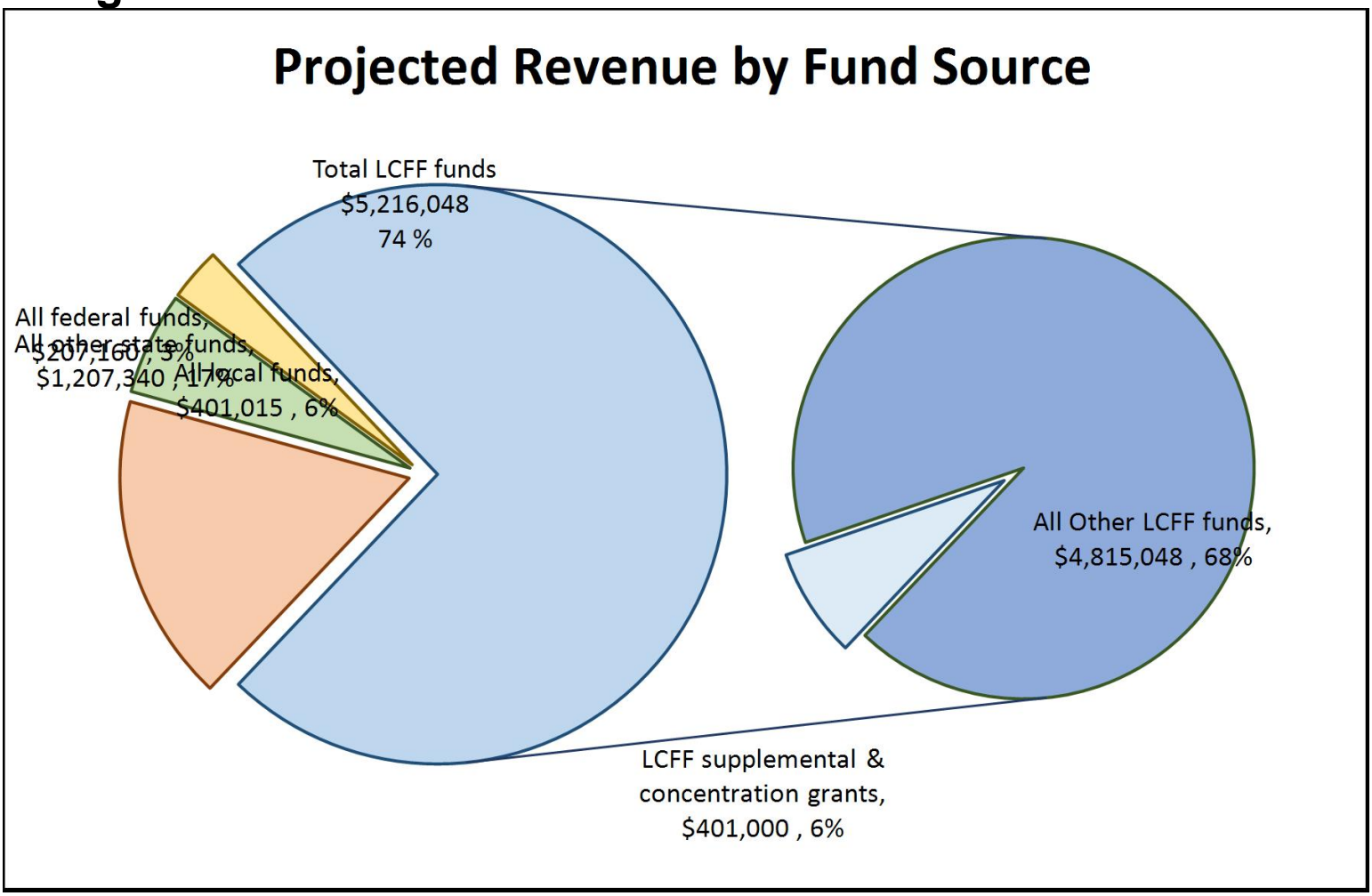
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: International School of Monterey
CDS Code: 27660926118962
School Year: 2025-26
LEA contact information:
Jessica Allen
Head of School
director@ismonterey.org
831-241-2196

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

Budget Overview for the 2025-26 School Year

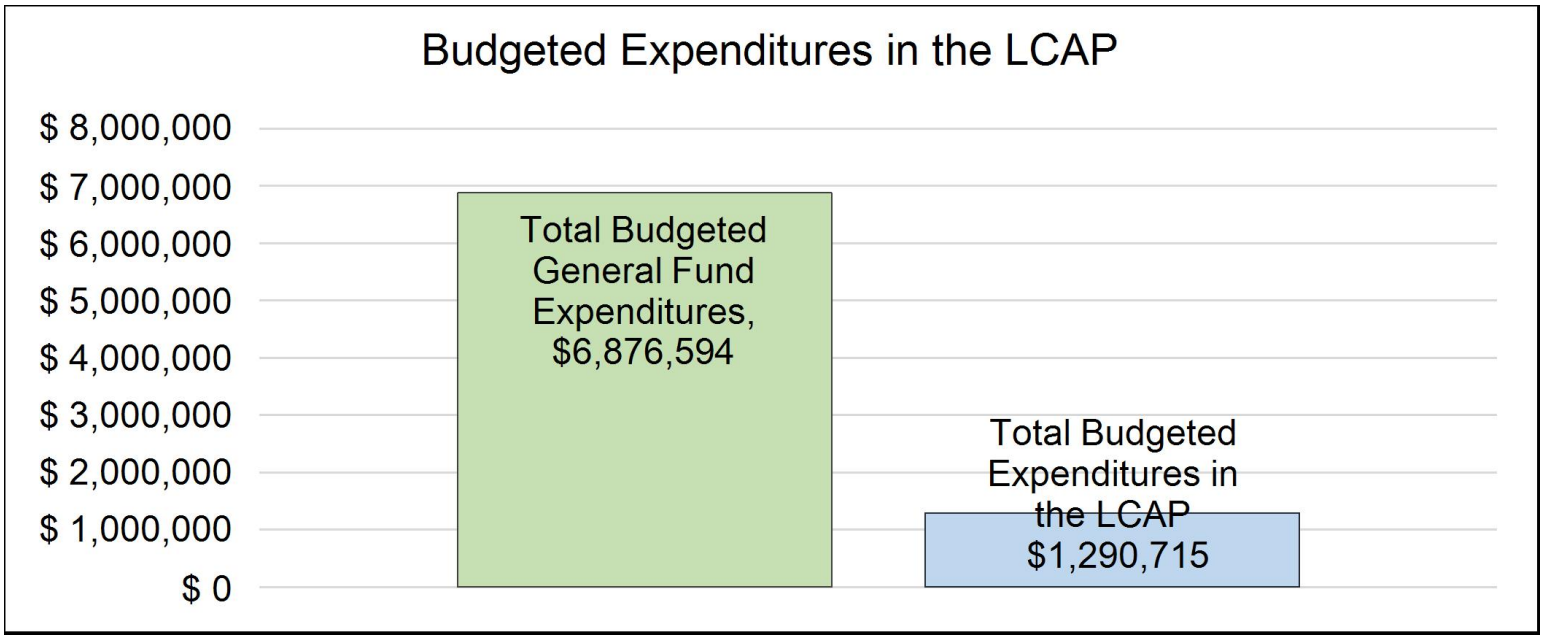


This chart shows the total general purpose revenue International School of Monterey expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for International School of Monterey is $7,031,563, of which $5,216,048 is Local Control Funding Formula (LCFF), $1,207,340 is other state funds, $401,015 is local funds, and $207,160 is federal funds. Of the $5,216,048 in LCFF Funds, $401,000 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much International School of Monterey plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: International School of Monterey plans to spend $6,876,594 for the 2025-26 school year. Of that amount, $1,290,715 is tied to actions/services in the LCAP and $5,585,879 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funding of ongoing operations and services not tied directly to the ISM actions in the LCAP. Most notably, these services are staff salaries that support whole school operations.

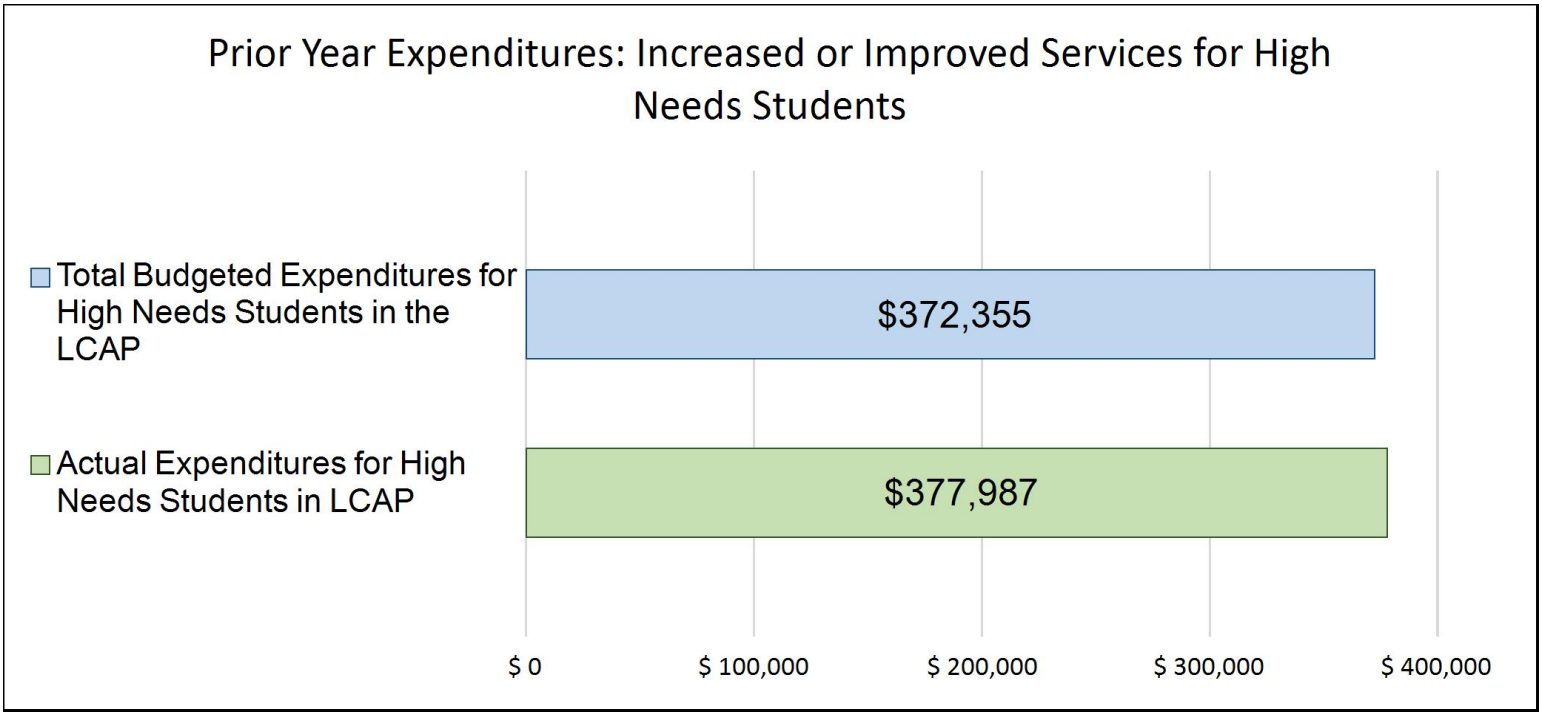
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, International School of Monterey is projecting it will receive $401,000 based on the enrollment of foster youth, English learner, and low-income students. International School of Monterey must describe how it intends to increase or improve services for high needs students in the LCAP. International School of Monterey plans to spend $404,262 towards meeting this requirement, as described in the LCAP.

As mentioned in the reflection section, ISM plans on utilizing money received to support high needs students through language support services, targeted intervention, community building between students as well as families, and increasing opportunities for students and families to engage with the curriculum. This emphasis on belonging and inclusion is a proven strategy to increase student confidence and academic success when paired with high-quality teaching and intervention.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, International School of Monterey's LCAP budgeted $372,355 for planned actions to increase or improve services for high needs students. International School of Monterey actually spent $377,987 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $5,632 had the following impact on International School of Monterey’s ability to increase or improve services for high needs students:

There was limited impact. ISM monitors services throughout the year and adjusts accordingly in order to ensure students are receiving the services that were planned. Differences in budget versus actual expenditures stem from taxes or other variable increases imposed by services or subscriptions the school uses.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
International School of Monterey	Jessica Allen Head of School	director@ismonterey.org 831-241-2196

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

As a charter school, ISM addresses the eight State Priorities applicable to every other public school in California as the school serves its 440 students through inquiry-based teaching and learning following the IB Primary Years Programme framework for grades K-5 and the IB Middle Years Programme framework for grades 6-8.

