Iftin CHARTER SCHOOL

"Providing a strong educational foundation to all students who are in need of direction and support in learning English and finding their way in a new culture."

GOVERNING BOARD AGENDA- Special Board Meeting

Meeting of Friday, May 14, 2021 at 5:30PM

Join Zoom Meeting
https://iftincharter-net.zoom.us/j/84076384160

Meeting ID: 840 7638 4160
One tap mobile
+16699006833,,84076384160# US (San Jose)
+12532158782,,84076384160# US (Tacoma)

Mission: Iftin Charter School provides students in grades TK-8 an academically rigorous, common core aligned curricula, supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS addresses the needs of a diverse group of students, their families and communities by building on the strengths of the students' cultural heritage and life experiences. ICS students are educated and enlightened to become successful, lifelong learners and valuable members of the global community.

Approval of Agenda: Faisal Ali
WELCOME GUESTS / CALL TO ORDER 5:30PM
Roll Call

Faisal Ali	President
Rahmo Abdi	Secretary
Mulki Hersi	Treasurer
Joe Udall	Member
Ibrahim Hassan	Member

PUBLIC COMMENT

PUBLIC COMMENT— Anyone wishing to address the Board on agenda, non–agenda, and/or Closed Session items may do so. Individual speakers will be limited to three (3) minutes. Total public input on any one subject may be limited to fifteen (15) minutes, and may be extended at the discretion of the Board Chairperson. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non–agenda items will be heard before the Consent Motion.

Consent Items
None

Discussion Items
A) CEO Report
B) NCUST Audit Report
C) Summer School Program Plan
D) 2021 LCAP Draft

Action Items

    A) Summer School Program Plan

Closed Session

Conference with Labor Negotiators: Agency designated representatives: Bargaining Team/Roger Scott/Young, Minney & Corr, LLP (YM&C)

Employee Organization: San Diego Education Association Government Code section 54957.6

Report to Open Session

Reportable Action:

Advanced Planning

The next regularly scheduled Governing Board Meeting is to be held on Friday, May 28, 2021 at 5:30PM

ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) If you would like to request any attachments or other public documents, contact Abdi Mohamud at: Mohamud@iftincharter.net

EDUCATIONAL EXCELLENCE AND EQUITY AUDIT REPORT

IFTIN CHARTER SCHOOL

NATIONAL CENTER FOR URBAN SCHOOL TRANSFORMATION

NCUST

## *www.ncust.com*

9245 Sky Park Court Suite 120 San Diego, CA 92123

SAN DIEGO STATE UNIVERSITY

BACKGROUND

Founded in 2005 at San Diego State University, the National Center for Urban School Transformation (NCUST) has as its mission, to help urban school districts and their partners transform urban schools into places where all students achieve academic proficiency, evidence a love of learning, and graduate well prepared to succeed in post-secondary education, the workplace, and their communities. To this end, we study the nation's highest-performing urban schools and districts identified through our annual America's Best Urban Schools award program, and we provide support to other schools and districts that are eager to emulate the best practices found in those schools.

Our research has resulted in a substantial knowledge base regarding the beliefs, characteristics, structures, systems, and practices that lead all groups of students to excellent learning outcomes. Key findings are documented in these books: *Teaching Practices from America's Best Urban Schools* (2012), *Leadership in America's Best Urban Schools* (2017); *Five Practices for Improving the Success of Latino Students: A Guide for Secondary School Leaders* (2018); and *Teaching Practices from America's Best Urban Schools, 2nd edition* (2019). This knowledge base is the benchmark we utilize when conducting our equity audit process and is the focus of our work aimed at building the capacity of other educators. We have found impressive similarities across the high-performing schools we have studied despite differences in location, size, enrollment characteristics, grade-level configurations, expenditures, and other factors. In short, the educators in these schools improved curricula by teaching more rigorous content to a greater depth of understanding than other urban schools. They planned and delivered initial instruction in ways that were more likely to lead their students to mastery of the concepts and skills they were teaching. They fostered school cultures in which all students, teachers, parents, and support staff felt safe, cared for, valued, and respected. They built and implemented a coherent educational improvement system – a set of interdependent structures designed to support the ongoing improvement of student outcomes across a variety of indicators (e.g., achievement, extracurricular engagement, graduation, etc.). And, perhaps most importantly, all of these actions were guided by their shared belief in the capacity of all of their students to succeed.

