2018-19

Amount Same as prior year plus 2.15%

Source 8011 (supplemental), 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2019-20

Amount Same as prior year plus 2.35%

Source 8011 (supplemental), 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)

2018-19

☐ New ☐ Modified ☒ Unchanged

Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)

2019-20

☐ New ☐ Modified ☒ Unchanged

Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)

BUDGETED EXPENDITURES

2017-18

Amount \$241,851

Source 8011, 8650, 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2018-19

Amount Same as prior year plus 2.15%

Source 8011, 8650, 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

2019-20

Amount Same as prior year plus 2.35%

Source 8011, 8650, 8682, 8699

Budget Reference 1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Middle years athletics (coaching stipends, materials, and league and officials fees)

2018-19

☐ New ☐ Modified ☒ Unchanged

Middle years athletics (coaching stipends, materials, and league and officials fees)

2019-20

☐ New ☐ Modified ☒ Unchanged

Middle years athletics (coaching stipends, materials, and league and officials fees)

BUDGETED EXPENDITURES

2017-18

Amount \$19,820

Source 8682, 8684

Budget Reference 1105, 3000-3999, 4342, 5842

2018-19

Amount Same as prior year plus 2.15%

Source 8682, 8684

Budget Reference 1105, 3000-3999, 4342, 5842

2019-20

Amount Same as prior year plus 2.35%

Source 8682, 8684

Budget Reference 1105, 3000-3999, 4342, 5842

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Student fieldtrips (off-campus fieldtrips and on-campus special events for students)

2018-19

☐ New ☐ Modified ☒ Unchanged

Student fieldtrips (off-campus fieldtrips and on-campus special events for students)

2019-20

☐ New ☐ Modified ☒ Unchanged

Student fieldtrips (off-campus fieldtrips and on-campus special events for students)

BUDGETED EXPENDITURES

2017-18

Amount \$11,782

Source 8011, 8682

Budget Reference 4340, 5605, 5800

2018-19

Amount Same as prior year plus 2.15%

Source 8011, 8682

Budget Reference 4340, 5605, 5800

2019-20

Amount Same as prior year plus 2.35%

Source 8011, 8682

Budget Reference 4340, 5605, 5800

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Student projects and competitions (regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)

2018-19

☐ New ☐ Modified ☒ Unchanged

Student projects and competitions (regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)

2019-20

☐ New ☐ Modified ☒ Unchanged

Student projects and competitions (regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)

BUDGETED EXPENDITURES

2017-18

Amount \$2,500

Source 8682

Budget Reference 4315, 5300

2018-19

Amount Same as prior year plus 2.15%

Source 8682

Budget Reference 4315, 5300

2019-20

Amount Same as prior year plus 2.35%

Source 8682

Budget Reference 4315, 5300

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Literacy support (instructional aides, materials, and training to support ELA and Spanish instruction, EL and RFEP student supports, and academic and behavioral interventions, targeting the differentiated needs of unduplicated students and students in general)

2018-19

☐ New ☐ Modified ☒ Unchanged

Literacy support (instructional aides, materials, and training to support ELA and Spanish instruction, EL and RFEP student supports, and academic and behavioral interventions, targeting the differentiated needs of unduplicated students and students in general)

2019-20

☐ New ☐ Modified ☒ Unchanged

Literacy support (instructional aides, materials, and training to support ELA and Spanish instruction, EL and RFEP student supports, and academic and behavioral interventions, targeting the differentiated needs of unduplicated students and students in general)

BUDGETED EXPENDITURES

2017-18

Amount \$47,603

Source 8011 (supplemental), 8682

Budget Reference 2100, 3000-3999, 4100, 4307, 4400

2018-19

Amount Same as prior year plus 2.15%

Source 8011 (supplemental), 8682

Budget Reference 2100, 3000-3999, 4100, 4307, 4400

2019-20

Amount Same as prior year plus 2.35%

Source 8011 (supplemental), 8682

Budget Reference 2100, 3000-3999, 4100, 4307, 4400

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)

2018-19

☐ New ☐ Modified ☒ Unchanged

School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)

2019-20

☐ New ☐ Modified ☒ Unchanged

School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)

