Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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	Contact Name and Title	Email and Phone
International School of Monterey	Sean Madden, Director	director@ismonterey.org 831-583-2166

2017-20 Plan Summary

The Story

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 <u>State Priorities</u> 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 2017-2018 school year, and that we have established goals, programs, and budgets that will continue to address these priorities in the years ahead.

This document, developed within the required state LCAP template, details ISM's ongoing goals, outcomes, and assessment indicators, and shows the relative 2018-2019 ISM Budget allocations. The *ISM 2018-2028 Strategic Plan*, approved by the ISM Board of Trustees at the same time as this LCAP in June 2018, separately articulates ISM's 10-year aspirations.

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 continued 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 1.2. ISM integrates the IB Learner Profile into the curriculum.
The 10 IB Learner Profile attributes have become the glue connecting student learning across all grades K through 8. Units of instruction, essential agreements, policies, practices, and ISM schoolwide community interactions all share not only common terminology but a shared commitment to student development of the attributes throughout their years at ISM.

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 1.9. 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 (96.4% ADA and 4.0% 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 area, 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 averaging about 14,000 hours of volunteer 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 just one state or local performance indicator for which overall performance has been in the red or orange category, or where ISM has received a "not met" rating. Suspension rate, which had been rated blue, fell to orange due to an uptick to a medium suspension rate from very low based on 6 of 428 total students receiving one or more days of suspension. ISM has started implementation of PBIS and several other measures in order to prevent and address student behavior issues before they escalate to suspension level. In 2018-2019, ISM will begin to implement a Multi-Tiered System of Support (MTSS) that expands on this behavior support work to help all students thrive on all levels.

The greatest area of need relative to the LCFF Evaluation Rubrics on the California School Dashboard arising from the 2016 CAASPP had been math ratings, where "all students" and all significant subgroups rated in the yellow or orange. Given that, ISM 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. ISM saw the expected resulting improvement in the 2017 CAASPP math scores where "all students" and three of six significant subgroups rose to green, with just two subgroups remaining in orange. ISM continues to monitor and refine math instruction to continue this progress.

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 2017-2018, 22.78% of students reported two or more races. Using the simplest aggregate of three ethnicity/race categories, 30.22% of students reported Hispanic ethnicity, 33.33% identified as non-Hispanic white only, and 36.45% reported one or more of 14 other race options and non-Hispanic ethnicity. Specifically, 13.19% reported black or African American heritage, 18.23% indigenous American, 3.60% Asian Indian, 5.28% Chinese, 3.36% Japanese, 4.32% Korean, .96 Laotian, 1.44% Vietnamese, 2.64% other Asian, 14.63% Filipino, .72% Samoan, .96% Hawaiian, 2.16% Guamanian, and .72% 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 17 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 just two state indicators 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; in Mathematics, the socioeconomically disadvantaged and English Learners subgroups rate 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. Meanwhile, ISM will continue to address Mathematics performance for socioeconomically disadvantaged students and English Learners through its Enhanced Math program for Middle Years Programme students and ongoing review of the Primary Years Programme math curriculum.

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.

Increased or Improved services

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: 1) Literacy Supports; 2) Enhanced Math; 3) 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	$4,113,356
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$4,113,356

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$3,323,200

Annual Update

LCAP Year Reviewed: 2017-2018

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

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 Priorities: 1 2 4 5 7 8

Local Priorities: M P S

Annual Measureable Outcomes

Expected	Actual
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 1.0. ISM achieves and maintains external validation.** *Actual:* Reaccreditation by CIS and WASC; IB Primary Years Programme and Middle Years Programme ongoing authorization
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 1.1. ISM fosters internationalism throughout the curriculum.** *Actual:* 1 or more per unit
Outcome 1.2. ISM integrates the IB Learner Profile into the curriculum. *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 1.2. ISM integrates the IB Learner Profile into the curriculum.** *Actual 1:* All ~ *Actual 2:* 3.54+ on 10 of 10 traits; range 3.54 to 4.12