On January 21 & 22, 2021, NCUST conducted an equity and excellence audit for Iftin Charter School in San Diego, California. This audit was designed to explore the similarities and differences between the practices and structures in place at Iftin Charter School and those that NCUST has identified in schools that have been very successful in educating all demographic groups of students. During the audit process, NCUST examined critical school characteristics, such as school culture, student access to rigorous curricula, and the quality of teaching and learning. What follows is a description of our audit process, key findings emerging from the data, and recommendations intended to help Iftin Charter School develop, refine, and prioritize their improvement plans in ways that will lead to higher levels of academic achievement for the diverse populations of students they serve.
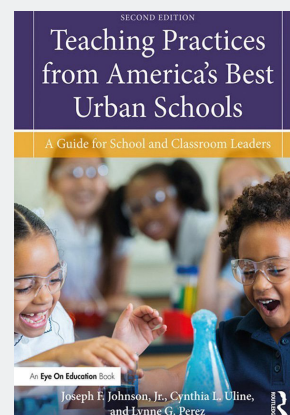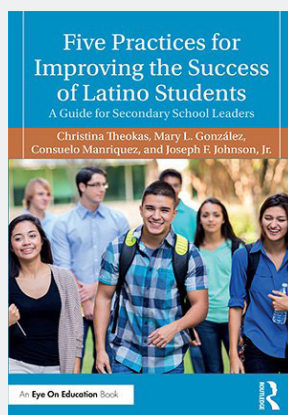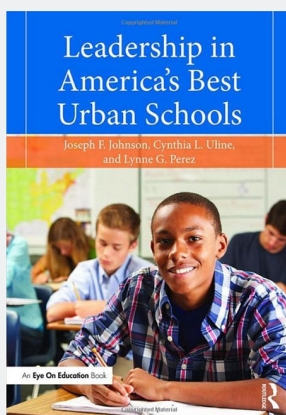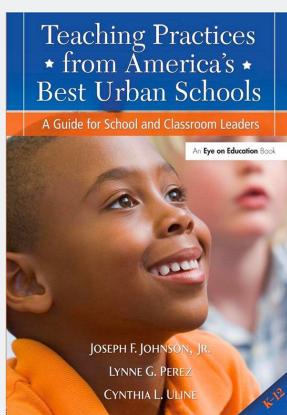
METHODOLOGY

To begin the audit, Iftin Charter School officials compiled and shared with the equity audit team a variety of data regarding school demographics, achievement, attendance, student behavior, and school success. In most cases, these data were disaggregated to highlight similarities and differences among different demographic groups.

The equity audit team members visited 27 classrooms virtually. An NCUST classroom observation protocol was utilized to document the part of the lesson observed, number and demographics of students, and the cognitive demand of the activity in which students were engaged during the observation. In addition, evidence was collected regarding the climate and culture of the classroom, a variety of teaching practices utilized, teacher clarity and focus on mastery, student engagement, and levels of understanding exhibited by various groups of students.

Also, the equity audit team members observed a middle school teacher collaboration meeting. Team members noted the issues that were the focus of the meeting, the climate of the interactions, and the meeting outcomes.

In addition to the observations, the school principal was interviewed, and focus-group interviews were conducted with 32 individuals, including teachers (N=8), other school staff members (N=9), students (N=10) and parents (N=5). Standard protocols were used and included open-ended questions relevant to the expertise of participants. As well, a few questions were common across groups to gather perspectives about core practices from multiple perspectives. Generally, participants were asked about their roles and responsibilities, experiences at school, and their opinions about strengths and needs at Iftin Charter School. All stakeholders were thoughtful and reflective and contributed significantly to our understanding of Iftin. Artifacts, such as master schedules, bell schedules, curriculum, school profiles and data reports, also informed our study and understanding.