BUDGETED EXPENDITURES

2017-18

Amount \$44,250

Source 8220, 8520, 8639

Budget Reference 4700

2018-19

Amount Same as prior year plus 2.15%

Source 8220, 8520, 8639

Budget Reference 4700

2019-20

Amount Same as prior year plus 2.35%

Source 8220, 8520, 8639

Budget Reference 4700

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)

2018-19

☐ New ☐ Modified ☒ Unchanged

After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)

2019-20

☐ New ☐ Modified ☒ Unchanged

After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)

BUDGETED EXPENDITURES

2017-18

Amount \$79,499

Source 8685

Budget Reference 2300, 2900, 3000-3999, 4315, 4400, 4430, 4700, 5300

2018-19

Amount Same as prior year plus 2.15%

Source 8685

Budget Reference 2300, 2900, 3000-3999, 4315, 4400, 4430, 4700, 5300

2019-20

Amount Same as prior year plus 2.35%

Source 8685

Budget Reference 2300, 2900, 3000-3999, 4315, 4400, 4430, 4700, 5300

☐ New☐ Modified☒ Unchanged

Goal 2

Efficient Development and Management of Resources

ISM commits to achieving efficient development and management of its fiscal, physical, and human resources.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

LOCAL ☒ M ☒ P ☐ S

[Identified Need](#)

Strategic Focus for Goal 2: Facilities Planning & Improvement

To create the best possible home for our academic and extracurricular programs as well as our overall operations, we will continue to work together to adopt and fund a longterm facilities plan that specifies how we will improve and add to our existing facilities. We will particularly focus on secure storage for individual students' books and supplies, improvement of fields, and addition of an outdoor sport court.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval
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	\$127,320	Positive number	Positive number	Positive number
<i>Metric 2:</i> Cash reserve ~ <i>Target 2:</i> Defensive interval (assets/average expenses) > 3 months	4.05 Q1, 2.94 Q2, 4.45 Q3	>3 months	>3 months	>3 months
Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, corporate sponsorships, earned revenues, and direct donations.				
<i>Metric:</i> Percentage of fundraising areas with articulated guidelines and strategies ~ <i>Target:</i> 100%	No written plan	50%	75%	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%	100%	100%	100%	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 having functional space comprising sufficient square footage ~ <i>Target 1:</i> 100 percent	100%	100%	100%	100%
<i>Metric 2:</i> Number of functional spaces presenting safety or health concerns that have existed more than a month without appropriate steps taken to remedy the issue ~ <i>Target 2:</i> 0	1 (PE portable ramp)	0	0	0
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 or the equivalent ~ <i>Target 1:</i> 90%	100%	90%	90%	90%
<i>Metric 2:</i> Percentage of employees with an overall rating below Achieves Expectations in three consecutive years ~ <i>Target 2:</i> 0%	0%	0%	0%	0%
<i>Metric 3:</i> Percentage of teachers assigned to grade levels or subjects falling outside their academic preparation and credentialing (i.e. misassigned) ~ <i>Target 3:</i> 0%	0%	0%	0%	0%
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%	Teachers 100% (26/26); others 26% (6/23)	100%	100%	100%
Outcome 2.7. ISM augments its resources by collaborating with community partners.				
<i>Metric:</i> Number of ongoing partnerships ~ <i>Target:</i> 10	Not compiled	10	10	10

Outcome 2.8. ISM teachers receive the planning and professional development opportunities necessary to deliver the IB Primary Years Programme and Middle Years Programme.				
<i>Metric 1: Total weekly planning minutes per teacher ~ Target 1: 400+</i>	Range 425-553	400+	400+	400+
<i>Metric 2: Early-release day for professional development ~ Target: Weekly</i>	Weekly	Weekly	Weekly	Weekly
Outcome 2.9. ISM leverages its fiscal, physical, and human resources to achieve a positive and productive school climate, culture, and community.				
<i>Metric 1: Percentage of students suspended one or more times, or expelled ~ Target 1: <5% / 0%</i>	4.6% / 0%	<5% / 0%	<5% / 0%	<5% / 0%
<i>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</i>	Parents 3.5+ on 26 of 26; students 3.5+ on 10 of 10; teachers 3.5+ on 8 of 8	3.5 on all	3.5 on all	3.5 on all