Expected	Actual
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%	**Outcome 1.3. The ISM curriculum incorporates current or future state standards.** *Actual 1:* All ~ *Actual 2:* ELA 85%; Math 82% ~ *Actual 3:* 97.6%
Outcome 1.4. The ISM educational program includes regular, quality instruction in the arts, English language arts, math, physical education, science, second/foreign language, and social studies, with the IB Learner Profile and technology instruction integrated across all subjects. *Metric:* Scheduled annual minutes of instruction ~ *Target:* 7,800+ for language arts, social studies, math, and science; 5,900+ for second language; 3,000+ for visual and performing arts, design, and PE/Health	**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. *Metric 1:* Percentage of students showing at least one grade level of progress each academic year as evidenced by maintaining at least the same performance level on state assessments year-over-year ~ *Target 1:* 70% ~ *Metric 2:* School and significant subgroup placement on the California School Dashboard ~ *Target 2:* ELA and Math ratings of green or better schoolwide and yellow or better for all significant subgroups on the five-color scale	**Outcome 1.5. The ISM curriculum works cohesively both within and across grade levels.** *Actual 1:* 81.04% overall, 79.12% ELA, 82.97% Math ~ *Actual 2:* ELA and Math ratings of green schoolwide, and yellow or better for 5 of 6 significant subgroups for ELA and 4 of 6 subgroups for Math
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 1.6. 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. *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 1.7. 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

Expected	Actual
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 1.8. 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. *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 1.9. The educational program includes cocurricular and extracurricular activities that fit with the school's identity.** *Actual 1:* 2+ fieldtrips/events per class per term ~ *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:* 96.4% ~ *Actual 2:* 4.0% ~ *Actual 3:* 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.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	$1,541,402	$1,581,420
International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	$95,401	$101,284
Special education (services for students with disabilities provided by Monterey Peninsula Unified per MOU)	Special education (services for students with disabilities provided by Monterey Peninsula Unified per MOU)	$209,000	$208,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)	Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)	$99,331	$98,897
Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	$5,000	$5,000
Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	$59,187	$61,242
Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	$38,064	$39,478
PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	$89,359	$92,375
Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	Visual arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	$81,468	$84,209
Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)	Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 performing arts classes)	$81,468	$84,209
Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	$241,851	$250,074
Middle years athletics (coaching stipends, materials, and league and officials fees)	Middle years athletics (coaching stipends, materials, and league and officials fees)	$19,820	$6,247

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student fieldtrips (off-campus fieldtrips and on-campus special events for students)	Student fieldtrips (off-campus fieldtrips and on-campus special events for students)	$11,782	$20,034
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)	Student projects and competitions (regional and state competitions such as Science Fair, Mathletics, Tech Challenge, and History Day; materials and supplies for individual and group projects)	$2,500	$2,704
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)	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)	$47,603	$44,612
School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	$44,250	$44,250
After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	$79,499	$92,082

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.

Middle years athletics (coaching stipends, materials, and league and officials fees): budget $19,820 v. $6,247 actual; due to most coaching stipends being distributed to fulltime staff as additional normal pay

Student fieldtrips (off-campus fieldtrips and on-campus special events for students): budget $11,782 v. $20,034 actual; due to addition of an outdoor leadership camp for all Middle Years Programme students

After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students): budget $79,499 v. $92,082 actual; due to higher than expected utilization of care; offset by program income

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: a fieldtrip budget increase to support ongoing commitment to the outdoor leadership camp for MYP students.