Upon completion of the interviews and observations, the NCUST team examined the data collected, identified themes, and compared the school's practices with the practices found in the high-performing schools NCUST has awarded and studied. The findings in this report reflect a triangulation of the multiple data sources cited above; however, it is important to note that the findings are based upon a snapshot of the school. Teaching and learning observed on the days of the visit may or may not be representative of typical teaching and learning occurring at Iftin. Similarly, the interviews conducted may or may not be representative of the sentiments and opinions of all teachers and administrators at the school. That said, we were able to hear from many stakeholders, and clear themes emerged from the data across multiple stakeholder groups. As well, this aligned with our observations and patterns in the quantitative data.
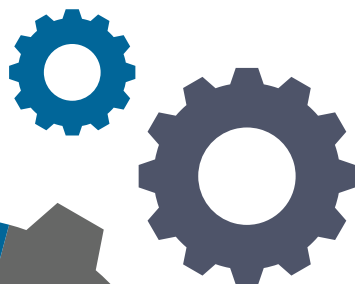
GENERAL INFORMATION

Students at Iftin Charter School

Iftin Charter School serves approximately 362 in grades TK (transitional kindergarten) through. Approximately 91.7% of the students meet eligibility criteria for the free- or reduced-price lunch program. The largest racial/ethnic group served is Black or African American, comprising 92.6% of the student population. The second largest racial/ethnic group is multi-racial, comprising 2.1% of the student population. Additionally, 1.8% of the students are Latinx or Hispanic. Approximately 77.3% of the students are designated as English learners and 4.4% receive special education services.

Staff at Iftin Charter School

Students at Iftin Charter School are served by a team of 20 teachers, one nurse, one administrator, one other certificated person, and 26 other non-certificated personnel. Among teachers, the largest racial/ethnic group is White (70%), the second largest racial/ethnic group is multi-racial (15%). Additionally, 10% of the teachers are Black or African American. During the 2018-2019 academic year, 3% of Iftin Charter School teachers were absent 10% or more of the school days.

Student Attendance at Iftin Charter School

During the 2019-2020 academic year, the average daily attendance at Iftin Charter School was 97.2%. In the 2018-2019 academic year, the average daily attendance at Iftin Charter School was 95.1%. In the 2018-2019 academic year, 11.9% of Iftin Charter School students were chronically absent. This means that 11.9% of Iftin Charter School students were absent from school on at least 10 percent of school days.

Each school that earns NCUST's America's Best Urban School Award demonstrates average daily attendance of at least 92% and many achieve 95% or 96% average daily attendance. As well, many America's Best Urban School Award winners have 10% or fewer of their students who are classified as chronically absent. Generally, students who attend school regularly are more likely to learn important academic concepts and are more likely to succeed in school. The high rate of average daily attendance and the low rate of chronic absenteeism at Iftin Charter School are important strengths that can be leveraged to improve academic achievement.

English Learners at Iftin Charter School

Iftin Charter School serves 280 English learners. The school utilizes an assessment to determine each student's level of proficiency communicating in English. In 2018-2019, 61.9% of Iftin's English learners advanced to a higher level of English proficiency. In general, English learners at Iftin outperform English learners statewide on the state's assessment of English proficiency. For example, 16.4% of English learners in California scored at level 4 (well-developed) on the ELPAC assessment, whereas 24.7% of English learners at Iftin performed at level 4. While this pattern of success for Iftin's English learners was constant across most grade levels, grade 3 was an anomaly on the ELPAC assessment for reading and writing. Only 3.33% of Iftin's third-grade English learners performed at the well-developed level in reading and writing. In contrast, 5.65% of California's third-grade English learners performed at the well-developed level in reading and 16% of California's third-grade English learners performed at the well-developed level in writing.

GENERAL INFORMATION

Student Discipline at Iftin Charter School

In some cases, when students misbehave at Iftin Charter School, students are referred to an administrator or counselor for assistance and support. In 2018-2019, 27 referrals were received by school officials. In some cases, administrators at Iftin Charter School have suspended students from school. This means that students missed one or more days of school because of a disciplinary incident. During 2018-2019, no students were suspended.

 In the high-performing schools NCUST awards, the numbers of students suspended and the total number of days students are suspended are remarkably low for every demographic group. The low rate of suspension is indicative of a culture in which students and teachers work well together. The low rate of suspension also ensures better school attendance and better academic achievement. Similarly, we find a very low rate of suspension at Iftin Charter School. This is an important strength.