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

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

(Priority M)

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

SCHOOL-WIDE LEARNER OUTCOMES: We will prepare all students and graduates to be:
1) Thoughtful lifelong learners who... a) are INQUIRERS; b) are OPEN-MINDED; c) are creative; d) are passionate about their own intellectual and artistic interests [BALANCED]; e) are metacognitively self-motivated, self-regulating, and self-REFLECTIVE [RISK-TAKERS].
2) Good-hearted individuals who... a) are conscientious; b) are CARING; c) are compassionate; d) are managers of positive relationships; e) are respectful and understanding of diversity [PRINCIPLED].
3) Academically excellent [KNOWLEDGEABLE] students who... a) are literate and able to speak, read, write, listen, [COMMUNICATORS] and think [THINKERS] effectively in English and another language; b) are technologically literate; c) apply mathematical, social, and scientific skills in real-life situations; d) appreciate and participate in the arts. [Note: ALL CAPS indicate the 10 International Baccalaureate Learner Profile attributes integrated into the ISM school-wide learner outcomes adopted in the original charter.] (Priority S)

"It is impossible to describe the average ISM student because the student body is incredibly diverse in multiple dimensions. ISM considers this non-majority model one of its greatest strengths. ISM values differences among students as assets that enrich the learning exchange in every classroom every day, and the ISM staff works to respect and teach every unique student as an individual. This commitment has led to ISM becoming a model of student population balance on the dimensions of ethnicity and race. Standing out as hallmarks of the depth of ISM’s diversity, no single racial/ethnic group exceeds 45 percent of the student population, and 20-30 percent of students come from multicultural homes. A commitment to socioeconomic diversity has also been embedded in the DNA of ISM since the Charter School opened" (ISM Charter, p.77).

During the 2024-25 school year, enrollment has increased in the target areas for student representation such that ISM will be impacted positively with a higher number of students identified as (1) low-income students as determined by Free or Reduced-Price Meals (FRPM) eligibility (currently 38%), and (2) prospective First-Generation College Graduates (FGCG) as determined by no parent/guardian has earned a bachelor’s degree or equivalent (currently 55.25%). These changes have positive impacts based on the changes that were made to ISM's lottery preferences as outlined in the school's Charter, which was renewed in 2020. In addition, for the 2025-2026 enrollment lottery, the school added 16 additional spots, four additional students in each kindergarten and first-grade class, to further increase school enrollment and diversity.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

An overall review of the metrics and actions from our current three-year LCAP (currently completing year 1) indicates that the school was successful in its achievement of the five goals for the school. Specifically, the final achievement rate for each of the metrics for each goal is

as follows:
Goal 1: 6/ 12 metrics met with an achievement rate of 50%
Goal 2: 7/15 metrics met with an achievement rate of 46%
Goal 3: 3/12 metrics met with an achievement rate of 25%
Goal 4: 8/13 metrics met with an achievement rate of 62%
Goal 5: 17/18 metrics met with an achievement rate of 94
This comes to an average 55.4% achievement rate for all goals.

Based on a review of performance on all available state indicators (https://www.caschooldashboard.org/reports/27660926118962/2022AZ&^*LP) and local performance indicators, including those on the Dashboard, progress towards LCAP goals, local self-assessment tools (iReady, classroom-based assessments, etc.), input from educational partners, ISM is most proud of the following:

~supporting student belonging and community through our House Program for our middle years students
~supporting family belonging with our ELAC and increased family participation
~increasing support for the emerging bilingual students, resulting in 9 students reclassified during the year
~providing diagnostic testing and screeners for every student at the start of each year, as well as midway through the year
~accelerating student learning through diagnostic and periodic targeted evaluation through our Flex program, especially emphasizing student choice in our middle years
~emphasizing inclusion through the school's special education department
~embracing international mindedness and perspective taking in the curriculum and community connections
~increasing access to high-quality food and representative food choices through our new in-house food program
~incorporating a whole child approach where IB attributes and community building foster student action and service, especially in the middle years
~providing staff training on a variety of topics, including belonging and community building
~increasing access for parents to get fingerprinting and paperwork completed on campus
~noticeable gains in survey results regarding community safety and connectedness
~ expanding the number of events that bring the community together to learn, celebrate, and socialize
~utilizing a wider variety of communication methods- paper, bulletin boards, different languages, specific tasks, paper flyers
~celebrating and documenting parent volunteer hours to bring awareness of the need
~Increasing the options for field trips
~promoting the school in various ways, leading to more recognitions- Schools to Watch recognition, three county award winners, notices in newspapers

Generally, recognizing the need for academic support among all students, as well as targeted support for subgroups, in the 2024-25 school year, ISM increased staff development through an MTSS grant and an anti-bias grant, promoted equity opportunities in the lottery through targeted community messaging, and expanded the counseling services by strengthening the advisory program through the responsive classroom curriculum. Further, the school intentionally targeted acceleration approaches for math and foundational language through data-driven supports, provided additional staff training on inclusion, language, and math, and celebrated the school's multiple cultures and perspectives through more community events than in previous years. ISM initiated several strategies to provide targeted, data-driven support

to small groups of students through our more robust MTSS. This includes academic supports such as Flex Time, the after-school Academic Support Program, and expanded learning opportunities such as the Spring Break academic program. Further, these students have been indirectly supported through efforts at the school to emphasize multiple cultural perspectives to foster feelings of connectedness in the community. Research from WIDA (World-class Instructional Design and Assessment) supports the essential tie between an EL student's environmental context and confidence in their ability to succeed independently with language. (https://wida.wisc.edu/sites/default/files/resource/Guiding Principles-of-Language-Development.pdf) Most notably, the school increased support for our ENGLISH LEARNERS (emerging bilingual (EB)) students and students with HIGH SUSPENSION RATES because both had red performance levels on the school's state dashboard. EL students were RED for English Language Proficiency Improvement (ELPI), and both the "All Students" and "Asian Students" categories were RED for student suspension rates. This targeted support positively impacted their scores in local and state testing and behavior metrics at the end of the year.

More specifically, concerning the California School Dashboard, the dashboard data and the metrics not met in our current LCAP align. From the dashboard data in Goal 1, we continue to work on providing additional support for our English Language Learners. Based on previous dashboard feedback, we again incorporated a foundational science-of-reading-based language program for Kindergarten through grade 2 this year. We see the results of those efforts in the language data for our EL students increasing as a standout subgroup. Further, based on the dashboard data for this school year, we have planned to designate a full-time aide to work with our English Language Learners in small group push-in and pull-out opportunities to build their foundational ELD skills even more. We have noted stagnation in our math and language scores for most subgroups, prompting us to increase professional development on curriculum alignment and planning time for the following school year. In addition, dashboard data indicated that although it is still higher than we desired for our outcome, our ADA and chronic absenteeism are decreasing. We attribute this to our ability to better identify and notify families about missing extended school days. We plan to use this data further in the upcoming year as we explore attendance recovery to decrease those metrics further. We plan on using this data even more in our MTSS efforts to ensure that unduplicated students receive additional support to ensure attendance at school. Finally, we feel that there are several metrics worth celebrating, including our increase in the number and options of field trips for our students, the substantial percentage of SPED students increasing their scores on state testing, nearly achieving 100% completion for our diagnostic testing of all students, and the number of our EL students making progress toward English proficiency.

Considering Goal 2, the dashboard data and the metrics not met in our current LCAP also align. There are fewer items with direct dashboard data in Goal 2. However, we are aware of the rise in the suspension rate for our students, particularly those of various ethnicities. We have already seen a decline in the local numbers this year due to our ongoing emphasis on increasing support for students and opportunities to be connected to the community, such as the House Program and Responsive Classroom curriculum. We've already planned to increase the number of instances in which students participate in community events, emphasizing equity and belonging in our middle school. We've allocated funding to train teachers, staff, and students in additional restorative practices to decrease suspension rates further. Considering other Local Indicator Data embedded in Goal 2, we continue to monitor our fiscal standing, especially considering the decrease in one-time funding and unexpected health benefit increases this year. We've already made adjustments to minimize additional impacts from decreasing state funding, which includes reducing the number of administrative positions and combining job descriptions to streamline processes in the school. Finally, we feel that several metrics have increased due to our planned actions, notably paraprofessional training, professional development, and curriculum resources- all of which were directly aimed at improving teacher knowledge and understanding of student support, so we could be more effective in teaching our students. This emphasis directly impacted student connectedness and EL achievement scores this school year.

Goal 3 in our current LCAP has the least number of metrics directly measurable through California School Dashboard data or Local Indicator Data; however, local measures indicate additional areas for growth. As we continue to increase our level of databases and electronic filing in the school, we are finding areas that need extra maintenance. Aligning job descriptions and updating and maintaining access to school policies has become an area to watch. Through our audit work this year, we recognized that we needed to improve access and readability of our documents to eliminate barriers for our unduplicated families further. Volunteer organization and opportunities were ongoing feedback areas this year, and suggested areas for growth from our educational partners. Our student feedback surveys showed that while outstanding gains were made in our lunch offerings, there is still room for growth regarding facilities and resources for recess. Concerning the training and development of the school board, we are pleased to celebrate the increase in board members representing students in various subgroups. With the new board members, we recognized that more training is needed in the upcoming school year.

Similar to Goal 3, only one metric is directly assessed through the California School Dashboard or Local Indicator Data for Goal 4 in our current LCAP. The school has given considerable focus to increasing parent participation, especially the participation of parents who represent multiple student subgroups. We have made substantial gains in providing more diverse communication styles and opportunities for involvement by adding food and childcare again this year. Through our reflections on this goal, educational partners noted that we will need to increase these offerings further as part of our planned actions for this goal. We plan to expand our offerings to include translation services for events and documents to bolster participation further. In addition to family participation evenings, the school is aware that to improve community and belonging, more emphasis will be placed on offering cultural events that represent our diverse community. Our focused efforts this year increased the number of partnerships with local organizations, and next year, we plan on offering our school as a possible place to host events for our wider local community.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	Informal interaction: Because ISM, as articulated in the charter, recognizes the importance of educational partner involvement and welcomes family presence in classrooms and on campus, extensive opportunity exists for DAILY 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. SAT Feedback: (March-April) ANNUALLY, the SAT asks all ISM classes from kindergarten to 8th grade to discuss "where the 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's input to the SAT. This student input process is essential to the annual strategic plan and the LCAP process. ANNUAL end-of-year surveys: (Jan- March) For the past 16 years, ISM has administered surveys for students, parents/guardians, and staff near the end of each school year. These surveys target feedback regarding specific academic program areas and overall operations through Likert-scale items and open-ended questions about what stands out and what needs improvement.
Parents	Informal interaction: Because ISM, as articulated in the charter, recognizes the importance of educational partner involvement and

Educational Partner(s)	Process for Engagement
	welcomes family presence in classrooms and on campus, extensive opportunity exists for DAILY 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. Coffee with the Admin: (Second and Last Fridays) MONTHLY coffee events allow parents/guardians to meet with the ISM Head of School and other administrators for updates, questions, and answers. Specific topics change each month; however, the overall focus always remains to provide each of ISM's students with a great school experience. ISM invites parents/guardians to attend for the whole 45 minutes or to drop in for any part. The discussion is conducted in English with concurrent interpretation provided in Spanish upon request. Board of Trustees meetings: (Second Tuesday) Every monthly board meeting scheduled during the year provides an opportunity for the general public to provide input to the board during designated public comment times and participate directly in the action item discussions. 1 Night, 1 Community: (Third Thursday) As a MONTHLY opportunity, parents can join various committees and learning events. During the evening, the Parent Advisory Committee (PAC) and English Language Advisory Committee (ELAC) work with the administration team (Head of School, Curriculum Coordinator, Co-Principal) to brainstorm current concerns, engage in exploratory discussions, and suggest improvements for various aspects of the school. PAC focus areas include, but are not limited to, curricular changes, policy suggestions, report card recommendations, community improvement ideas, communication improvements, student behavior programs, etc. ELAC focus areas include, but are not limited to, curricular changes, policy changes, testing recommendations, reclassification strategies, etc. Feedback and suggestions from the monthly meetings form one of the data points collected as part of the ISM Strategic Local Control and Accountability Plan.

Educational Partner(s)	Process for Engagement
	Strategic planning: (The Strategic Advisory Team (SAT) meets over 8 WEEKS and comprises representatives of the following major educational partners: families, teaching staff, non-teaching staff, administration, board, ISM Community Connection (PTA equivalent), Parent Advisory Committee (PAC), English Language Advisory Committe (ELAC), and community partners. These representatives consider multiple data sources when proposing the annual strategic plan/ LCAP updates for board approval. This includes an annual assessment of progress toward target outcomes based on the metrics and targets built into the LCAP. The metrics address all state and local priorities. ANNUAL end-of-year surveys: (Feb- March) For the past 16 years, ISM has administered surveys for students, parents/guardians, and staff near the middle of each school year. These surveys target feedback regarding specific academic program areas and overall operations through Likert-scale items and open-ended questions about what stands out and what needs improvement. Public Hearing: (May) The ISM Board of Trustees ANNUALLY conducts a Public Hearing regarding the LCAP at its regularly scheduled monthly meeting, with the Head of School specifically inviting input regarding services and programs for all subgroups including ethnic groups, English Learners, low-income students, foster students, homeless students, and students with disabilities. ISM conducted the Public Hearing for this 2024-2027 LCAP on May 13, 2025.
Staff (Teachers and Other School Personnel)	Informal interaction: Because ISM, as articulated in the charter, recognizes the importance of educational partner involvement and welcomes family presence in classrooms and on campus, extensive opportunity exists for DAILY 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.