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 Priorities: 1 4 5 6

Local Priorities: M P S

Annual Measureable Outcomes

Expected	Actual
Outcome 2.0. ISM achieves and maintains external validation. *Metric:* Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ *Target:* Ongoing approval	**Outcome 2.0. ISM achieves and maintains external validation.** *Actual:* Reaccreditation 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. **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 2.1. ISM is financially solvent and follows a sustainable budget model.** *Actual 1:* $104,646 average over most recent two-year period ~ *Actual 2:* 2017-2018 3.77 first quarter, 3.27 second quarter, and 3.57 third quarter
Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, corporate sponsorships, earned revenues, and direct donations. *Metric:* Percentage of fundraising areas with articulated guidelines and strategies ~ *Target:* 100%	**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.** *Actual:* Partially written guidelines and strategies for ISM Foundation, grant writing, and direct donations via the Family Share; no written guidelines and strategies for matching funds, community collaborations, corporate sponsorships, or earned revenues.
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 2.3. ISM has the instructional books, materials, supplies, information resources, and technologies necessary to achieve adopted curriculum goals.** *Actual:* 100%

Expected	Actual
Outcome 2.4. ISM has appropriate facilities for teaching and learning, and school management. *Metric 1:* Number of academic programs, student activities, employee activities, and administrative operations lacking functional space comprising sufficient square footage ~ *Target 1:* 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	**Outcome 2.4. ISM has appropriate facilities for teaching and learning, and school management.** *Actual 1:* 2 (K-2 Spanish and 7-8 Math in undersized classrooms ~ *Actual 2:* 1 (lower field gopher holes)
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 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals.** *Actual 1:* 96% ~ *Actual 2:* 0%~ *Actual 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 2.6. ISM facilitates ongoing evaluations relative to articulated job descriptions.** *Actual:* Teachers 100% (26/26); others 65% (15/23)
Outcome 2.7. ISM augments its resources by collaborating with community partners. *Metric:* Number of ongoing partnerships ~ *Target:* 10	**Outcome 2.7. ISM augments its resources by collaborating with community partners.** *Actual:* More than 10
Outcome 2.8. ISM teachers receive the planning and professional development opportunities necessary to deliver the IB Primary Years Programme and Middle Years Programme. *Metric 1:* Total weekly planning minutes per teacher ~ *Target 1:* 400 ~ *Metric 2:* Early-release day for professional development ~ *Target:* Weekly	**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. *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 2.9. ISM leverages its fiscal, physical, and human resources to achieve a positive and productive school climate, culture, and community.** *Actual 1:* 4.0% / 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

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	$3,600	$3,600
School safety (staffing to ensure student safety and campus security)	School safety (staffing to ensure student safety and campus security)	$72,771	$72,367
Library materials (library collection expansion through book fair fundraising)	Library materials (library collection expansion through book fair fundraising)	$4,339	$330
Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)	Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)	$11,708 Unknown (MPUSD facilities maintenance budget)	$3,447 Unknown (MPUSD facilities maintenance budget)

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.

Library materials (library collection expansion through book fair fundraising): budget $11,708 v. $3,447 actuals; due to conduct of only one book fair and no spring used book sale, which reduced income and related expenditures

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 Priorities: 1 3 5 6

Local Priorities: M P

Annual Measureable Outcomes

Expected	Actual
Outcome 3.0. ISM achieves and maintains external validation. *Metric:* Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ *Target:* Ongoing approval	**Outcome 3.0. ISM achieves and maintains external validation.** *Actual:* Reaccreditation 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** *Metric:* Number of required policies approved and published within three months of identification of the requirement ~ *Target:* 100	**Outcome 3.1. ISM reviews and maintains practical, usable policies and procedures that comply with the California Education Code and other applicable requirements, including those for:** • **The Board of Trustees** • **Charter development, renewal, and monitoring** • **Student and staff conduct and discipline** • **Safety and crisis management** • **Strategic planning** • **Student support services** *Actual:* 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 3.2. ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command.** *Actual:* 100%

Expected	Actual
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	**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.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Basic operations (all school expenses not included in core academics or other specific programs)	Basic operations (all school expenses not included in core academics or other specific programs)	$1,052,170	$1,072,141

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.

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.