Student Achievement at Iftin Charter School

Students at Iftin Charter School take the California Assessment of Student Performance and Progress (CAASPP). Students in grades three through eight take the English language arts assessment and the mathematics assessment. The most recent assessment results are from the assessment administered in 2018-2019. Those results indicate that

the percentage of Iftin Charter School students who performed at the proficient or advanced level in English language arts is substantially below the state-wide percentage at most grade levels. Only 5.26% of Iftin's third-grade students performed at or above the proficient level in English language arts in 2018-2019, compared to 48.54% of California's third-grade students. In contrast, Iftin's sixth-grade students and seventh-grade students performed at levels only slightly below statewide percentages. For example, 45.95% of Iftin's sixth-grade students performed at or above the proficient level in English language arts, compared to 50.01% of California's sixth-grade students.

The data also indicate that the percentage of Iftin Charter School students who performed at the proficient or advanced level in mathematics is also below the state-wide percentage at each grade level. The greatest disparity was at the third-grade level. Whereas 21.05% of Iftin's third-grade students performed at or above the proficient level in mathematics in 2018-2019, 50.22% of California's third-grade students performed at or above the proficient level in mathematics. Conversely, Iftin's sixth-grade students outperformed California's sixth-grade students in mathematics. Whereas 38.52% of California's sixth-grade students performed at the proficient or advanced level in mathematics, 56.76% of Iftin's sixth-grade students performed at the proficient or advanced level in mathematics. This remarkable success is a positive indication of the potential of Iftin Charter School.

Schools that receive NCUST's America's Best Urban School Award demonstrate multiple academic successes for the students they serve. In the award-winning schools, the percentage of students achieving at the proficient or advanced level is greater than the statewide percentage at most grade levels and most subject areas. As well, in schools that receive NCUST's America's Best Urban School Award, each racial/ethnic group served outperforms overall statewide percentages. This report is designed to help educators at Iftin Charter School chart a course toward ensuring that all of their students and each racial/ethnic group achieves at levels that exceed overall state percentages.

In the following pages, we present the findings of this audit by comparing the culture, curricula, instruction, and organizational structure found in very high-performing public schools that serve large populations of students from low-income families to what we have learned about Iftin Charter School. In light of the audit findings, we provide recommendations for action.

FINDINGS

EMPOWERING SCHOOL CHARACTERISTICS

Schools that achieve equity and excellence for all of the students they serve possess three empowering school characteristics: a positive, transformational culture; access to rigorous curricula for all students; and effective instruction that leads to engagement and mastery. Each school report was designed to emphasize strengths and opportunities to improve related to each area. The following describes overall findings and recommendations related to each characteristic.