Educational Partner(s)	Process for Engagement
	Staff meetings: ISM releases students at 12:55 every Wednesday. The ISM staff then engages WEEKLY in various meetings, professional development, and planning activities until 4:30 pm. The meetings and activities provide extensive opportunities for staff input into all aspects of the school's programs and operations. ISM also has a team-leader structure that provides for representative input from K-2, 3-5, and 6-8 teaching teams via bi-weekly teacher-leader meetings. Topics during scheduled meetings in the year include reviewing the LCAP and setting goals, reflecting on the Local Indicators, reviewing curriculum resources, and revising the LCAP towards the end of the year for ongoing alignment. ANNUAL end-of-year surveys: (Jan- March) For the past 16 years, ISM has administered surveys for students, parents/guardians, and staff near the end of each school year. These surveys target feedback regarding specific academic program areas and overall operations through Likert-scale items and open-ended questions about what stands out and what needs improvement.
Administrators	Informal interaction: Because ISM, as articulated in the charter, recognizes the importance of educational partner involvement and welcomes family presence in classrooms and on campus, extensive opportunity exists for DAILY 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. School-Wide Leadership Meetings: (Second Tuesday) Every monthly SWL meeting scheduled during the year serves as an opportunity for the administration to provide input on the development of the strategic plan/ LCAP and discuss the progress of the action items. The team monitors the metrics and determines any changes that need to be made mid-year based on real-time feedback from students, staff, and parents. ANNUAL end-of-year surveys: (Jan- March) For the past 16 years, ISM has administered surveys for students, parents/guardians, and

Educational Partner(s)	Process for Engagement
	staff near the end of each school year. These surveys target feedback regarding specific academic program areas and overall operations through Likert-scale items and open-ended questions about what stands out and what needs improvement.
Board of Trustees	Board of Trustees membership: Per our charter, at least half of our board members must be parents. In reality, during the 2024-2025 school year, 5 of 7 trustees were parents of current students, with one trustee being a parent of alumni students. As such, the trustees represent our most important educational partner—our families. Informal interaction: Because ISM, as articulated in the charter, recognizes the importance of educational partner involvement and welcomes family presence in classrooms and on campus, extensive opportunity exists for DAILY 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. Board of Trustees meetings: Every monthly board meeting scheduled during the year provides an opportunity for the trustees to provide input during designated voting times and participate directly in the action item discussions. ANNUAL Board of Trustees Meeting: (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 and then adopts both at its official annual meeting. The ISM Board of Trustees is scheduled to approve this 2024-2027 LCAP on June 10, 2025. Educational Partners had a 4-week window to provide input to the draft before official adoption.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

ALL EDUCATIONAL PARTNERS

Our educational partners have emphasized the importance of focusing on student and staff mental wellness, learning gains in language and mathematics, expanding our support for emerging bilingual (EB) students, and strengthening representation and connectedness amongst the community. In addition, all educational partners emphasized repeatedly that a strong focus on inclusion and participation is needed across all subgroups.

STUDENTS
Consistent with feedback over the year, through classroom discussions, surveys, open-ended response invitations, and anecdotal data, our K-8 students focused mainly on specific improvements within these general areas...
(1) Improve outdoor areas, including fields and playgrounds, emphasizing equipment.
(2) Improve facilities, specifically bathrooms and backpack storage.
(3) More field trips with transportation included when possible
(4) Increase resources, specifically books in the library, based on student interest

TEACHERS
Consistent with feedback over the year, through staff meeting discussions, surveys, open-ended response invitations, and anecdotal data, our K-8 teachers focused mainly on these general areas...
(1) Improve teacher pay and benefits
(2) Provide more time to learn and plan (additional sub days, team collaboration, and PD)
(3) Redesign the flexible learning times to increase personalized learning for all students
(4) Offer more aides in classrooms so teachers can provide more targeted support.

PARENTS
This year, our K-8 parents focused mainly on these general areas through weekly coffees, meetings, committees, interest group discussions, surveys, open-ended response invitations, and anecdotal data.
(1) Provide more individualized support for students (after-school tutoring, more instructional aides, social, emotional, and mental health resources, special education services, and better identification of student needs).
(2) Focus on representation and inclusion as the school builds connectedness for all community members.
(3) Provide more opportunities for parents to get involved (volunteer during school, volunteer outside of school hours, special interest groups, and get more parents involved in school leadership).
(4) Improve teacher pay and compensation to retain and attract excellent teachers.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Comprehensive, International Educational Program (Addresses state priorities 4, 5, 7 and local priorities M, P, and S) ISM has developed this broad goal to ensure ongoing focus on the mission, philosophy, and purpose of the school as articulated in its charter. ISM recognizes the need for and commits to providing 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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The metrics and actions in this focus goal represent specific areas of emphasis for the school's policies and procedures. These areas have the potential for further development on the journey to providing a comprehensive, international educational program for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average percentage of students schoolwide achieving typical annual growth goal and on grade level after second diagnostic test based on local iReady diagnostic assessment data (State	62.5 percent- annual growth 37 percent- on grade level (2023-2024) ELA	80.5 percent- annual growth 40 percent- on grade level (2024-2025) ELA Schoolwide: average of 104%		75 percent- annual growth 60 percent- on grade level	ELA Schoolwide: +26% increase in number meeting annual growth goal +14% more students placing early, at or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Pupil Achievement, Part A)	Schoolwide: average of 78% met their annual goal 48% of students are early, at, or above grade level Math Schoolwide: average of 47% met their annual goal 26% of students are early, at, or above grade level	met their annual goal 62% of students are early, at, or above grade level Math Schoolwide: average of 57% met their annual goal 43% of students are early, at, or above grade level			Math Schoolwide: 10% increase in number meeting annual growth goal +17% more students placing early, at, or above grade level
1.2	Percentage schoolwide and of significant subgroups outperforming their respective state averages for distance from standard scores on the California School Dashboard based on state board of education certified statewide assessments (State Priority 4: Pupil Achievement, Part A)	100 percent (2022-2023) Language Arts All students- 6.2 points below standard/ State 13.6 points below standard ELL 46.2 points below standard/ State 67.7 points below standard Economic disadvantaged 33.6 points below standard/ State 42.6 points below standard Homeless no standard indicated Students with disabilities no standard indicated	100 percent (2023-2024) Language Arts All students- 5.3 points below standard/ State 13.2 points below standard ELL 40.6 points below standard/ State 67.6 points below standard Economic disadvantaged 31.8 points below standard/ State 40.9 points below standard Homeless no standard indicated		100 percent Goal- 20 point gains for all groups Language Arts All students- 10 points above standard ELL- 20 points below standard Economic disadvantaged- 10 points below standard Math All students- 20 points below standard ELL- 60 points below standard	ELA All Students: +0.9 ELL: +5.6 Economic disadvantaged: +1.8 Homeless: no standard indicated Math All Students: +2.9 ELL: +5.6 Economic disadvantaged: +1.8 Homeless: no standard indicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math All students- 44.6 points below standard/ State 49.1 points below standard ELL 85.2 points below standard/ State 93.4 points below standard Economic disadvantaged 77.9 points below standard/ State 80.8 points below standard Homeless no standard indicated Students with disabilities no standard indicated	Students with disabilities no standard indicated Math All students- 41.7 points below standard/ State 47.6 points below standard ELL 88.6 points below standard/ State 93.4 points below standard Economic disadvantaged 77.5 points below standard/ State 78.2 points below standard Homeless no standard indicated Students with disabilities no standard indicated		Economic disadvantaged- 57 points below standard	
1.3	Percentage schoolwide and of significant subgroups meeting or exceeding ELA and Math standard using CAASPP data files for the state board of education certified statewide assessments (State Priority 4: Pupil Achievement, Part A)	39.31 percent (2022-2023) Language Arts All students- 47.98 percent ELL- 16.67 percent Economic disadvantaged- 33.68 percent	39.5 percent (2023-2024) Language Arts All students- 49.16 percent ELL- 15.79 percent Economic disadvantaged- 34.62 percent		50 percent Goal- 10 percent increase for all groups Language Arts All students- 58 percent ELL- 26 percent	+0.19 average increase Language Arts All Students: +1.19% ELL: - 0.88% Economic disadvantaged:+0.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless- no standard indicated Students with disabilities- 4.17 percent Math All students- 30.64 percent ELL- 11.11 percent Economic disadvantaged- 20.0 percent Homeless- no standard indicated Students with disabilities- 4.17 percent	Homeless- no standard indicated Students with disabilities- 22.58 percent Math All students- 29.83 percent ELL- 13.16 percent Economic disadvantaged- 20.19 percent Homeless- no standard indicated Students with disabilities- 19.35 percent		Economic disadvantaged- 43 percent Homeless- no standard indicated Students with disabilities- 14 percent Math All students- 40 percent ELL- 21 percent Economic disadvantaged- 30.0 percent Homeless- no standard indicated Students with disabilities- 14 percent	Homeless: no standard indicated Students with Disabilities: +18.41% Math All Students: -0.81% ELL: +2.05% Economic disadvantaged: +0.19% Homeless: no standard indicated Students with Disabilities: +15.18%
1.4	Percentage schoolwide and of significant subgroups meeting or exceeding Science standard using CAST data files for the state board of education certified statewide assessments (State Priority 4: Pupil Achievement, Part A)	31.31 percent (2022-2023) All students- 31.31 percent ELL- 0.00 percent Economic disadvantaged- 3.33 percent Homeless- no standard indicated Students with disabilities- no standard indicated	28.57 percent (2023-2024) All students- 28.57 percent ELL- no standard indicated Economic disadvantaged- 19.51 percent Homeless- no standard indicated Students with disabilities- no standard indicated		41 percent Goal- 10 percent increase for all groups All students- 41 percent ELL- 10 percent Economic disadvantaged- 13 percent Homeless- no standard indicated	All students: -2.74% ELL: no standard indicated Economic disadvantaged: +16.18% Homeless: no standard indicated Students with disabilities: no standard indicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with disabilities- no standard indicated	
1.5	Percentage of units specifying strategies/activities for differentiation, including those for English Learners	80 percent (2023-2024)	82 percent (2024-2025)		100 percent	+2% increase
1.6	Percentage of English learners who make progress toward English proficiency year-over-year as measured by the English Language Proficiency Assessments for California (ELPAC) and the ELPI data (State Priority 4: Pupil Achievement, Part E)	20.4 percent (2022-2023)	47 percent (2023-2024)		70 percent	+26.6%
1.7	English learner reclassification rate calculated as number of reclassified students in one year and the number of ELs in the prior year. (State Priority 4: Pupil Achievement, Part F)	12.7 percent (2022-2023)	7.1 percent (2023-2024)		15 percent	-5.6%
1.8	Average daily attendance rate (State Priority 5: Pupil Engagement, Part A)	94.6 percent (2023-2024)	95.5 percent (2024-2025)		96.0 percent	+0.9%
1.9	Percentage of students chronically absent (10+	12 percent (2022-2023)	11.6 percent (2023-2024)		< 3.0 percent	-0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percent of school days) (State Priority 5: Pupil Engagement, Part B)					
1.10	Percentage of students with chronic absenteeism in significant subgroups AND participation in support programs (ASP, ASI, ASI-Extra, SST, SPED)	ASI Extra Chronic Absent 10.1 percent ASP Chronic Absent 11.1 percent SST Chronic Absent 23.4 percent SPED Chronic Absent 21.0 percent (2023-2024)	ASI Extra Chronic Absent 16.1 percent ASP Chronic Absent 3/31 9.6 percent SST Chronic Absent 3/31 9.6 percent SPED Chronic Absent 4/31 12.9 percent (2024-2025)		1 percent increase of enrollment in programs to abate absenteeism each year per program	ASI Extra Chronic Absent +6.0 percent ASP Chronic Absent -1.5 percent SST Chronic Absent -13.8 percent SPED Chronic Absent -8.1 percent
1.11	Percentage of programs and services documented as necessary for special education students that are integrated into the regular program of study in the following bands: 90-100% of school day 80- 89% of school day 70-79% of school day less than 70% of school day (State priority 7, part C)	Programs and services integrated into the program of study: 90-100% of school day- 73 percent 80- 89% of school day- 20 percent 70-79% of school day- 3 percent less than 70% of school day- 0.5 percent (2023-2024)	Programs and services integrated into the program of study: 90-100% of school day- 71 percent 80- 89% of school day- 22 percent 70-79% of school day- 6 percent less than 70% of school day- 1 percent (2024-2025)		90-100% of school day- 79 percent 80- 89% of school day- 18 percent 70-79% of school day- 2 percent less than 70% of school day- 0.3 percent	90-100% of school day- -2 percent 80- 89% of school day- +2 percent 70-79% of school day- +3 percent less than 70% of school day- +0.5 percent
1.12	Percentage of students placed in tiered intervention/MTSS program using either diagnostic assessment	4.46 percent (2023-2024)	5.23 percent 23/426 * 100 = 5.23% (2024-2025)		5-7 percent	+0.77

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	data or other qualitative or quantitative data from formative, interim, and summative assessments. (State Priority 7: Implementation of State Standards)					

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ISM made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

1.1 Special Education
This action was implemented by expanding staffing and increasing service time to better support students with disabilities. This included hiring additional staff, adding support positions, and offering training focused on inclusive practices and behavioral supports. The implementation focused on strengthening services for students with IEPs, ensuring they had timely access to academic help, behavioral support, and mental health resources across a range of learning settings.

1.2 Expanded learning opportunities
This action was implemented by deploying diagnostics with embedded acceleration tools, rehiring paraprofessionals using 10% of ELO-P funds, supporting intersession staffing, and providing professional development on SEL and inclusive practices. ISM launched a multi-faceted Expanded Learning Opportunities plan focused on learning recovery and whole-child support, prioritizing English learners and students identified through the MTSS process to ensure targeted services. Overall, the implementation demonstrated strong alignment with student needs.