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 Priorities: 3 6

Local Priorities: M P S

Annual Measureable Outcomes

Expected	Actual
Outcome 4.0. ISM achieves and maintains external validation. *Metric:* Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ *Target:* Ongoing status	**Outcome 4.0. ISM achieves and maintains external validation.** *Actual:* Reaccreditation 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 including involvement in school decision-making, and support the school financially. *Metric:* Percentage of families actively participating in some way ~ *Target:* 100%	**Outcome 4.1. ISM thrives as a community of involved families who actively participate in the educational process, complete family hours of service to the school including involvement in school decision-making, and support the school financially.** *Actual:* 100%
Outcome 4.2. The ISM administration, teachers and staff, board, committees, and support groups (e.g. ISM Foundation) effectively communicate with ISM students and families, providing opportunities for family input regarding their respective functions. *Metric:* Average rating on each question related to communication effectiveness on the annual parent/guardian survey ~ *Target:* 3.5 on a 5-point scale	**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.** *Actual:* 3.5+ on 36 of 37 questions; 4.0+ on 30 of 37

	Expected	Actual

Expected	Actual
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 4.3. 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. *Metric:* Total annual applications ~ *Target:* 10 times the open positions	**Outcome 4.4. ISM communicates effectively with its surrounding community.** *Actual:* 807 applications; >12 times the number of open positions
Outcome 4.5. ISM has meaningful links with other international schools and IB programmes. *Metric:* Average rating on each question related to beneficial, collaborative links with other international schools on the annual teacher survey ~ *Target:* 3.5 on a 5-point scale	**Outcome 4.5. ISM has meaningful links with other international schools and IB programmes.** *Actual:* 3.0 on a 5-point scale
Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism. *Metric:* Percentage of partnerships found to directly support one or more ISM strategic outcomes in an annual administrative audit ~ *Target:* 100%	**Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism.** *Actual:* 100%
Outcome 4.7. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders. *Metric:* Average rating on each question related to the transparency and understandability of board and administration decisions on the annual teacher, parent/guardian, and student surveys ~ *Target:* 3.5 on a 5-point scale	**Outcome 4.7. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders.** *Actual:* 3.4 on parent survey; 4.1 on staff survey; 3.8 on student survey

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.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)	Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)	$15,700	$11,390

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

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." (ISM Charter, p.11) Each school year, more than 500 individuals including parents, grandparents, students, and siblings contribute about 14,000 volunteer Family Hours of service. The hundreds of service opportunities include daily classroom support, school library management, monthly Saturday site workdays, annual fundraising and special events, school committees such as the Strategic Advisory Team that drives the LCAP planning and updating process, and much more. Often grandparents and the students themselves join parents/guardians to complete volunteer assignments. The ISM Family Liaison ensures that all families can find meaningful and workable opportunities to do their part. Aside from the important positive operational impact of these Family Hours, because parents/guardians get involved in virtually every aspect of the organization, they ensure continuous stakeholder engagement that helps shape 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 2017-2018 school year, 9 of 13 trustees were parents of current students and one a grandparent. 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 and this Local Control and Accountability Plan. 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 LCAP. The indicators address all state and local priorities.

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

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 interpretation provided in Spanish upon request.

Staff meetings: ISM releases students at 12:55 every Wednesday. The ISM staff then engages in a variety of meetings and professional development and planning activities until 5:00pm. The meetings and activities provide extensive opportunity for staff input into all aspects of the school's programs and operations. ISM also has a team-leader structure that provides for representative input from 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 and LCAP.

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

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

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

May: The ISM Board of Trustees conducts a Public Hearing regarding the LCAP at its regularly scheduled monthly meeting, providing opportunity for input regarding services and programs for all subgroups including ethnic groups, English Learners, low-income students, foster students, and students with disabilities.

June: The administration finalizes the annual LCAP based on all inputs described above, and ties expenditures at the program level between the annual budget and the LCAP. The ISM Board of Trustees conducts a final discussion of the LCAP and budget, then adopts both at its official annual meeting.

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 11 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 original *ISM Strategic Plan* have become our LCAP goals; the target outcomes from that strategic plan are listed as the *expected annual measurable outcomes*; and we have translated the indicators, measures, metrics, and targets, originally in the strategic plan, into the metrics and targets in the LCAP. Meanwhile, the strategic plan has been completely rewritten to focus on 10-year aspirations and immediate "will do" and "will explore" steps being taken toward those future aspirations, while the LCAP ensures constant vigilance toward ensuring that ISM's enduring goals and target outcomes receive ongoing, unwavering attention as ISM goes about "business as usual."