EMPOWERING SCHOOL CHARACTERISTICS

CHALLENGING CURRICULA

EFFECTIVE, ENGAGING INSTRUCTION

POSITIVE TRANSFORMATIONAL CULTURE
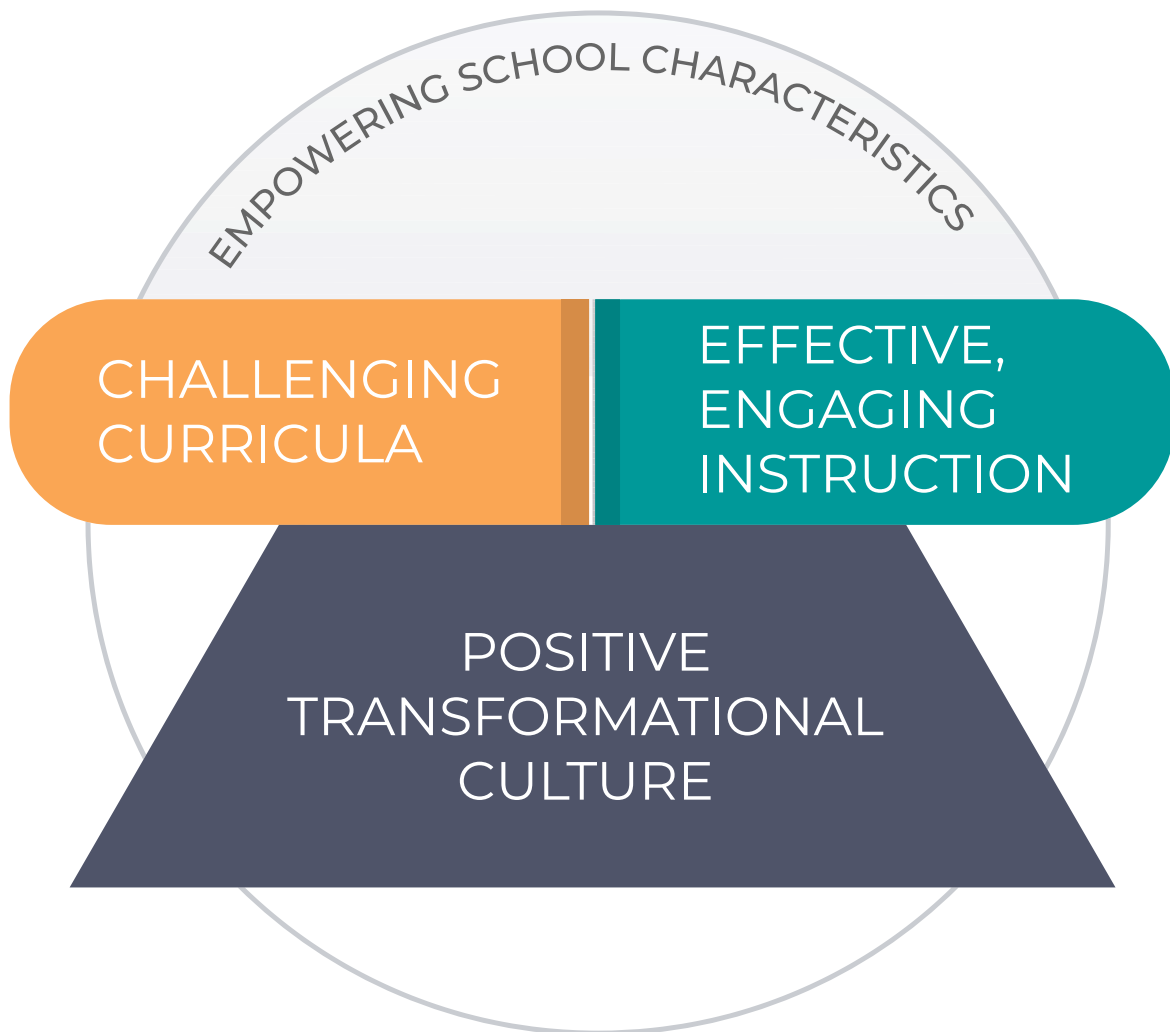
FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE

Definition: **A positive, transformational school culture provides the foundation for excellence and equitable learning outcomes.** We define the culture as *positive* because high-performing schools displayed overwhelmingly healthy learning environments where administrators, teachers, staff members, and families treated one another as valued partners in the education of their students. Trust and mutual respect were evident in the relationships between and among all school personnel. Students perceived that the adults in the school knew them well and were committed to their success in school and beyond. Children and adults felt respected, valued, and appreciated. Adults took painstaking efforts to ensure that everyone felt safe and comfortable, both physically and emotionally. The culture was *transformational* because students, teachers, support personnel, and administrators were always focused on improving. Students from every racial/ethnic group described strategies educators had employed to transform traditional school practices and procedures to help ensure their academic success. Even when the school had achieved at levels far beyond typical expectations, educators were asking, "What can we do better to ensure the success of more of our students?

Key Findings at Iftin Charter School:

🔑 **Stakeholders at Iftin Charter School described the school in similar ways.** Teachers characterized Iftin as "a community", as "collaborative," as "a family," and as "joyful." Parents used the words, "excellent," "wonderful," and "amazing" to describe the school. Students portrayed the school as "loving," "comfortable," "academic," "incredible," "tight knit," "amazing," "fun," and "wonderful." When we asked students if they liked going to school at Iftin, students reported they did not mind virtual learning, as long as they had enough extra time with teachers to help them navigate the work. Students appreciated the extra help their teachers provided when they needed extra tutoring.