1.4 Visual and performing arts curriculum and instruction
This action was implemented by hiring full-time arts teachers and providing new curriculum materials. The focus was on increasing access to visual and performing arts for all students. Overall, implementation was smooth, and student engagement increased.

1.6 Student Information Database
This action was implemented by setting up a new student data system across the district. The implementation focused on data transparency for instructional decision-making, ensuring that teachers and support staff had consistent access to real-time data. Overall, the implementation demonstrated efficient system use.

1.7 Diagnostic Database
This action was implemented by purchasing diagnostic tools and setting up a data system. The focus was on helping teachers quickly identify and respond to student needs. Overall, staff used the tools effectively, though some are still building consistency in usage.

1.8 Literacy Support
This action was implemented with Magnetic Reading programs, especially for K–2 students. The focus was on foundational reading for early learners and struggling readers. Overall, support was provided as planned with positive student response.

1.9 Literacy Support for Bilingual Students
This action was implemented by hiring one part-time Emerging Bilingual (EB) instructional aide. These aides provided targeted in-class and small group literacy support for English Learners, aligned with the ELD curriculum. Additionally, materials were purchased to enhance EB instruction and reinforce language acquisition. This targeted support addressed needs identified through ELPI Dashboard data, focusing on improving English proficiency and academic engagement for bilingual students.

1.10 Enhanced math curriculum and instruction
This action was implemented by hiring a part-time math instructional aide. The focus was on improving math instruction and alignment across grade levels. Overall, math curriculum implementation was successful, with flexible grouping adjustments made based on teacher input.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

ISM experienced varying degrees of alignment between planned expenditures and actual spending throughout the year, reflecting operational adaptations and implementation realities.

1.1 Special Education $470,382.00 (actual $583,344.68)—This discrepancy is because two students required additional support from behavior technicians. In addition, ISM identified and supported more initial IEPs than expected.
1.2 Expanded learning opportunities $194,000.00
1.4 Visual and performing arts curriculum and instruction $162,259.00
1.6 Student Information Database $5,100.00 (actual $5815.00)- This difference is because the rate increased for this school year.
1.7 Diagnostic Database $15,000.00
1.8 Literacy Support $86,068.00
1.9 Literacy Support for Bilingual Students $11,000.00 (actual $16,575.00)- This difference is because we wanted to expand the aide hours based on student need.
1.10 Enhanced math curriculum and instruction $51,046.00 (actual $22,000)—This difference is because the school chose not to purchase additional curriculum materials. A new digital material was more cost-effective.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ISM used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards ISMs goal:

Action(s): 1.1 Special Education
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 1.3, 1.4, 1.11
Analysis Statement: The expansion of the special education team, including a psychologist intern, multiple RSP teachers, and aides, resulted in stronger in-class integration and inclusive practices. Ongoing collaboration and professional development further supported positive student outcomes and teacher preparedness.

Action(s): 1.2 Expanded learning opportunities
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.10, 1.12
Analysis Statement: The multi-tiered ELO plan successfully provided academic and whole-child support, prioritizing English Learners (ELs) and students identified through Multi-Tiered System of Support (MTSS). Paraprofessional hiring, intersession programming, and diagnostic use were effectively implemented and aligned with student acceleration goals. The nearly 1% increase in students participating in the MTSS program (1.12), as well as the 6% increase in chronically absent students participating in our ASI Extra (ELO) program (1.10), shows the school is targeting indicated students with support programs. Student growth from this support is seen in the 26% of EB reclassifying (1.6), 2% of EB increasing state testing math scores (1.3), 1% of all students increasing state testing language scores (1.3), and 26% for language and 10% for math of all students indicating growth in our local measures (1.1).

Action(s): 1.4 Visual and performing arts curriculum and instruction
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 1.3, 1.4, 1.6, 1.7
Analysis Statement: With two full-time credentialed arts teachers and adequate materials, the program enhanced student engagement and access to a broad curriculum, especially for high-needs students. Because we believe that all teachers are language teachers, the emphasis on language in our Arts programs supports additional language development for our high needs students. This growth is seen in the increases in language scores for both EB (5.6% increase) and economically disadvantaged students (1.8% increase) on state testing (1.2). It also contributes to the increase in EB student progress toward proficiency (26% increase) seen in the ELPI data (1.6).

Action(s): 1.6 Student Information Database
Effectiveness of Action(s): 2
Metric(s): 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Analysis Statement: While the Unified Insights add-on was implemented, partner feedback indicated the platform was limited in generating the specific, actionable reports requested. Further evaluation of alternative tools is underway. While the Unified database assisted with metric 1.1 by uploading our i-Ready data, the i-Ready diagnostic platform was also able to provide disaggregated data without requiring this

additional database. Furthermore, metrics 1.2, 1.3, 1.4, 1.6, and 1.7 were found on the state dashboard and other provided websites, which included disaggregated data, without the need for the additional Unified database. Lastly, metrics 1.8, 1.9, and 1.10 were significantly supported by the Unified database; however, we were able to find this same information through the CALPADS reporting portal. Overall, the Unified database made finding the data easier, but it was not required to access the increases in student growth.

Action(s): 1.7 Diagnostic Database
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.10, 1.12
Analysis Statement: The continued use and expansion of the i-Ready platform provided timely diagnostics and personalized pathways. This supported improved interventions and home access for students needing acceleration. Student growth (1.1) indicates that locally, students in all subsets demonstrated growth over the year, with nearly 26% in language and 10% in math meeting their annual growth goals, as measured by i-Ready. Furthermore, the diagnostic database enabled teachers to identify and target specific subsets of students, as well as pinpoint specific curriculum gaps that fostered growth in statewide testing. A persistent stagnation in math on state tests inspired teachers to use diagnostic math data to target growth strategically. Math scores on state testing were small but showed movement in areas where we hadn't previously (1.2 and 1.3). Notably, EB students gained 5.6%, and economically disadvantaged students gained 1.8%. Additionally, more EB students met math standards (2%). Some of this growth is attributed to the use of the diagnostic database personal pathways in our ASI Extra and ASP programming (ELOP), in which we increased access for chronically absent students (6%) (1.10).

Action(s): 1.8 Literacy Support, 1.9 Literacy Support for Bilingual Students
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.12
Analysis Statement: Hiring instructional aides in early literacy and bilingual support, coupled with curriculum-aligned materials, led to deeper student engagement and skill growth, especially for English Learners and RFEP students. As seen in metric 1.1, 26% of students demonstrated gains in meeting local language growth goals, with 14% more students achieving grade-level proficiency. EB student gains on state testing (1.2) indicate that targeted support with literacy materials and literacy interventions increased gains, with 5.6% of EB students moving closer to the standard. Furthermore, the 26% increase in students with higher ELPI scores (1.6) significantly indicates that targeted support, including materials and a dedicated interventionist, increased student growth.

Action(s): 1.10 Enhanced math curriculum and instruction
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 1.3, 1.4, 1.5, 1.12
Analysis Statement: The dedicated instructional aide in grades 6–8 and new materials enhanced small-group instruction, supporting increased math proficiency, particularly for EL and low-income students. As seen in metric 1.1, 10% of students demonstrated gains in meeting local math growth goals, with 17% more students achieving grade-level proficiency. EB student gains on state testing (1.2 and 1.3) indicate that targeted support with math materials and math interventions increased gains, with 5.6% of EB students moving closer to the standard and 2% meeting math standards. Similar growth for economically disadvantaged students, with 1.8% moving closer to the standard, indicates that the materials and support are also improving growth for this subset. Furthermore, the 16% increase in students with higher CAST scores (1.4) likely indicates that targeted support, including materials and a dedicated interventionist, contributed to increased student growth through the school's real-world problem-solving approaches that incorporated math in science.

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

For Action 1.6 Student Information Database, the school has decided not to continue with the add on for student attendance. The school has access to other tools that will work better for the work they want to do regarding attendance. The cost should slightly decrease for next year.

For Action 1.7 Diagnostic Database, the school plans to increase funding for this resource since funding increased for next year. Further, the personalized pathways structure changed which also caused an increase in pricing. The school has determined that a cost effective study will be undertaken next year to determine if funding this database continues to align with the school's strategic goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Special education	ISM's special education department continues to develop and expand. An educational psychologist, MTSS curriculum coordinator, 3 educational specialists, 1 full-time aide, and 1 part-time aide will be hired, while other services will be contracted. All necessary instructional and assessment materials will be purchased along with the technology needed by the staff, who will also receive appropriate professional development, including International Baccalaureate training and specific curriculum training such as Lindamood Bell. Operating as its own LEA for special education has ensured better alignment between the mission, vision, programming, and philosophies of ISM as a whole and those of the special education program. It has positively increased ISM's ability to integrate special education services into regular classrooms as the least-restrictive environment. Further, on-site and just-in-time access to a full special education team has fostered a stronger emphasis on understanding and implementing inclusive practices by general education teachers. The special education team will provide bi-weekly collaborative planning meetings as well as professional development training in the upcoming school year to further develop school-wide inclusive mindsets and practices. (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.11)	$480,662.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Expanded learning opportunities	ISM will implement the following Expanded Learning Opportunities components to provide supplemental instruction and support to identified students in need as well as all students. First, ISM will repurchase the previously identified diagnostic/formative/benchmarking assessment solution that will provide teaching staff with individual student data and suggested acceleration strategies. The assessment solution will also provide targeted individual lessons for students. (See Goal 1, Action #1.9 for diagnostic funding) Second, ISM will provide additional staff professional development, including how to use the advanced aspects of the assessment solution effectively, accelerated learning strategies in math and language, targeted skill building, inclusion-based practices, social-emotional health training, counseling, and mental health services interfacing, and whole-family engagement. (See Goal 2, Action #2.4 for PD funding not part of this grant) Third, at least 10% of the ELO-P funding will be used to rehire paraprofessionals (i.e., instructional aides) to provide supplemental instruction and support in grades K-2, 3-5, and 6-8 during classes during the day. Supplemental instruction and support will be prioritized for English learners and students identified through the MTSS team. In addition, these staff members will provide accelerated learning support for students after school. Fourth, ISM will pay 2-8 teachers and aides and 1 teacher-leader for overall instruction and oversight of this Expanded Learning Opportunities plan during intersessions. Fifth, ISM will pay 2-5 After School International (ASI) aides and an ASI Coordinator to provide after-school instruction and support during intersessions. Sixth, ISM will purchase supplementary instructional resources to support the Expanded Learning Opportunities plan during intersessions. (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.10, 1.12)	$194,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Visual and performing arts curriculum and instruction	ISM will continue to invest supplemental funds on staffing, materials, facilities, and training for K-8 Visual Arts and Performing Arts instruction delivered by credentialed professional artists. The benefits of arts instruction make a particular difference for high needs students. A Blueprint for Creative Schools, a 2015 report to state superintendent of public instruction Tom Torlakson, prepared under the direction of the CREATE CA coalition, argues in favor of spending LCFF funds on the arts. Citing Preparing Students for the Next America: The Benefits of an Arts Education, published by the Arts Education Partnership in 2013, the blueprint states that “the arts can boost test scores and achievement in literacy, English language arts, and mathematics, especially for English Learners and low-income students.” (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.6, 1.7)	$165,259.00	Yes
1.6	Student Information Database	Educational partners requested strengthening our databases to help the school identify trends from multiple data points to address specific concerns such as chronic absenteeism. The school will utilize this database to generate more specific reports to monitor and target specific student groups that indicate the need for further intervention. (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11)	$5,850.00	Yes
1.7	Diagnostic Database	Educational partners agreed that the iReady platform reliably provides diagnostic and specific assessments for targeted interventions and support. ISM will continue to expand its use of this platform to identify students who require additional targeted support and interventions. The school will continue to provide ongoing training on the use of the components to strengthen the use of data-based supports in classes. Further, the school will purchase personalized pathways for identified students to provide additional ongoing support and access at home and in intervention programs. (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.10, 1.12)	$15,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Literacy Support	ISM will continue to invest supplemental funds in a Literacy support program that provides instructional aides, materials, and training to provide ELA instruction, EL and RFEP student supports, and academic and behavioral interventions, targeting the differentiated needs of unduplicated students and students in general. While we have implemented the Literacy Support program charter-wide, it particularly serves the needs of current English Learners, RFEP students, and low-income students to the extent that low income predicts the need for increased literacy acquisition and intervention supports. (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.12)	$90,068.00	Yes
1.9	Literacy Support Bilingual Students	Current dashboard data (ELPI) indicates EL students need more targeted support within the context of our comprehensive program. One instructional aide will work specifically with identified EL students in small groups in class and flex groupings to ensure deeper connections with the ELD curriculum. (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.12)	$20,757.00	Yes
1.10	Enhanced math curriculum and instruction	ISM will continue to invest supplemental funds on staffing, materials, facilities, and training for an Enhanced Math program that reduces class size or increases classroom staffing to achieve a better instructor-student ratio. National Assessment of Educational Progress (NAEP) data shows that smaller groups significantly correlate with higher math achievement. The smaller groups allow more targeted instruction and greater differentiation that will lead to faster advances in mathematical literacy, particularly for English Learners and low-income students. (Supports metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.12)	$51,046.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Efficient Development and Management of Resources (Addresses state priorities 1 and 6 and local priorities M and P) ISM has developed this broad goal to recognize the need for and commit to achieving efficient development and safe, secure management of its fiscal, physical, and human resources. These resources provide the means to achieve the school's mission and vision and deliver its ambitious programs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The metrics and actions in this focus goal represent specific areas of emphasis for the school's policies and procedures. These areas have the potential for further development on the journey to providing a comprehensive, international educational program for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students in all significant subgroups, parents, and staff indicating a neutral, average, or strong sense of school safety and connectedness on annual end-of-year climate surveys (State Priority 6: School Climate, Part C)	Safety: parents 87.6 percent, students 87.5 percent, staff 92.8 percent (2023-2024) Connectedness: parents 86.8 percent, students 78.5 percent, staff 100 percent (2023-2024)	Safety: parents 97.50 percent, students 94.65 percent, staff 94.50 percent (2024-2025) Connectedness: parents 99.8 percent,		90 percent per group	Safety: parents +9.9 percent, students +7.15 percent, staff +1.7 percent Connectedness: parents +13.0 percent, students +3,55 percent,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students 82.05 percent, staff 97.2 percent (2024-2025)			staff -2.8 percent
2.2	Annual net change in fund balance over any two-year period	$ -267,000 (2021-2022 and 2022-2023)	$ -144,712 (2024-2025)		Positive Number	$+122,288
2.3	Cash reserve expressed as assets/average expenses (defensive interval)	2.8 months (2023-2024)	2.9 months (2024-2025)		> 3 months	+0.1
2.4	Percentage of fundraising areas (ISM Foundation, grant writing, matching funds, community collaborations, corporate sponsorships, earned revenues, and direct donations) with articulated goals and strategies	80 percent (2023-2024)	75 percent (2024-2025)		100 percent	-5.0%
2.5	Percentage of employees with an overall rating of Achieves or Exceeds Expectations or the equivalent on their most recent performance review (i.e. a positive review in the most recent year)	92 percent (2023-2024)	93.4 percent (2024-2025)		90 percent	+1.4%
2.6	Percentage of teachers appropriately assigned	86.2 percent (2023-2024)	92.3 percent (2024-2025)		100 percent	+6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and fully credentialed in the subject area and for the pupils they are teaching (State Priority 1: Basic Services and Conditions, Part A)					
2.7	Percentage of employees with a performance review completed and in their personnel file within the last two years	75 percent (2023-2024)	77 percent (2024-2025)		100 percent	+0.2%
2.8	Percentage of students suspended one or more times (State Priority 6: School Climate, Part A)	5.1 percent (2022-2023)	3.7 percent (2023-2024)		< 2 percent overall	-1.4%
2.9	Proportionality of suspension rates for specified subgroups compared to overall school rate. (State Priority 6: School Climate, Part A)	ELL 5.6 percent suspended Economic disadvantaged 5.2 percent suspended Homeless no data to display Special Education 4.5 percent suspended White 4.6 percent suspended Asian 6.5 percent suspended Hispanic 5.3 percent suspended African American 4 percent suspended Filipino 4.3 percent suspended Two or more races 3.7 percent suspended	ELL 5.8 percent suspended Economic disadvantaged 4 percent suspended Homeless no data to display Special Education 8.5 percent suspended White 2.9 percent suspended Asian 11.5 percent suspended Hispanic 3 percent suspended African American 7.1 percent suspended Filipino 0 percent suspended		< 2 percent for each subgroup	ELL: +0.2% Economic disadvantaged: -1.2% Homeless: no data to display Special Education: +3.7% White: -1.7% Asian: +5% Hispanic:-2.3% African American: +3.1% Filipino: -4.3 Two or more races: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-2024)	Two or more races 3.6 percent suspended (2024-2025)			
2.10	Percentage of staff indicating on end of year survey that the compensation package is adequate to above average for their personal and professional needs.	82.7 percent (2023-2024)	53 percent (2024-2025)		90 percent	-29.7%
2.11	Percentage of part time aides/ paraprofessionals who received additional training during the school year to improve targeted skills	100 percent (2023-2024)	100 percent (2024-2025)		100 percent	100%
2.12	Percentage of staff receiving IB and non-IB professional development each year (SEL, Differentiation, ELL, Inclusion, Trauma Informed, Implicit Bias, etc.)	100 percent (2023-2024) IB 40 percent Non-IB 100 percent	100 percent (2024-2025) IB 63 percent Non-IB 100 percent		100 percent	100%
2.13	Percentage of budget applied to purchasing physical curriculum resources and electronic curriculum resources	1.9 percent (2023-2024) Physical resources: 1.1 percent Online resources: 0.8 percent	1.7 percent (2024-2025) Physical resources: 0.6 percent Online resources: 1.1 percent		< 2 percent	-0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Percentage of resources scoring 80% or higher for cultural responsiveness and diversity using a diversity checklist for the language program/ novels/ classrooms	65 percent (2023-2024)	68 percent (2024-2025)		75 percent	+0.2%
2.15	Number of targeted and scheduled facilities meetings with the district to improve campus (bathrooms, outside buildings, roofs, etc.)	4 (2023-2024)	4 (2024-2025)		6	0%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ISM made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