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 the 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, longterm planning and action through the LCAP, and discussion of future aspirations.

~ The midyear input provides clear insights into what parents/guardians perceive as the greatest school needs. For example, the 2018 mid-year survey made it clear that improving facilities and our school culture and climate should continue as 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 the past three years 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 2015-2018 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 original strategic plan as the four goals listed below, and to translate the indicators, measures, metrics, and targets in what was then the current strategic plan into the metrics and targets in the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Comprehensive, International Educational Program

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 5 7 8

Local Priorities: M P S

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Ongoing approval	Ongoing approval	Ongoing approval	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	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.				
Metric 1: Units addressing International Baccalaureate Learner Profile traits ~ *Target 1:* All	All	All	All	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	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.				
Metric 1: Applicable California state standards included in each subject during annual review of documented curriculum ~ *Target 1:* All	All	All	All	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%	ELA 91%; Math 82%	ELA 75%; Math 75%	ELA 75%; Math 75%	ELA 75%; Math 75%
Metric 3: Percentage of 8th graders expressing strong to very strong motivation to attend college ~ *Target 3:* 90%	82.5%	85%	87.5%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.				
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	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.				
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%	84.44% ELA 72.22% Math 78.33% Overall	70%	70%	70%
Metric 2: School and significant subgroup placement on the California School Dashboard ~ *Target 2:* ELA and math ratings of green or better schoolwide and yellow or better for all significant subgroups on the five-color scale	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.				
Metric: Percentage of units incorporating student inquiry activities and addressing student understanding in an annual administrative audit ~ *Target:* 100%	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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%	100%	100%	100%	100%
Metric 2: Percentage of English Learners who advance one or more proficiency levels year-over-year on California language testing ~ *Target 2:* 60%	67.7%	60%	60%	60%
Outcome 1.8. ISM articulates and effectively implements a comprehensive assessment policy.				
Metric 1: Approved policy and essential agreements ~ *Target 1:* Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Metric 2: Performance on diverse school-designed, curriculum-aligned assessments relative to articulated criteria, standards, and target outcomes ~ *Target 2:* Varies by assessment	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.				
Metric 1: Number of fieldtrips and campus events ~ *Target 1:* 2 fieldtrips/events per class per term	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
Metric 2: Number of middle-years sports offerings ~ *Target:* 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	5 sports for boys and 5 for girls
Outcome 1.10. Students actively and happily engage in learning.				
Metric 1: Average daily attendance rate ~ *Target 1:* 95%	95.8%	95%	95%	95%
Metric 2: Percentage of students chronically (10%+) absent ~ *Target 2:* less than 3%	2.9%	<3.0%	<3.0%	<3.0%
Metric 3: Percentage of middle years students dropping out ~ *Target 3:* 0%	0%	0%	0%	0%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)	Core education (K-8 instruction in English language arts, social studies/humanities, science, and math)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,541,402	$1,606,473	Same as prior year plus 3.36%
Source	8011, 8012, 8096, 8560	8011, 8012, 8096, 8560	8011, 8012, 8096, 8560
Budget Reference	1000-1999, 3000-3999, 4000-4999, 5000-5999	1000-1999, 3000-3999, 4000-4999, 5000-5999	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)	International Baccalaureate (Primary Years Programme and Middle Years Programme fees, coordinator, materials, and training)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$95,401	$97,793	Same as prior year plus 3.36%
Source	8011, 8292, 8550, 8590	8011, 8292, 8550, 8590	8011, 8292, 8550, 8590
Budget Reference	1300, 5210, 5300	1300, 5210, 5300	1300, 5210, 5300

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)	Special education (services for students with disabilities provided by Monterey Peninsula Unified School District per MOU)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$209,000	$209,000	Same as prior year (capped)
Source	8011	8011	8011
Budget Reference	7141	7141	7141