🔑 **Students and parents reported that educators at Iftin Charter School cared about them. Students made several statements to indicate that their teachers cared about them.** For example, a student shared, "My teacher cares about me and all the kids." Another commented, "My teacher comes back to Zoom whenever we need help." One student said, "All teachers are really nice, kind, and helpful," and another explained, "Every day we are learning. Our teacher includes a game to make learning fun." The students interviewed made many similar comments indicating that teachers at Iftin welcomed and cared sincerely about every student.

Similarly, parents emphasized how Iftin teachers cared about their children. For example, one parent shared, "I like all of the teachers in this school. They are wonderful." Another parent explained, "Iftin students leave prepared for high school." A parent who had several children attend Iftin exclaimed, "The teachers we have met here are the best in San Diego County! They have a lot of influence on student success." All of the parents interviewed echoed similar comments.

In particular, parents described the ways in Iftin teachers cared about and respected the Somali community. One parent reported, "… the success of the Somali community is because of Iftin. Teachers are mostly caring to our kids." Another parent explained, "Though some [teachers] come and leave right away, others stay with us and they respect our cultural practices. Cultural practices and academics are both important at Iftin. The teachers educate us and our kids."

FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE

Key Findings at Iftin Charter School:

🔑 **Administrators at Iftin Charter School reported that students and members of the school community felt that Iftin was special.** One Iftin leader explained that community members "see Iftin as a phenomenal community that surrounds the kids and pushes everyone to do better." One leader explained, "A positive vibe exists with staff. [The school is] much better than last school year." Leaders perceived that students want to come to Iftin because of the school's reputation for improving children's futures. A leader summarized, "Our school is optimistic, and we communicate well with parents."

🔑 **Most students reported that Iftin Charter School was a good place to be a student.** Students reported enjoying both virtual and in-person learning at Iftin; however, one noted, "I like in-school better because you see your friends. With online learning you get to stay at home; but, going to school is better for more contact with teacher. In school, you can hear better, and learning is better at school because the teacher walks you through problems. I'd rather be at school because it's hard since I just started third grade." Another student claimed, "I feel really welcomed and don't feel different at Iftin." Other students underscored the value of the welcoming environment by saying, "All people are of my race and religion. Most people are very welcoming."

Parent responses were similar. One parent commented, "All of my four kids who graduated from Iftin miss Iftin, even the ones in college. It is a place that they feel at home." Another parent shared, "My son now is missing being able to go back to school after coronavirus. They are all missing the school." Parents expressed genuine appreciation for Iftin Charter School. "We love it!" one parent exclaimed." Another shared, "My kids were here since TK [transitional kindergarten]. The youngest is in kinder. They love the school." Parents emphasized the value of familiarity. For example, one parent explained, "We know all the teachers. Our kids go to their teachers and miss being with them. We know everything about the school. Iftin kids want to stay, even for high school (which we don't have)."

Both students and parents expressed the desire for more opportunities to participate in activities beyond the core academics offered at Iftin. Specifically, students and parents mentioned their desire for sports offerings and upgraded technology. In interviews, students and parents also reported a strong desire for more campus beautification and facility upgrades.

When equity audit team members asked Iftin teachers if the school was a good place for students, the teachers emphasized the value of safety. One teacher commented, "Students, when you talk to them, feel safe and confident." Another explained, "If you think of Maslow's Hierarchy, it comes down to safety. That feeling of being safe and that no one is going to make fun of me on the playground. The world is not necessarily a loving and safe place, but Iftin is. It is such a small school. Everyone knows each other, so the school better meets the students' needs."

FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE

Key Findings at Iftin Charter School:

🔑 Teachers perceived that Iftin's small size enabled them to provide students more individualized attention. One teacher reported, "The size of the school allows students to thrive." Another teacher claimed, "Students receive more attention. Most of them are immigrants like us and they need the attention." In a similar manner, Iftin staff described the value of the attention students receive. One staff member explained, "Teachers at Iftin are always willing to help students with work and assignments."

Teachers and other staff members discussed the long-term impact of Iftin on students. "It's a community… really a second home" one teacher explained. Another staff member discussed how students supported the effort to get Iftin's charter renewed. The staff member shared, "Over 100 students who graduated from Iftin wrote petitions to support the school staying open. They gave credit to Iftin for their personal success. They indicated their teachers prepared them for high school and made it easier in high school. They always appreciate those teachers who were willing to prepare them. Students believe Iftin belongs to them."