2.1 Paraprofessional Training
ISM implemented this action by purchasing the Master Teacher Training Platform and providing both direct and indirect training opportunities for paraprofessionals throughout the year. ISM prioritized the development of support staff skills through consistent, targeted professional learning aligned with student needs. The implementation focused on increasing the effectiveness of paraprofessionals working with high-needs students, ensuring stronger support in small group instruction and intervention settings. Overall, the implementation demonstrated improved aide preparedness and instructional consistency across classrooms, despite limited opportunities to schedule additional in-person coaching sessions.

2.2 Curriculum Resources
ISM implemented this action by allocating curriculum and classroom budgets to instructional staff and purchasing both physical and online materials throughout the year. ISM ensured that educators had timely access to resources that support differentiated instruction and enhance student learning. The implementation focused on meeting diverse learning needs by providing curriculum access at both school and home, ensuring all students had equitable access to updated instructional tools. Overall, the implementation demonstrated responsive support to staff and student needs, despite ongoing efforts to improve the cultural responsiveness of instructional materials.

2.3 Scheduling Software
ISM implemented this action by purchasing Flex Time software and using it to create responsive, student-centered schedules. The platform supported flexibility in daily routines and allowed students to make choices in intervention and enrichment opportunities. The implementation focused on maximizing instructional time and student engagement, ensuring that student groupings could be quickly adapted based on academic and behavioral data. Overall, the implementation demonstrated improved scheduling efficiency and increased student autonomy, despite early-year delays related to training and software setup.

2.4 Professional Development
ISM implemented this action by offering training in IB curriculum, equity and inclusion, social-emotional learning (SEL), math, and foundational language strategies. ISM implemented the articulated goal by supporting educators through research-based professional development aligned with student needs and schoolwide improvement priorities. The implementation focused on building staff capacity in areas such as classroom management, restorative practices, and inclusive instruction, ensuring consistent and effective practices across grade levels. Overall, the implementation demonstrated a strong investment in instructional quality and school climate, despite the need for sustained follow-up coaching to deepen and reinforce learning outcomes.

2.5 Fundraising Database
ISM implemented this action by purchasing and utilizing the Bloomerang fundraising platform throughout the year. ISM implemented the articulated goal by improving the efficiency of donation tracking and outreach strategies to strengthen financial sustainability. The implementation focused on building infrastructure to support long-term fundraising goals, ensuring clearer organization and better alignment with giving opportunities. Overall, the implementation demonstrated stronger fundraising processes and data-driven decision-making, despite continued work needed to achieve full strategic alignment across all fundraising areas.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

ISM experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

2.1 Paraprofessional Training $2,000.00 (actual $1000)- This difference is because we used fewer modules in the online training platform than in previous years. We had more in-person training with our paraprofessionals this year.
2.2 Curriculum Resources $28,800.00
2.3 Scheduling Software $1,550.00 (actual $972)- This difference is because we received a small discount on the price of the software.
2.4 Professional Development $17,500.00
2.5 Fundraising Database $4,000.00

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ISM used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action(s): 2.1 Paraprofessional Training
Effectiveness of Action(s): 3
Metric(s): 2.1, 2.5, 2.11, 2.12
Analysis Statement: 100% of paraprofessionals received targeted PD using the Master Teacher platform. Staff reported increased confidence and competence, aligning with full implementation of Action 2.1 and meeting training goals.

Action(s): 2.2 Curriculum Resources
Effectiveness of Action(s): 3
Metric(s): 2.13, 2.14
Analysis Statement: This action was implemented by allocating curriculum budgets to instructional staff and purchasing both physical and online resources throughout the year in response to staff and student feedback. Each student-based staff member received $200 for curriculum and $200 for classroom enhancements, supporting differentiated instruction.

Action(s): 2.3 Scheduling Software
Effectiveness of Action(s): 3
Metric(s): 2.13
Analysis Statement: The implementation of Flex Time software enhanced scheduling efficiency and student agency. The tool supported differentiated instruction and student choice in enrichment and intervention blocks, with positive feedback from both students and teachers.

Action(s): 2.4 Professional Development
Effectiveness of Action(s): 3
Metric(s): 2.5, 2.11, 2.12
Analysis Statement: A variety of training initiatives were delivered across grade levels, including equity, SEL, and UDL. These sessions were aligned with both partner input and suspension data trends. The integration of restorative practices and inclusive strategies contributed to improved classroom culture and supported reductions in behavioral incidents. All staff participated in the trainings addressing identified gaps in SEL, inclusion, and equity. With 100% coverage and alignment to suspension-related school climate improvements, the PD efforts were timely and effective.

Action(s): 2.5 Fundraising Database
Effectiveness of Action(s): 3
Metric(s): 2.4
Analysis Statement: The Bloomerang database was successfully purchased and deployed, enhancing ISM's ability to manage donor data and streamline fundraising efforts. Increased organization and tracking capacity are expected to support long-term financial sustainability.

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

For Action 2.1 Paraprofessional training, based on feedback from staff, we will not renew this platform for next year. We will keep the budget the same because the school believes in training all staff members; however, we will search for an online format which is preferred by the staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Paraprofessional Training	Partner feedback emphasized the ongoing importance of well-prepared paraprofessionals/ aides to support targeted student groups. ISM's ongoing focus on small groups, targeted intervention, and support continues to require ongoing and updated training for support staff. ISM will commit time and resources to our support staff because research shows that better-trained support staff has a positive impact on the effectiveness of intervention programming. (Supports metric 2.1, 2.5, 2.11, 2.12)	$2,000.00	Yes
2.2	Curriculum Resources	Staff and Student feedback emphasized the importance of curriculum resources both physical and online resources. In order to effectively deliver the curriculum, both types of resources should be maintained. Further, the procurement of both physical and online resources is necessary to meet the needs of all learners. ISM will utilize this money to find the most impactful online resources for our students to use both at school and at home for continuous support. (Supports metrics 2.13, 2.14)	$28,800.00	No
2.3	Scheduling Software	Feedback continued to recommend flex time and efficient, coherent scheduling to support targeted student groups. Effective and efficient use of resources requires specific software to create a program that has the most impact on the maximum amount of students. Students and staff also indicate that the use of Flex Time software provides an opportunity for students to have a choice in their learning and the skills they want to	$1,550.00	No

Action #	Title	Description	Total Funds	Contributing
		develop through the self-choice function in the software. ISM will use this software to create a cohesive timetable as well as maintain and update flex time scheduling and grouping. (Supports metrics 2.13)		
2.4	Professional Development	Partner feedback highlighted the need for IB as well as Math, Language, and Equity/ Inclusion training options with ongoing support built in. Because staff members are our most important resource, ISM is committed to providing more substantial and long-term coaching for staff in areas of growth for the school. Specifically, these areas are foundational language and EL Students, developing mathematics and UDL approaches, and community connectedness through equity strategies. Based on surveys as well as the dashboard suspension data, the school is focused on improving school climate and belonging as a way to reduce student suspensions. Numerous studies, including the Learning Policy Institute, recognize that increasing a sense of belonging decreases suspensions and misbehavior. The school will provide training in restorative practices as well as equity work throughout the year to improve teacher and systemic approaches in order to reduce suspension and discipline incidents for students of all subgroups. (Supports outcomes 2.5, 2.11, 2.12)	$17,500.00	No
2.5	Fundraising Database	Partners noted that additional emphasis on fundraising is necessary with efficient procedures and processes in place. Investing in a database to manage our financial resources will help the school capitalize on donors and donations as efficiently as possible. (Supports metrics 2.4)	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Transparent Governance and Operations Structures (Addresses state priorities 6 and local priorities M and P) ISM has developed this broad goal to commit to transparent and effective governance and efficient operations structures, which are foundational to maintaining and improving all aspects of the school, including teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The metrics and actions in this focus goal represent specific areas of emphasis for the school's policies and procedures. These areas have the potential for further development on the journey to providing a comprehensive, international educational program for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of required policies approved and published within three months of identification of the requirement.	100 percent (2023-2024)	100 percent (2024-2025)		100 percent	0%
3.2	Percentage of required policies located in easily accessible locations for staff and community members including hard copies, online, and communication platforms.	75 percent (2023-2024)	80 percent (2024-2025)		100 percent	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of the top 25 required policies receiving the highest rating for equity practices utilizing the policy equity rubric.	0 (2023-2024)	0 (2024-2025)		100 percent	0%
3.4	Percentage of staff positions listed on the ISM organization chart with current job specifications	78 percent (2023-2024)	85 percent (2024-2025)		100 percent	+7%
3.5	Number of different databases and/ or locations advertising school positions to increase equity practices as part of employment outreach procedures.	3 (2023-2024)	5 (2024-2025)		6	+2 locations
3.6	Percentage of staff members completing annual safety and compliance trainings	100 (2023-2024) Mandated trainings 100 percent Additional annual trainings 75 percent	86.7 percent (2024-2025) Mandated trainings 100 percent Additional annual trainings 73.4 percent		100 percent for all training	-13.3%
3.7	Percentage of board members completing annual board training	88 percent (2023-2024)	93 percent (2024-2025)		100 percent	+5%
3.8	Percentage of parents and staff indicating an average to above average rating of management of the volunteer process on	0 (2023-2024)	0 (2024-2025)		100 percent	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	end of year surveys. (State Priority 6: Other Local Measures, Part C)					
3.9	Percentage of community members represented on a volunteer database or skills utilized for school wide support for activities, events, and campus needs.	0 (2023-2024)	0 (2024-2025)		90 percent	0%
3.10	Percent increase in the number of structures available for students to utilize during recess and unstructured play times.	6 (2023-2024)	6 (2024-2025)		1 percent increase annually	0%
3.11	Decrease in the number of requests for better recess equipment from community members (students, staff, families) on annual surveys.	24 instances (2023-2024) Students 17 Parents 4 Staff 3	23 instances (2024-2025) Students 18 Parents 2 Staff 3		< 5	-1 instance
3.12	Decrease in the number of requests for better food services from community members (students, staff, families) on annual surveys.	8 instances (2023-2024) Students 6 Parents 2 Staff 0	1 instance (2024-2025) Students 0 Parents 1 Staff 0		< 2	-7 instances