Action 4

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)	Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)	Student services (assistant principal, student support teams, Section 504 services, CELDT and Smarter Balanced assessment oversight)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$99,331	$103,730	Same as prior year plus 3.36%
Source	8011	8011	8011
Budget Reference	1300, 3000-3999	1300, 3000-3999	1300, 3000-3999

Action   5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)	Schoolwide Enrichment Model (SEM) (materials for small group, hands-on instruction in areas not typically part of a K-8 school curriculum)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	Same as prior year plus 3.36%
Source	8682	8682	8682
Budget Reference	4315	4315	4315

Action   6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)	Design curriculum and instruction (staffing, materials, and training for Middle Years Programme design thinking courses)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$59,187	$61,772	Same as prior year plus 3.36%
Source	8011	8011	8011
Budget Reference	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210

Action 7

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All schools ~ Grades 6-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)	Enhanced math curriculum and instruction (reduced class size staffing, materials, facility, and training for Middle Years Programme math courses)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$38,064	$39,902	Same as prior year plus 3.36%
Source	8011, 8682, 8699	8011, 8682, 8699	8011, 8682, 8699
Budget Reference	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)	PE specialist (staffing, materials, facility, and training for K-8 physical education instruction by a PE specialist)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$89,359	$93,254	Same as prior year plus 3.36%
Source	8682, 8699	8682, 8699	8682, 8699
Budget Reference	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,468	$85,017	Same as prior year plus 3.36%
Source	8011 (supplemental), 8682, 8699	8011 (supplemental), 8682, 8699	8011 (supplemental), 8682, 8699
Budget Reference	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)	Performing arts curriculum and instruction (staffing, materials, facility, and training for K-8 visual arts classes)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,468	$85,017	Same as prior year plus 3.36%
Source	8011 (supplemental), 8682, 8699	8011 (supplemental), 8682, 8699	8011 (supplemental), 8682, 8699
Budget Reference	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)	Spanish curriculum and instruction (staffing, materials, facilities, and training for K-8 Spanish classes)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$241,851	$252,398	Same as prior year plus 3.36%
Source	8011, 8650, 8682, 8699	8011, 8650, 8682, 8699	8011, 8650, 8682, 8699
Budget Reference	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	1100, 1120, 3000-3999, 4100, 4307, 4315, 4400, 5210, 5600	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Middle years athletics (coaching stipends, materials, and league and officials fees)	Middle years athletics (coaching stipends, materials, and league and officials fees)	Middle years athletics (coaching stipends, materials, and league and officials fees)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,820	$20,093	Same as prior year plus 3.36%
Source	8682, 8684	8682, 8684	8682, 8684
Budget Reference	1105, 3000-3999, 4342, 5842	1105, 3000-3999, 4342, 5842	1105, 3000-3999, 4342, 5842

Action **13**

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student fieldtrips (off-campus fieldtrips and on-campus special events for students)	Student fieldtrips (off-campus fieldtrips and on-campus special events for students)	Student fieldtrips (off-campus fieldtrips and on-campus special events for students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,782	$30,596	Same as prior year plus 3.36%
Source	8011, 8682	8011, 8682	8011, 8682
Budget Reference	4340, 5605, 5800	4340, 5605, 5800	4340, 5605, 5800

Action   14

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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)	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)	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

Year	2017-18	2018-19	2019-20
Amount	$2,500	$2,500	Same as prior year plus 3.36%
Source	8682	8682	8682
Budget Reference	4315, 5300	4315, 5300	4315, 5300

Action   15

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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)	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)	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

Year	2017-18	2018-19	2019-20
Amount	$47,603	$47,789	Same as prior year plus 3.36%
Source	8011 (supplemental), 8682	8011 (supplemental), 8682	8011 (supplemental), 8682

Year	2017-18	2018-19	2019-20
Budget Reference	2100, 3000-3999, 4100, 4307, 4400	2100, 3000-3999, 4100, 4307, 4400	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)	School lunch (free and reduced-price meals for qualifying low-income students and paid lunch for all students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$44,250	$59,058	Same as prior year plus 3.36%
Source	8220, 8520, 8639	8220, 8520, 8639	8220, 8520, 8639
Budget Reference	4700	4700	4700