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)

2018-19

☐ New ☐ Modified ☒ Unchanged

Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)

2019-20

☐ New ☐ Modified ☒ Unchanged

Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)

BUDGETED EXPENDITURES

2017-18

Amount \$3,600

Source 8682

Budget Reference 4315

2018-19

Amount Same as prior year plus 2.15%

Source 8682

Budget Reference 4315

2019-20

Amount Same as prior year plus 2.35%

Source 8682

Budget Reference 4315

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

School safety (staffing to ensure student safety and campus security)

2018-19

☐ New ☐ Modified ☒ Unchanged

School safety (staffing to ensure student safety and campus security)

2019-20

☐ New ☐ Modified ☒ Unchanged

School safety (staffing to ensure student safety and campus security)

BUDGETED EXPENDITURES

2017-18

Amount \$72,771

Source 8011

Budget Reference 2200, 3000-3999

2018-19

Amount Same as prior year plus 2.15%

Source 8011

Budget Reference 2200, 3000-3999

2019-20

Amount Same as prior year plus 2.35%

Source 8011

Budget Reference 2200, 3000-3999

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Library materials (library collection expansion through book fair fundraising)

2018-19

☐ New ☐ Modified ☒ Unchanged

Library materials (library collection expansion through book fair fundraising)

2019-20

☐ New ☐ Modified ☒ Unchanged

Library materials (library collection expansion through book fair fundraising)

BUDGETED EXPENDITURES

2017-18

Amount \$4,339

Source 8684

Budget Reference 1105, 3000-3999, 4200

2018-19

Amount Same as prior year plus 2.15%

Source 8684

Budget Reference 1105, 3000-3999, 4200

2019-20

Amount Same as prior year plus 2.35%

Source 8684

Budget Reference 1105, 3000-3999, 4200

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)

2018-19

☐ New ☐ Modified ☒ Unchanged

Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)

2019-20

☐ New ☐ Modified ☒ Unchanged

Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)

BUDGETED EXPENDITURES

2017-18

Amount \$11,708

Source 8290

Budget Reference 4400

2018-19

Amount Same as prior year plus 2.15%

Source 8290

Budget Reference 4400

2019-20

Amount Same as prior year plus 2.35%

Source 8290

Budget Reference 4400

☐ New☐ Modified☒ Unchanged

Goal 3

Clear Governance and Operations Structures

ISM commits to clear and effective governance and efficient operations structures.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

LOCAL ☒ M ☒ P ☐ S

[Identified Need](#)

Strategic Focus for Goal 3: Schoolwide Simplification & Standardization

To achieve the organizational stability and sustainability needed to ensure consistent success for ISM now and into the future, we will continue to seek opportunities to simplify and standardize our operations, procedures, and communications, while maintaining high expectations of differentiated learning experiences for students. We will put a particular eye toward ensuring that each staff member has manageable job duties that, though they may be challenging, maximize the likelihood of immediate and ongoing satisfaction and success. We will put the other eye toward ensuring that each ISM family has the most cohesive school experience possible across grades and through the years.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval
Outcome 3.1. ISM reviews and maintains practical, usable policies and procedures that comply with the California Education Code and other applicable requirements, including those for: <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	100%	100%	100%	100%
<i>Metric:</i> Number of required policies approved and published within three months of identification of the requirement ~ <i>Target:</i> 100	100%	100%	100%	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%	100%	100%	100%	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	0	0	0	0

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Basic operations (all school expenses not included in core academics or other specific programs)

2018-19

☐ New ☐ Modified ☒ Unchanged

Basic operations (all school expenses not included in core academics or other specific programs)

2019-20

☐ New ☐ Modified ☒ Unchanged

Basic operations (all school expenses not included in core academics or other specific programs)

BUDGETED EXPENDITURES

2017-18

Amount \$1,052,170

Source 8096, 8550, 8590,

Budget Reference 1300, 2200, 2300, 2400, 3000-3999, 4000-4999, 5000-5999, 6900

2018-19

Amount Same as prior year plus 2.15%

Source 8096, 8550, 8590,

Budget Reference 1300, 2200, 2300, 2400, 3000-3999, 4000-4999, 5000-5999, 6900

2019-20

Amount Same as prior year plus 2.35%

Source 8096, 8550, 8590,

Budget Reference 1300, 2200, 2300, 2400, 3000-3999, 4000-4999, 5000-5999, 6900

☐ New☐ Modified☒ Unchanged

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.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