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ISM made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

3.1 Board of Trustees Development
ISM implemented this action by purchasing online access to the Charter School Development Center for all board members and providing additional training to the Board Chair focused on long-term sustainability planning. The action strengthened board member understanding of roles, responsibilities, and governance expectations. The implementation focused on enhancing board effectiveness, increasing diversity, and aligning governance practices with ISM's mission, ensuring that trustees are well-equipped to support school leadership and strategic planning. Overall, the implementation demonstrated improved board preparedness and alignment with school goals, despite pending verification of full training completion by all members at year's end.

3.2 Employment Outreach
ISM implemented this action by maintaining subscriptions to EdJoin, Search Associates, and Indeed, and expanding job postings to the CSUMB job portal and ISM's website. The implementation focused on promoting equitable hiring practices and increasing visibility of open positions, ensuring a stronger and more consistent applicant pipeline. Overall, the implementation demonstrated expanded outreach and improved recruitment equity, despite being one platform short of meeting the six-database outreach goal.

3.3 Charter Vision Insurance
ISM implemented the planned actions for this goal by renewing the Charter Safe insurance plan and providing staff access to the Vector Training Solutions platform for annual compliance and safety training. ISM implemented the articulated goal by maintaining a comprehensive approach to operational safety and HR compliance. The implementation focused on ensuring staff were trained on critical health and safety procedures, supporting a safe learning environment and reducing potential operational risks. Overall, the implementation demonstrated strong infrastructure for training delivery, despite a shortfall in full staff participation across all mandated training modules.

3.4 Volunteer Services
ISM implemented the planned actions for this goal by offering on-site fingerprinting services to reduce access barriers and initiating development of a more efficient volunteer tracking system. The implementation focused on increasing access and removing logistical barriers for families, ensuring a more inclusive and effective volunteer program aligned with schoolwide engagement goals. Overall, the implementation demonstrated improved outreach and infrastructure development, despite continued work needed to complete the volunteer database and fully assess impact through end-of-year survey data.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Board of Trustees Development $1,275.00

3.2 Employment Outreach $6,200.00 (actual $11,795)—This difference is because we had more vacancies than predicted. Further, we wanted to increase our recruiting areas to solicit highly qualified bilingual staff with experience in diverse cultures, which required additional costs for targeted recruitment.
3.3 Charter Vision Insurance $80,000.00 (actual $103,470)—This difference is because the company increased the cost of its services. Based on educational partner feedback, the school will review this partnership to determine if there are other, more affordable options.
3.4 Volunteer Services $500.00

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ISM used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal:

Action(s): 3.1 Board of Trustees Development
Effectiveness of Action(s): 3
Metric(s):3.7
Analysis Statement: ISM implemented this action by providing all board members access to the Charter School Development Center's training platform and offering additional support for board leadership through targeted sustainability planning. Training completion is near full, pending end-of-year audit. This has helped formalize board roles and expectations while improving alignment with diversity, governance, and fundraising goals.

Action(s): 3.2 Employment Outreach
Effectiveness of Action(s): 3
Metric(s): 3.4, 3.5
Analysis Statement: ISM expanded employment outreach through multiple databases, including EdJoin, Search Associates, Indeed, CSUMB, and its own school website. This increased equity in hiring practices and helped ensure greater visibility of job postings. With five distinct platforms currently in use (against a goal of six), this action is on track and effectively broadened recruitment channels.

Action(s): 3.3 Charter Vision Insurance
Effectiveness of Action(s): 2
Metric(s): 3.1, 3.3, 3.4, 3.6
Analysis Statement: Charter Safe was renewed and Vector Training access was provided to all staff, supporting annual safety and compliance goals. While mandated trainings reached high completion levels, the overall training rate for all required modules was 86.7%, below the 100% target. Continued efforts will be needed to ensure full staff compliance in future cycles.

Action(s): 3.4 Volunteer Services
Effectiveness of Action(s): 2

Metric(s): 3.8, 3.9
Analysis Statement: ISM reduced barriers to volunteer participation by providing on-site fingerprinting services and began developing a volunteer system in collaboration with the new office manager. While structure and outreach have improved, database development is still underway, and metric progress (0%) is pending further implementation to fully capture volunteer engagement and satisfaction.

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

For metrics 3.8 and 3.9, we changed front office staffing this year, leaving this metric unaddressed as planned. Since the focus for the LCAP in subsequent years is to increase family participation, these metrics will be a strong focus in future years.

For metric 3.10, student feedback strongly emphasized the need for additional resources on the playground. This metric will be a focus to increase student engagement and belonging in the next school year.

For action 3.2 Employment Outreach, we will continue to utilize our new hiring locations because we were able to find highly qualified applicants this year. We plan on adjusting this budget accordingly.

For action 3.3 Charter Vision Insurance, while the school wants to ensure a safe and supportive environment for all our students, staff, and families, the school will be reviewing other options to see if there is a more fiscally appropriate option. We will not adjust the budget for the new cost in hopes we can find one that meets the current amount budgeted.

For action 3.4 Volunteer Services, partner feedback requested additional funding to improve this action plan to provide ways to reduce barriers to volunteering.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Board of Trustees Development	The board has indicated an ongoing need to develop and plan board structure, trustee recruitment, expectations, roles, responsibilities, leadership succession, operations, expectations, and more. In addition to clearly articulating all of these dimensions, goals include better positioning the board to 1) reflect the vast diversity of ISM students and their families, 2) serve as a resource to the school administration, and 3) raise funds in support of the school and its ambitious programs, including being an IB	$1,350.00	No

Action #	Title	Description	Total Funds	Contributing
		World School that connects with other International Baccalaureate schools across the globe. In order to help new and ongoing board members understand their role and potential for positive impact, ISM will provide access to training for board members through their charter school membership subscriptions as one resource. (Supports metric 3.7)		
3.2	Employment Outreach	Partner feedback noted the importance of expanding employment outreach to find and maintain qualified staff. ISM plans on utilizing as many avenues as possible to advertise for quality staff, including the state-sponsored job database for education as well as job boards at local higher education institutions, international databases of job listings, and commercial job databases. (Supports metrics 3.4, 3.5)	$12,000.00	No
3.3	Charter Vision Insurance	Board and administration feedback supported the ongoing use of Charter Safe for all insurance and HR needs, specifically access to Vector Training Solutions, which provides comprehensive training in multiple areas for all staff and parents. Having all staff compliant with updated training, especially on health and safety procedures, will ensure that the school operates effectively and efficiently with limited exposure to additional, preventable costs. Having a healthy and safe environment for all students is a priority for the school. (Supports metrics 3.1, 3.3, 3.4, 3.6)	$80,000.00	No
3.4	Volunteer Services	Feedback noted that increasing the number and diversity of volunteers, creating an efficient and seamless structure for volunteers, reaching out to teachers to assess needs, and making the best use of volunteers are all significant areas for further development in terms of operations. Volunteers are a valuable asset for helping the school reach its strategic goals and ISM recognizes that having a more systematic and efficient approach is needed as our school's population demographics continue to evolve. (Supports metrics 3.8, 3.9)	$3,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Exemplary communications and relations (Addresses state priorities 3 and 6 and local priorities M, P, and S) ISM has developed this broad goal to commit to maintaining exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond. These connections establish a strong fundamental foundation for achieving the ISM mission and vision. Moreover, they develop resources, such as volunteer hours and financial support, that create the capacity to deliver the school's ambitious International Baccalaureate curriculum and other ISM programs.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The metrics and actions in this focus goal represent specific areas of emphasis for the school's policies and procedures. These areas have the potential for further development on the journey to providing a comprehensive, international educational program for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of 5 year JEDI-B action plan completed over the course of the three year LCAP.	0 percent completed (2023-2024)	20 percent (2024-2025)		Completed through year 3	+20%
4.2	Increase in the number of families actively engaged in the school community shown through an increase in	860 volunteer hours ~ average 2.9 hours per family considering approx 300 families	2634.37 volunteer hours ~ average 8.28 hours per family considering		2000 volunteer hours- 6.5 hours per family considering approx 300 families	+1774.37 volunteer hours ~ +5.38 hours per family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	overall volunteer family hours of service to the school and an increase in involvement in school fundraising efforts through annual and directed giving.	$196,000 in donations~ average $650 per family considering approx 300 families (2023-2024)	approx 300 families $87,000 in donations ~ average $273 per family (2024-2025)		$250,000 in donations- average $850 per family considering approx 300 families	$-109,000 in donations ~ $-377 per family
4.3	Average rating on each question related to communication effectiveness on the annual parent/guardian survey. (State Priority 6: Other Local Measures, Part C)	85 percent (2023-2024)	94 percent (2024-2025)		90 percent	+9%
4.4	Number of partnerships with other schools, IB programs, school districts, and other educational organizations documented to directly support one or more ISM strategic goals.	21 active partnerships (2023-2024)	20 active partnerships (2024-2025)		20 partnerships	-1 partnership
4.5	Number of partnerships with nonprofits, foundations, government agencies, and other entities documented to directly support one or more ISM strategic goals.	23 active partnerships (2023-2024)	25 active partnerships (2024-2025)		20 partnerships	+2 partnerships
4.6	Annual enrollment applications: total	324 total applications 115 Equity	288 total applications		400 total applications	-36 applications -8 Equity

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	applications; Equity Category applications (i.e., low-income students); Standard Category applications.	209 Standard (2023-2024)	107 Equity 181 Standard (2024-2025)		200 Equity 200 Standard	-28 Standard
4.7	Average rating on each question related to the transparency and understandability of board and administration decisions on annual staff and parent/guardian surveys. (State Priority 6: Other Local Measures, Part C)	89.3 percent (2023-2024)	92.5 percent (2024-2025)		90 percent	+3.2%
4.8	Number of opportunities as part of a community inreach plan seeking and obtaining parent input in school decision-making; promoting parent participation in programs for low-income students, English learners, and foster youth; and promoting parent participation in programs for students with disabilities. (State Priority 3, parts ABC)	36 opportunities (2023-2024)	25 opportunities (2024-2025)		40 opportunities	-11 opportunities
4.9	Percentage of school advisory groups, such as the Strategic Advisory Team, that reflect the diversity and demographics of the ISM community through the	100 percent (2023-2024)	100 percent (2024-2025)		100 percent	100 percent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	representation of at least 1 member of each of the priority student populations (low-income, English language learners, special education). (State Priority 3, parts ABC)					
4.10	Number of community events aimed at gathering the families of 2 or more grade levels during the school year	14 events (2023-2024)	16 events (2024-2025)		16 events	+2 events
4.11	Number of whole-school opportunities for families to learn about topics that support whole-child development at home and school (Parent University, Town Hall meetings, etc.).	5 events (2023-2024)	7 events (2024-2025)		6 events	+2 events
4.12	Number of whole school events celebrating culture/ diversity/ perspectives of current students or historically	3 events (2023-2024)	4 events (2024-2025)		6 events	+1 event
4.13	Percentage of whole school policies or documents accessible in additional languages (including access to electronic translation)	5 percent (2023-2024)	6 percent (2024-2025)		25 percent	+1 event

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ISM made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

4.1 Enrollment outreach
ISM implemented this action by developing and distributing multilingual flyers, participating in three outreach table events, and placing advertisements in both print and digital platforms, including social media and school comparison websites. The implementation focused on increasing awareness of ISM's mission and programs among low-income, multilingual, and first-generation college families, ensuring that enrollment opportunities were accessible and inclusive. Overall, the implementation demonstrated broad outreach and strong engagement efforts, despite a year-over-year decline in total applications that may reflect regional demographic shifts or competition from other schools.