Action 17

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)	After-School International (ASI) (reduced-rate after-school care for low-income students and regular rate care for all students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$79,499	$91,599	Same as prior year plus 3.36%
Source	8685	8685	8685
Budget Reference	2300, 2900, 3000-3999, 4315, 4400, 4430, 4700, 5300	2300, 2900, 3000-3999, 4315, 4400, 4430, 4700, 5300	2300, 2900, 3000-3999, 4315, 4400, 4430, 4700, 5300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Efficient Development and Management of Resources

State and/or Local Priorities addressed by this goal:

State Priorities: 1 4 5 6

Local Priorities: M P

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome 2.0. ISM achieves and maintains external validation.				
Metric: Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ *Target:* Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval

Outcome 2.1. ISM is financially solvent and follows a sustainable budget model.			
Metric 1: Annual net change in fund balance over any two-year period ~ *Target 1:* Positive number	$127,320	Positive number	Positive number	Positive number
Metric 2: Cash reserve ~ *Target 2:* 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.			
Metric: Percentage of fundraising areas with articulated guidelines and strategies ~ *Target:* 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.			
Metric: Percentage of items considered critical present in inventory ~ *Target:* 100%	100%	100%	100%	100%
Outcome 2.4. ISM has appropriate facilities for teaching and learning, and school management.			
Metric 1: Number of academic programs, student activities, employee activities, and administrative operations lacking functional space comprising sufficient square footage ~ *Target 1:* 100 percent	0	0	0	0
Metric 2: Number of functional spaces presenting safety or health concerns that have existed more than a month without appropriate steps taken to remedy the issue ~ *Target 2:* 0	1 (PE portable ramp)	0	0	0
Outcome 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals.			
Metric 1: Percentage of employees with an overall rating of Achieves or Exceeds Expectations or the equivalent ~ *Target 1:* 90%	100%	90%	90%	90%

Metric 2: Percentage of employees with an overall rating below Achieves Expectations in three consecutive years ~ *Target 2:* 0%	0%	0%	0%	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%	0%	0%	0%	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%	Teachers 100% (26/26); others 26% (6/23)	100%	100%	100%
Outcome 2.7. ISM augments its resources by collaborating with community partners.				
Metric: Number of ongoing partnerships ~ *Target:* 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.				
Metric 1: Total weekly planning minutes per teacher ~ *Target 1:* 400+	Range 425-553	400+	400+	400+
Metric 2: Early-release day for professional development ~ *Target:* Weekly	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.				
Metric 1: Percentage of students suspended one or more times, or expelled ~ *Target 1:* <5% / 0%	4.6% / 0%	<5% / 0%	<5% / 0%	<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	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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All	All schools

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)	Teacher supplies (allowance for teacher purchase of materials for specific classrooms of students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,600	$3,600	Same as prior year plus 3.36%
Source	8682	8682	8682
Budget Reference	4315	4315	4315

Action   2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School safety (staffing to ensure student safety and campus security)	School safety (staffing to ensure student safety and campus security)	School safety (staffing to ensure student safety and campus security)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,771	$89,571	Same as prior year plus 3.36%
Source	8011	8011	8011
Budget Reference	2200, 3000-3999	2200, 3000-3999	2200, 3000-3999

Action   3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Library materials (library collection expansion through book fair fundraising)	Library materials (library collection expansion through book fair fundraising)	Library materials (library collection expansion through book fair fundraising)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,339	$3,378	Same as prior year plus 3.36%
Source	8684	8684	8684
Budget Reference	1105, 3000-3999, 4200	1105, 3000-3999, 4200	1105, 3000-3999, 4200