LOCAL ☒ M ☒ P ☒ S

[Identified Need](#)

Strategic Focus for Goal 4: Internal & External Communication

Recognizing the huge roll that communication plays in keeping the various stakeholders within our ISM community informed, linked in, and thriving, as well as the role it plays in connecting our school and community with important outside audiences such as prospective families and potential supporters, we will focus on developing effective, efficient, and sensitive communications systems and practices based on proven models and the expressed needs of various constituencies.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 approval	Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval
Outcome 4.1. ISM thrives as a community of involved families that actively participate in the educational process, complete family hours of service to the school including involvement in school decision-making, and support the school financially.				
<i>Metric:</i> Percentage of families actively participating in some way ~ <i>Target:</i> 100%	100%	100%	100%	100%
Outcome 4.2. The ISM administration, teachers and staff, board, committees, and support groups (e.g. ISM Foundation) effectively communicate with ISM students and families, providing opportunities for family input regarding their respective functions.				
<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	3.5+ on 36 of 37	3.5+ on all	3.5+ on all	3.5+ on all

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	Assessment not completed	3.0	3.0	3.0
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	800+ applications; >12 times the number of open positions	10 times the open positions	10 times the open positions	10 times the open positions
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	3.0 on a 5-point scale	3.25 on a 5-point scale	3.5 on a 5-point scale	3.5 on a 5-point scale
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%	Not compiled	100%	100%	100%
Outcome 4.7. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders.				
<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	3.4 on parent survey; 4.1 on staff survey; 3.8 on student survey	3.5 on a 5-point scale	3.5 on a 5-point scale	3.5 on a 5-point scale

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)

2018-19

☐ New ☐ Modified ☒ Unchanged

Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)

2019-20

☐ New ☐ Modified ☒ Unchanged

Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)

BUDGETED EXPENDITURES

2017-18

Amount \$15,700

Source 8650, 8660, 8684

Budget Reference 4430, 5820, 5900

2018-19

Amount Same as prior year plus 2.15%

Source 8650, 8660, 8684

Budget Reference 4430, 5820, 5900

2019-20

Amount Same as prior year plus 2.35%

Source 8650, 8660, 8684

Budget Reference 4430, 5820, 5900

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$138,246

Percentage to Increase or Improve Services:

4.63%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year. Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

As computed using the Fiscal Crisis Management & Assistance Team Local Control Funding Formula calculator, ISM will receive approximately \$138,246 in supplemental funds based on projected enrollment of unduplicated students. ISM does not qualify for concentration grant funds. Strictly from a dollars perspective, the required 4.63% percentage to increase or improve services computes to \$172,901. We have budgeted more than this amount (\$229,723 total) for increased services that meet the specific needs of unduplicated students as noted below.

As in the past three years, ISM will continue to invest supplemental funds (approximately \$41,983) in a **Literacy Supports** program that provides instructional and intervention 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 and intervention supports.

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.

As in the past two years, ISM will continue to invest supplemental funds (approximately \$24,804) 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. The Math 7 Foundations and Math 8 Foundations courses particularly provide the interventions necessary to keep or get struggling students solidly on grade level. This program of dividing all students at a grade level into three math classes rather than two, inherently requires charterwide implementation.

As in the past two years, ISM will continue to invest LCFF funds (approximately \$162,936), including the remaining supplemental funds (approximately \$71,459), 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. *A Blueprint for Creative Schools*, a 2015 report to state superintendent of public instruction Tom Torlakson, prepared under the direction of the CREATE CA coalition, argues in favor

of spending LCFF funds on the arts. Citing *Preparing Students for the Next America: The Benefits of an Arts Education*, published by the Arts Education Partnership in 2013, the blueprint states that “the arts can boost test scores and achievement in literacy, English language arts, and mathematics, especially for English Learners and low-income students.”

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.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 CCR 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

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