4.2 Efficient Communication Tools
ISM implemented the planned actions for this goal by purchasing and deploying ParentSquare with built-in translation services and offering training for families and staff on its use. The implementation focused on improving access to information and streamlining school-home communication, ensuring that families had timely, understandable updates in their preferred language. Overall, the implementation demonstrated a strengthened communication infrastructure and responsiveness, despite continued development needed in universal access to translated documents.

4.3 Community Development
ISM implemented this action by organizing multicultural events, including featuring Folklorico dancers at the "Around the World" Festival and supporting inclusive schoolwide traditions. The implementation focused on building community connectedness by celebrating diversity, culture, and shared interests, ensuring a welcoming school climate for all families. Overall, the implementation demonstrated a positive shift in cultural visibility and community pride, despite continued planning needed to expand event offerings and reach across all grade levels.

4.4 Translation Services
ISM implemented this action by purchasing translation add-ons, using DTS and Language Line services for IEP and special education meetings, and providing families with guidance on accessing online translation tools. The implementation focused on removing language barriers for multilingual families, ensuring equitable access to critical information and compliance documents. Overall, the implementation demonstrated progress in providing inclusive communication tools, though metrics indicate that more work is needed to significantly increase the percentage of translated policies and resources.

4.5 Parent Involvement
ISM implemented this action by offering child care and meals during six "1 Night, 1 Community" events to reduce barriers to evening participation. The implementation focused on increasing family attendance and input by creating accessible, supportive environments, especially for working families and those with younger children. Overall, the implementation demonstrated increased parent engagement through inclusive event design, though ongoing analysis of participation data will help refine strategies for reaching underrepresented groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Enrollment outreach $2,000.00 (actual $300)- This difference is because the school chose to hold more face to face events to engage with the community. The school also used social media sites to build awareness which further reduced spending. This budget will be reduced for subsequent years.
4.2 Efficient Communication Tools $5,000.00
4.3 Community Development $2,000.00
4.4 Translation Services $2,000.00
4.5 Parent Involvement $2,000.00 (actual $3100)- This difference is because the school worked to ensure most evenings with parents had food and child care to eliminate barriers to attendance. This budget will be increased next year to reflect educational partner feedback that the events were welcoming and important for ongoing parent involvement.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ISM used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal:

Action(s): 4.1 Enrollment outreach
Effectiveness of Action(s): 2
Metric(s): 4.6
Analysis Statement: ISM conducted a strong outreach campaign through multilingual materials, local events, and diverse ad placements. However, total applications decreased (from 324 to 288), with Equity applications slightly declining as well. While awareness efforts were visible, the impact on actual application numbers fell short of the goal, suggesting further refinement in targeting or outreach timing may be needed.

Action(s): 4.2 Efficient Communication Tools
Effectiveness of Action(s): 3
Metric(s): 4.2, 4.3, 4.7, 4.8, 4.13
Analysis Statement: ParentSquare was fully implemented with automatic translation capabilities, improving access to timely communication. Survey results showed high satisfaction with responsiveness and communication clarity (94%). The platform supported broader engagement and built stronger communication systems, meeting all key goals for this action.

Action(s): 4.3 Community Development

Effectiveness of Action(s): 3
Metric(s): 4.2, 4.4, 4.5, 4.10, 4.11, 4.12
Analysis Statement: ISM hosted and supported multiple culturally inclusive and community-building events, including traditional and new celebrations. The number of events met or exceeded expectations, and feedback from stakeholders highlighted a strong sense of connection and belonging, especially through “Around the World” and family potlucks.

Action(s): 4.4 Translation Services
Effectiveness of Action(s): 2
Metric(s): 4.7, 4.8, 4.11, 4.13
Analysis Statement: ISM used professional translation services (DTS, Language Line) and invested in translation add-ons. Despite this, translated policies only increased from 5% to 6%, well below the 25% target. The infrastructure is improving, but a more comprehensive rollout is needed to meet community access goals.

Action(s): 4.5 Parent Involvement
Effectiveness of Action(s): 3
Metric(s): 4.2, 4.10, 4.11, 4.12
Analysis Statement: ISM increased participation by offering evening child care and meals at six major family engagement events. These efforts helped reduce attendance barriers, especially for families with younger children. The approach directly addressed partner feedback and improved turnout and participation across key family-facing programs.

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

Metric 4.8 shows low results in terms of change from the baseline; however, based on educational partner feedback, weekly coffee sessions with the administration team was adding pressure to families who already struggle to find time to participate in school events. Reducing the number of sessions and increasing virtual options led to more participation. While the metric is low, the feedback shows it as a strength.

Action 4.5 Parent Involvement will need additional funding next year due to strong appreciation from parent feedback regarding childcare and food services during meeting evenings. With an increased focus on community engagement, this funding is essential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrollment outreach	Within the constraints of a lottery-based open enrollment construct, ISM will develop a comprehensive enrollment outreach plan with a particular focus on encouraging low-income students, prospective first-generation college graduates, special education students, and English learners and their families to become informed regarding ISM and make the choice whether or not to apply to the school based on the school's mission, vision, and programs being a good match for their educational needs and interests. This plan will be supported by appropriate collateral materials, events, and wrap-around services that support these applicants. (Supports metric 4.6)	$1,000.00	Yes
4.2	Efficient Communication Tools	Feedback continues to indicate upgrading communication tools for easier access to documents and important information. Further, to foster exemplary communication, ISM will promote additional training for staff and parents to increase the effective use of the school's communication tools. With more knowledge of how they work, more streamlined processes will be developed, creating a more engaged and connected community. (Supports metrics 4.2, 4.3, 4.7, 4.8, 4.13)	$8,000.00	No
4.3	Community Development	Parent and administration feedback note the importance of community events to build connection to the overall community. ISM is committed to fostering an open community that embraces and celebrates diversity in all forms. The school will host or seek partnerships for community events around cultures, interests, global perspectives, and service, in addition to our traditional events that make ISM stand out as a community school. (Supports metrics 4.2, 4.4, 4.5, 4.10, 4.11, 4.12)	$2,500.00	No
4.4	Translation Services	Feedback noted that access to documents in additional languages is strongly needed to support connectedness to the community. ISM will provide the necessary translation for key school-wide documents for which electronic translation is not available online. Further, the school will continue to seek technological tools that provide multiple translations for its diverse community of multilingual speakers. Lastly, ISM will continue to communicate the steps on how families can access online tools to	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		translate websites and documents more easily. (Supports metrics 4.7, 4.8, 4.11, 4.13)		
4.5	Parent Involvement	Partner feedback consistently identified the need for alternative options for child care and family support to increase participation in meetings and school events, especially those in the evenings. ISM is focused on increasing parent involvement by minimizing barriers to participation. The school will meet throughout the year to analyze parent participation and determine areas of support. (Supports metrics 4.10, 4.11, 4.12)	$4,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Comprehensive, International Educational Program (Addresses state priorities 1, 2, 4, 5, 6, 7 and local priorities M, P, and S) ISM has developed this maintenance goal to ensure ongoing focus on the mission, philosophy, and purpose of the school as articulated in its charter. ISM recognizes the need for and commits to delivering a comprehensive, international educational program— characterized by highly effective teaching and learning—that produces students who are conscientious, compassionate, and responsible citizens of the world; who are confident, free-thinking, motivated, multilingual, and ethical individuals; and who see multiple perspectives and have lifelong learning habits.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The metrics and actions in this maintenance goal represent items that have become embedded in the school's policies and procedures. These areas have been achieved; however, the school does not want to lose sight of their importance and, therefore, chooses to maintain them in this strategic planning document for annual reference.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Authorization by the International Baccalaureate for the Primary Years	Authorized for the PYP and MYP (2020-2021)	Authorized for the PYP and MYP (2024-2025)		Authorized for the PYP and MYP	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Programme (grades K-5) and Middle Years Programme (grades 6-8)					
5.2	Percentage of instructional units referencing internationalism, international-mindedness, or other international references in the target learning outcomes	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%
5.3	Percentage of instructional units referencing the IB Learner Profile or one or more of its attributes in the target learning outcomes	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%
5.4	Implementation of state board adopted academic content and performance standards for all students as evidenced by the percentage of instructional units referencing applicable California state standards (State Priority 2: State Standards, Part A)	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%
5.5	Percentage of subjects listed in CA Ed Code as part of A broad course of study including courses described for grades K	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to 6 and the adopted course of study for grades 7 and 8, as evidenced by the percentage of the subjects listed in the California Education Code as part of a broad course of study that are taught for 3,000 minutes or more per school year in each grade (State Priority 7: Course Access, Part A)					
5.6	Percentage of units incorporating student inquiry activities and addressing student understanding	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%
5.7	Average number of field trips and campus events per class per term	2.0 per class per term (2023-2024)	1.75 per class per term (2024-2025)		2.0 per class per term	-0.25
5.8	Number of middle-years sports offerings	5 for boys; 5 for girls (2020-2021)	5 for boys; 5 for girls (2024-2025)		5 for boys; 5 for girls	0%
5.9	Percentage of middle years students dropping out (State Priority 5: Pupil Engagement, Part C)	0 percent (2020-2021)	0 percent (2024-2025)		0 percent	0%
5.10	Percentage of instructional units including curriculum-aligned assessments	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	relative to articulated criteria, standards, and target outcomes					
5.11	Percentage of programs and services documented as necessary for low-income students, English learners, and foster youth that are fully integrated into the regular program of study (State priority 7, part B)	100 percent (2023-2024)	100 percent (2024-2025)		100 percent	0%
5.12	Percentage of English learners who have access to all regular ISM programs and services—including standards-based academic programs—at the same level as the average English-proficient student, while also having full access to the English Language Development standards (State priority 2, part B)	100 percent (2023-2024)	100 percent (2024-2025)		100 percent	0%
5.13	Percentage of students administered a local comprehensive diagnostic assessment at least twice per year, once to measure baseline data and again to measure annual typical growth (State	90 percent reading 90 percent math (2023-2024)	96 percent reading 94 percent math (2024-2025)		90 percent reading 90 percent math	+6% reading +4% math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Student Achievement)					
5.14	Percentage of students expelled (State Priority 6: School Climate, Part B)	0 percent (2020-2021	0 percent (2024-2025)		0 percent	0%
5.15	Percentage of students who have sufficient access to the standards-aligned instructional books, materials, supplies, information resources, and technologies necessary to achieve adopted curriculum goals (State Priority 1: Basic Services and Conditions, Part B)	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%
5.16	Number of functional spaces presenting safety or health concerns that have existed more than a month without appropriate steps taken to maintain facilities in good repair (State Priority 1: Basic Services and Conditions, Part C)	0 (2020-2021)	0 (2024-2025)		0	0%
5.17	Average total weekly planning minutes per teacher	At least 400 minutes (2020-2021)	At least 400 minutes (2024-2025)		At least 400 minutes	0%
5.18	Percentage of Wednesday afternoons dedicated to early	100 percent (2020-2021)	100 percent (2024-2025)		100 percent	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	release for professional development					

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ISM made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

5.1 IB Program Access
ISM implemented this action by maintaining full PYP and MYP membership through the International Baccalaureate, providing teachers with access to curriculum resources and collaboration tools, and supporting the IB Coordinator's administrative leadership. The implementation focused on deepening teacher engagement with IB systems and fostering international collaboration, ensuring continuity and fidelity to the school's global education model. Overall, the implementation demonstrated strong program stability and international program alignment despite ongoing demands for training and time for cross-campus collaboration.

5.2 Curriculum Database
ISM implemented the planned actions for this goal by maintaining the ManageBac platform for IB curriculum planning and providing training to enhance teacher use of alignment tools and unit design features. The implementation focused on building a more coherent and vertically aligned curriculum, ensuring that units consistently reflect IB attributes, student inquiry, and California content standards. Overall, the implementation demonstrated effective use of database tools to streamline planning and improve instructional coherence, despite variations in pacing across some grade levels.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

5.1 IB Program Access $91,973.00 (actual $104,471)- This difference is because the membership costs were increased and the IB Curriculum Coordinator's salary is included in the budget. Due to typical cost of living inflation, the salary increased. We will adjust this budget accordingly.

5.2 Curriculum Database $5,500.00 (actual $6,023)- This difference is becauese the company increased their costs. The school is actively searching for a new platform that has more integrated services for the cost. This budget will remain the same while searching for a replacement.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ISM used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Five helped make progress towards the ISM's goal:

Action(s): 5.1 IB Program Access
Effectiveness of Action(s): 3
Metric(s):5.1, 5.2, 5.3, 5.6
Analysis Statement: ISM maintained full authorization for both the PYP and MYP, supported program oversight through IB Coordinator leadership, and provided teachers with access to IB's international resources. Instructional units consistently reflected international-mindedness, learner profile attributes, and inquiry-driven learning, confirming strong alignment with IB principles and instructional standards.

Action(s): 5.2 Curriculum Database
Effectiveness of Action(s): 3
Metric(s): 5.2, 5.3, 5.4, 5.6, 5.10, 5.15
Analysis Statement: The ManageBac curriculum database supported coherent unit planning and alignment with IB and California standards. Staff received training to optimize use of the platform, which resulted in consistent inclusion of learner profile attributes and inquiry elements across units. Feedback from teachers and IB documentation reviews confirmed increased consistency and depth of curriculum implementation.