Action 4

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)	Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)	Facilities improvements (electrical, bathroom, playground, field, and other improvements; district improvements to comply with Ed Code § 47614 and secure student safety)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,708	Unknown MPUSD expenditures	Unknown MPUSD expenditures
Source	8290	Unknown MPUSD expenditures	Unknown MPUSD expenditures
Budget Reference	4400	Unknown MPUSD expenditures	Unknown MPUSD expenditures

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Clear Governance and Operations Structures

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3 5 6

Local Priorities: M P

Identified Need:

ISM recognizes the need for and commits to clear and effective governance and efficient operations structures.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome 3.0. ISM achieves and maintains external validation.				
Metric: Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ *Target:* Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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**	100%	100%	100%	100%
Metric: Number of required policies approved and published within three months of identification of the requirement ~ *Target:* 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.				
Metric: Percentage of positions listed on the organization chart with current job specifications ~ *Target:* 100%	100%	100%	100%	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	0	0	0	0

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Basic operations (all school expenses not included in core academics or other specific programs)	Basic operations (all school expenses not included in core academics or other specific programs)	Basic operations (all school expenses not included in core academics or other specific programs)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,052,170	$1,109,816	Same as prior year plus 3.36%
Source	8096, 8550, 8590,	8096, 8550, 8590,	8096, 8550, 8590,
Budget Reference	1300, 2200, 2300, 2400, 3000-3999, 4000-4999, 5000-5999, 6900	1300, 2200, 2300, 2400, 3000-3999, 4000-4999, 5000-5999, 6900	1300, 2200, 2300, 2400, 3000-3999, 4000-4999, 5000-5999, 6900

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Exemplary Communications and Relations

State and/or Local Priorities addressed by this goal:

State Priorities: 3 6

Local Priorities: M P S

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome 4.0. ISM achieves and maintains external validation.				
Metric: Accreditation by the Council of International Schools and Western Association of Schools and Colleges, and authorization by the International Baccalaureate Organization ~ *Target:* Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval	Ongoing approval

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome 4.1. ISM thrives as a community of involved families that actively participate in the educational process, complete family hours of service to the school including involvement in school decision-making, and support the school financially.				
Metric: Percentage of families actively participating in some way ~ *Target:* 100%	100%	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.				
Metric: Average rating on each question related to communication effectiveness on the annual parent/guardian survey ~ *Target:* 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.				
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	Assessment not completed	3.0	3.0	3.0
Outcome 4.4. ISM communicates effectively with its surrounding community.				
Metric: Total annual applications ~ *Target:* 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.				
Metric: Average rating on each question related to beneficial, collaborative links with other international schools on the annual teacher survey ~ *Target:* 3.5 on a 5-point scale	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism.				
Metric: Percentage of partnerships found to directly support one or more ISM strategic outcomes in an annual administrative audit ~ *Target:* 100%	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.				
Metric: Average rating on each question related to the transparency and understandability of board and administration decisions on the annual teacher, parent/guardian, and student surveys ~ *Target:* 3.5 on a 5-point scale	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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| |
| |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| |
| |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| |
| |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)	Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)	Internal and external communications (services, software, yearbooks, collateral, events, promotions, merchandise, and premiums that support effective communication with all stakeholder groups)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,700	$16,000	Same as prior year plus 3.36%
Source	8650, 8660, 8684	8650, 8660, 8684	8650, 8660, 8684
Budget Reference	4430, 5820, 5900	4430, 5820, 5900	4430, 5820, 5900

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$173,366	5.50%

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 $173,366 in supplemental funds based on projected enrollment of unduplicated students. ISM does not qualify for concentration grant funds. Strictly from a dollars perspective, ISM has budgeted more than this amount ($213,846 total) for *increased* services that meet the specific needs of unduplicated students as noted below, thus meeting the 5.50% requirement.

As in the past four years, ISM will continue to invest supplemental funds (approximately $42,169) 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 three years, ISM will continue to invest supplemental funds (approximately $26,642) 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 three years, ISM will continue to invest LCFF funds (approximately $145,034), including the remaining supplemental funds (approximately $104,555), 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.

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

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fg/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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" 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.

- Enter "Unchanged Action" 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.
  - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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?