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

Since this is a maintenance goal, and all metrics continue to be met, no changes are planned for the following year. Stakeholder feedback indicated that having this type of maintenance goal allowed the community to keep emphasis on a goal and metrics that are essential while understanding that no growth will be measured.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	IB Program Access	Educational partners noted that continuing our membership access to the resources and support of the IB program is an essential element of our international curriculum. The school will further promote the use of the IB	$91,973.00	No

Action #	Title	Description	Total Funds	Contributing
		website for teacher collaboration and resources as well as extend our partnerships with other IB schools in the country and abroad through listed IB school information. (Supports metrics 5.1, 5.2, 5.3, 5.6)		
5.2	Curriculum Database	Feedback noted that curriculum databases help teachers plan and align a coherent, comprehensive curriculum across grade levels. The school will continue to use and expand the development of planners and curriculum alignment to structure a comprehensive curriculum. ISM will also promote and provide targeted training on database components that will further support teacher planning. (Supports metrics 5.2, 5.3, 5.4, 5.6, 5.10, 5.15)	$6,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$401,000	$N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.688%	0.000%	$0.00	7.688%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Expanded learning opportunities **Need:** Provide supplemental support for students with identified needs, including English Learners, Low Income, and students with academic needs. **Scope:**	Supplemental supports are provided in small groups during the school day, after school, and during intersessions based on evidence-based practices. The variety of settings provides the largest opportunity to assist students based on their ability to access the program. The programs are cost-free and offered to unduplicated students first to ensure access to all provided supports. It is schoolwide to ensure students at all levels have access.	1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Visual and performing arts curriculum and instruction **Need:** Provide Arts-based instruction for students utilizing credentialed teachers, student-centered approaches, and an inclusive mindset to foster engagement and build student skills in an alternative subject. **Scope:** LEA-wide	This supports students who may have additional needs, including English Learners and Low-Income students who thrive in showing their knowledge in multiple modalities. It is schoolwide to ensure students at all levels have access.	1.2, 1.3, 1.4
1.6	**Action:** Student Information Database **Need:** Databases help the school identify trends from multiple data points to address specific concerns such as chronic absenteeism. Manual data comparison is time-consuming and prone to errors; therefore, utilizing a centralized database can increase opportunities to explore data more deeply and accurately. **Scope:** LEA-wide	The school will utilize this database to generate more specific reports to monitor and target specific student groups that indicate the need for further support. Trends in data can help the school identify systemic changes that are required schoolwide.	1.8, 1.9, 1.10
1.7	**Action:** Diagnostic Database	The school will utilize this database to generate more specific reports to monitor and target specific student groups that indicate the need for further	1.1, 1.2, 1.3, 1.4, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Diagnostic databases help the school identify trends from multiple data points to address specific concerns such as dyslexia and growth plateaus. Manual data comparison is time-consuming and prone to errors; therefore, utilizing a centralized database can increase opportunities to explore data more deeply and accurately. **Scope:** LEA-wide	support. Trends in data can help the school identify early concerns with students and provide targeted and timely support through small groups and additional programs. This diagnostic database has an entry-level screener for dyslexia, which is critical in supporting language learners so they can be identified as having academic needs rather than second language development needs. It is schoolwide to ensure students at all levels have access.	
1.8	**Action:** Literacy Support **Need:** Provide supplemental literacy support for students with identified needs, including English Learners, Low Income, and students with academic needs. **Scope:** LEA-wide	Supplemental literacy supports are provided in small groups during the school day. Smaller groups provide an established, evidence-based opportunity to assist students where they are in their current knowledge and accelerate them academically within the context of the classroom. Aides receive training to help teachers plan differentiated lessons to support a variety of student groups, including English learners and Low-Income students. It is schoolwide to ensure students at all levels have access.	1.2, 1.3, 1.4
1.10	**Action:** Enhanced math curriculum and instruction **Need:** Provide supplemental math support for students with identified needs, including English Learners, Low Income, and students with academic needs.	Supplemental math supports are provided in small groups during the school day. Smaller groups provide an established, evidence-based opportunity to assist students where they are in their current knowledge and accelerate them academically within the context of the classroom. Aides receive training to help teachers plan differentiated lessons to support a variety of student groups, including English learners and	1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Low-Income students. It is schoolwide to ensure students at all levels have access.	
2.1	**Action:** Paraprofessional Training **Need:** There is a need for well-prepared paraprofessionals/ aides to support targeted student groups, specifically those that are knowledgeable in how to work with English language learners and students from low income backgrounds. **Scope:** LEA-wide	ISM's ongoing focus on small groups, targeted intervention, and support continues to require ongoing and updated training for support staff. ISM will commit time and resources to our support staff because research shows that better-trained support staff has a positive impact on the effectiveness of intervention programming. Further, since our school has a unique curriculum framework, LEA-based, online, and county-supported in-person training will be utilized. It is schoolwide to ensure aides at all levels have access to training.	2.11, 2.12
4.1	**Action:** Enrollment outreach **Need:** As a school committed to Design by Diversity, we need to increase the number of equity applicants for our lottery so we can achieve our goal of 50/50 considering unduplicated student subgroups, particularly low-income families. **Scope:** LEA-wide	By promoting the school, its mission, vision, and programs through materials in multiple languages and face-to-face opportunities, the school will encourage low-income students, prospective first-generation college graduates, special education students, and English learners and their families to become informed regarding ISM and make the choice whether or not to apply. It is schoolwide to ensure eligible students at all levels have access to the information.	4.6
4.5	**Action:** Parent Involvement **Need:**	By providing food and child care options in the evening the school will minimize the barriers to family participation at events and meetings. Increased participation means increased	4.10, 4.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a strong need for alternative options for child care and family support to increase participation in meetings and school events, especially those in the evenings. **Scope:** LEA-wide	representation for decision making regarding the school-wide educational program.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Literacy Support Bilingual Students **Need:** Provide supplemental literacy support for students with identified needs, specifically English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Supplemental literacy supports are provided in small groups during the school day. Smaller groups provide an established, evidence-based opportunity to assist students where they are in their current knowledge and accelerate them academically within the classroom context. Aides receive training to help teachers plan differentiated lessons to support a variety of student groups, specifically English learners with the English Language Development standards. It is schoolwide to ensure students at all levels have access.	1.2, 1.3, 1.4, 1.6, 1.7
4.4	**Action:** Translation Services **Need:**	This is an action needed for the whole school because we continue to strive to meet the needs of all of our families, especially those families of our English Learners. This is best achieved through documents and sites that are accessible in various languages so families and students feel	4.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The school is aware that documents in additional languages is strongly needed to support connectedness to the community. **Scope:** Limited to Unduplicated Student Group(s)	connected to the community and the school's mission.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1/20	0
Staff-to-student ratio of certificated staff providing direct services to students	1/12	0

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,216,048	401,000	7.688%	0.000%	7.688%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$551,462.00	$658,633.00	$12,000.00	$68,620.00	$1,290,715.00	$692,787.00	$597,928.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Special education	Students with Disabilities	No			All Schools	Ongoing	$278,028.00	$202,634.00		$412,042.00		$68,620.00	$480,662.00	
1	1.2	Expanded learning opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$168,500.00	$25,500.00	$45,882.00	$148,118.00			$194,000.00	
1	1.4	Visual and performing arts curriculum and instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$164,259.00	$1,000.00	$165,259.00				$165,259.00	
1	1.6	Student Information Database	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$5,850.00	$5,850.00				$5,850.00	
1	1.7	Diagnostic Database	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$15,900.00	$15,900.00				$15,900.00	
1	1.8	Literacy Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$90,068.00	$90,068.00				$90,068.00	
1	1.9	Literacy Support Bilingual Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$20,757.00	$20,757.00				$20,757.00	
1	1.10	Enhanced math curriculum and instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$51,046.00	$51,046.00				$51,046.00	
2	2.1	Paraprofessional Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Curriculum Resources	All	No			All Schools	Ongoing	$0.00	$28,800.00	$28,800.00				$28,800.00	
2	2.3	Scheduling Software	All	No			All Schools	Ongoing	$0.00	$1,550.00	$1,550.00				$1,550.00	
2	2.4	Professional Development	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$17,500.00	$17,500.00				$17,500.00	
2	2.5	Fundraising Database	All	No			All Schools	Ongoing	$0.00	$4,000.00			$4,000.00		$4,000.00	
3	3.1	Board of Trustees Development	All	No			All Schools	Ongoing	$0.00	$1,350.00	$1,350.00				$1,350.00	
3	3.2	Employment Outreach	All	No			All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.3	Charter Vision Insurance	All	No			All Schools	Ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	
3	3.4	Volunteer Services	All	No			All Schools	Ongoing	$0.00	$3,500.00	$3,500.00				$3,500.00	
4	4.1	Enrollment outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.2	Efficient Communication Tools	All	No			All Schools	Ongoing	$0.00	$8,000.00			$8,000.00		$8,000.00	
4	4.3	Community Development	All	No			All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
4	4.4	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
4	4.5	Parent Involvement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: ISM	Ongoing	$0.00	$4,500.00	$4,500.00				$4,500.00	
5	5.1	IB Program Access	All	No			All Schools	Ongoing	$80,000.00	$11,973.00		$91,973.00			$91,973.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.2**	Curriculum Database	All	No			All Schools	Ongoing	$0.00	$6,500.00		$6,500.00			$6,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,216,048	401,000	7.688%	0.000%	7.688%	$404,262.00	0.000%	7.750 %	**Total:**	$404,262.00
								LEA-wide Total:	$381,505.00
								Limited Total:	$22,757.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Expanded learning opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$45,882.00	
1	**1.4**	Visual and performing arts curriculum and instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$165,259.00	
1	**1.6**	Student Information Database	Yes	LEA-wide	English Learners Low Income	All Schools	$5,850.00	
1	**1.7**	Diagnostic Database	Yes	LEA-wide	English Learners Low Income	All Schools	$15,900.00	
1	**1.8**	Literacy Support	Yes	LEA-wide	English Learners Low Income	All Schools	$90,068.00	
1	**1.9**	Literacy Support Bilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,757.00	
1	**1.10**	Enhanced math curriculum and instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$51,046.00	
2	**2.1**	Paraprofessional Training	Yes	LEA-wide	English Learners Low Income	All Schools	$2,000.00	
4	**4.1**	Enrollment outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
4	4.5	Parent Involvement	Yes	LEA-wide	English Learners Low Income	All Schools	$4,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,247,153.00	$1,354,639.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Special education	No	$470,382.00	$583,344.68
1	**1.2**	Expanded learning opportunities	Yes	$194,000.00	$151,392.00
1	**1.4**	Visual and performing arts curriculum and instruction	Yes	$162,259.00	$164,857
1	**1.6**	Student Information Database	Yes	$5,100.00	$5,815.00
1	**1.7**	Diagnostic Database	Yes	$15,000.00	$15,840.00
1	**1.8**	Literacy Support	Yes	$86,068.00	$88,918.00
1	**1.9**	Literacy Support Bilingual Students	Yes	$11,000.00	$16,575.00
1	**1.10**	Enhanced math curriculum and instruction	Yes	$51,046.00	$34,782
2	**2.1**	Paraprofessional Training	Yes	$2,000.00	$1,000.00
2	**2.2**	Curriculum Resources	No	$28,800.00	$27,000.00
2	**2.3**	Scheduling Software	No	$1,550.00	$972.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Professional Development	No	$17,500.00	$17,000.00
2	2.5	Fundraising Database	No	$4,000.00	$4,000.00
3	3.1	Board of Trustees Development	No	$1,275.00	$1,320.00
3	3.2	Employment Outreach	No	$6,200.00	$11,795.00
3	3.3	Charter Vision Insurance	No	$80,000.00	$103,470.00
3	3.4	Volunteer Services	No	$500.00	$2,750.00
4	4.1	Enrollment outreach	Yes	$2,000.00	$300.00
4	4.2	Efficient Communication Tools	No	$5,000.00	$8,015.00
4	4.3	Community Development	No	$2,000.00	$600.00
4	4.4	Translation Services	Yes	$2,000.00	$1,300.00
4	4.5	Parent Involvement	Yes	$2,000.00	$3,100.00
5	5.1	IB Program Access	No	$91,973.00	$104,471.00
5	5.2	Curriculum Database	No	$5,500.00	$6,023.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$353,000.00	$374,355.00	$377,987.00	($3,632.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Expanded learning opportunities	Yes	$35,882.00	$45,500.00		
1	1.4	Visual and performing arts curriculum and instruction	Yes	$162,259.00	$164,857.00		
1	1.6	Student Information Database	Yes	$5,100.00	$5,815.00		
1	1.7	Diagnostic Database	Yes	$15,000.00	$15,840.00		
1	1.8	Literacy Support	Yes	$86,068.00	$88,918.00		
1	1.9	Literacy Support Bilingual Students	Yes	$11,000.00	$16,575.00		
1	1.10	Enhanced math curriculum and instruction	Yes	$51,046.00	$34,782.00		
2	2.1	Paraprofessional Training	Yes	$2,000.00	$1,000.00		
4	4.1	Enrollment outreach	Yes	$2,000.00	$300.00		
4	4.4	Translation Services	Yes	$2,000	$1,300		
4	4.5	Parent Involvement	Yes	$2,000.00	$3,100.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,800,000	$353,000.00	0.000%	7.354%	$377,987.00	0.000%	7.875%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 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.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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