🔑 **When equity audit team members observed classrooms at Iftin Charter School they particularly examined classroom climate.** On a scale of "one" to "five," with "one" being harsh/cold and "five" being caring/warm, observers reported an average rating of 4.2 . The most common rating was a 4.0. Also, on a scale of "one" to "five," with "one" being disdainful/disrespectful and "five" being respectful/courteous, observers reported an average rating of 4.4. The most common rating was 5.0. One indication of the positive climate was the large percentage of Iftin students who participated in virtual lessons with their cameras on. Iftin teachers should be commended for creating virtual environments in which students are willing to be present and participate.

🔑 **As mentioned above, daily student attendance is an area of strength at Iftin Charter School. As well, the rate of chronic absenteeism at Iftin is an area of strength.** Strengths in these areas may be influenced by the extent to which students perceive a strong, positive, caring relationship with their teachers and other school personnel.

🔑 **Teachers at Iftin Charter School did not indicate that student behavior impeded their ability to advance student learning.** As stated in the prior section, during the 2018-19 school year, only 27 discipline referrals were received by office personnel. During the 2018-19 school year, no Iftin students received out-of-school suspensions or expulsions and lost no days of instruction.

FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE

Key Findings at Iftin Charter School:

🔑 **Many teachers and support staff reported that Iftin Charter School was a good place to work.** In particular, Iftin teachers believed they were making a difference with students. They felt valued as teachers. Teachers appreciated the extent to which school leaders allowed them flexibility to use curricula and resources in ways that would improve student learning. Teachers indicated that Iftin was a good place to work because leaders made them feel valued and supported, and families could be counted on for reliable support. School support staff spoke shared similar sentiments about Iftin. Support staff appreciated the ethic of unity and teamwork, the caring culture, and the welcoming atmosphere they experienced at Iftin.

🔑 **Comments from Iftin teachers provided insight into their perspectives about the extent to which teachers worked together as a cohesive team.** In the focus groups, teachers described their focus on team planning and vertical planning. Teachers expressed appreciation for their collaboration across grade levels. One teacher explained, "We are a team and collaborate frequently. Beyond our regular meetings, the grade-level teachers are constantly working together."

🔑 **In high-performing schools, teachers perceived their collaboration with colleagues as positive, worthwhile, and engaging.** Collaboration influenced a culture in which teachers felt supported by their colleagues as they endeavored to pursue ambitious learning goals. During the equity audit, team members observed one teacher collaboration meeting at Iftin. In rating the climate of the collaboration meeting, observers rated teacher engagement, the positivity/negativity of the meetings, and the extent to which the meetings promoted a shared sense of responsibility versus individual blame. Observers noted that the collaboration meeting began with a statement of core values and a brief discussion of how the meeting participants exhibited the core values during the last week. One of their core values states, **"We enthusiastically promote and participate in collaborative approaches in our efforts to create the most positive outcomes for ALL students."**

Regarding teacher engagement, observers rated the meeting as "one," if teachers were minimally engaged in the meeting and as "five" if all teachers were very engaged in the meeting. The teacher collaboration meeting observed was rated "five."

Additionally, regarding positivity/negativity, if observers perceived that the collaboration occurred in a manner that was highly negative and reduced the likelihood that participating teachers felt valued and capable, they rated the meeting as "one." In contrast, if observers perceived that the collaboration occurred in a manner that was highly positive and maximized the likelihood that participating teachers felt valued and capable, they rated the meeting as "five." The teacher collaboration meeting observed was rated "five."

Finally, regarding shared sense of responsibility, if observers perceived that the collaboration occurred in a manner that made teachers feel isolated and solely responsible for the success of their students, they rated the meeting as "one." In contrast, if observers perceived that the collaboration occurred in a manner that made teachers feel supported by a caring, knowledgeable team of educators, they rated the meeting as "five." The teacher collaboration meeting observed was rated "five."

FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE

Key Findings at Iftin Charter School:

🔑 **In very successful urban schools, educators believe in their students' capacity to achieve at high levels.** Educators at Iftin Charter School expressed the belief that their students possess the capacity to achieve at high levels. Their first Iftin core value states, "We believe that ALL Iftin students can show continuous growth and achieve at high levels of academic and social success." Observers noted that the Iftin middle school teachers' collaboration meeting began with teachers reminding each other of this and other core values. The teachers described examples of how they had exhibited each core value during the week. It is clear that Iftin Charter School is striving to build a culture in which teachers believe in their students' capacity to achieve at high levels.

Most lesson activities, however, required only a moderate level of cognitive demand. In nine out of 26 lessons (34.6%), equity audit team members observed activities that required students to use reasoning and extend their thinking (high level of cognitive demand). In nine other lessons (34.6%), observers noted activities that required students to apply facts and procedures to real situations (moderate level of cognitive demand). In eight of the lessons (30.8%), the activities only required students to either memorize and recall facts or complete procedures without applying them to any real situations (low level of cognitive demand).

Similarly, observers noted that in many lessons, teachers did not pose questions that required a high level of cognitive demand. In six of the 26 lessons (23%), teachers asked questions that required students to use reasoning and extend their thinking. In ten of the lessons (38.5%), teachers asked questions that required students to apply facts and procedures to real situations. However, in ten other lessons (38.5%) the questions teachers asked students only required students to recall facts or complete procedures without applying them to real situations. These observations, in combination with teacher interview responses, may suggest that teachers may need assistance in understanding how their lesson activities and the questions they pose to students can be designed in ways that more likely to lead students to achieve at high levels.

FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE

SUMMARY AND RECOMMENDATIONS

The Equity Audit Team found several indicators of strength related to the culture experienced by students at Iftin Charter School. Those strengths include the following:

• Interviews with students indicate a culture where students feel cared about and believed in by the adults in their school. Students see Iftin as a welcoming place where students become confident and successful learners.

• Teachers, administrators, and classified staff expressed their belief that students feel both physically and emotionally safe at Iftin. The adults believe that Iftin provides students with a unique community that honors the backgrounds of the students and families and focuses on their success.

• One indication of the positive climate was the large percentage of Iftin students who participated in virtual lessons with their cameras on. Iftin teachers should be commended for creating virtual environments in which students are willing to be present and participate.

• All stakeholders, including parents, feel Iftin provides a significant foundation that prepares students for high school and beyond. Many stakeholders shared stories of students who returned to Iftin (sometimes after graduating from high school or college) to credit the school for influencing their success. Also, stakeholders described how many students "miss Iftin" when they leave for high school and college. Parents indicated satisfaction with the quality of communication they receive from school administrators and from teachers.

Additionally, the Equity Audit Team found a few indicators of concern related to the culture experienced by students at Iftin Charter School. Those concerns include the following:

• Distance learning has been difficult for many students who have struggled academically and emotionally with being away from their teachers and friends. Many students are anxious to return to in-person learning.

• Students and parents are interested in more opportunities to participate in activities beyond the core academics offered at Iftin. Students and parents specifically mentioned their desire for sports offerings and upgraded technology. Stakeholders also indicated a strong desire for more campus beautification and facility upgrades, including signage.

FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE
SUMMARY AND RECOMMENDATIONS

Also, the Equity Audit Team found several indicators of strength related to the culture experienced by teachers and other school personnel at Iftin Charter School. Those strengths include the following:

- The teachers overwhelmingly share a love of the school community and the cultural uniqueness of the students and families. Teachers feel they make a difference in their students' lives and students affirm the teachers' sentiments as true with the ability to articulate multiple examples of how they feel cared for.

- Teachers feel respected, celebrated, appreciated and supported by their administration. In particular, the teachers reported feeling especially supported and appreciated by their school leaders and support staff during the current academic year.

- Teachers value the grade level and vertical collaborative opportunities and the focused professional development provided.

Finally, the Equity Audit Team found a few indicators of concern related to the culture experienced by school personnel at Iftin Charter School. Those concerns include the following:

- Although teachers emphasized the core value/belief, "We believe that all Iftin students can show continuous growth and achieve at high levels of academic and social success," lesson activities and questions revealed only moderate levels of cognitive demand. Teachers were not challenging students in ways that would lead students to high levels of academic success.

Based on these strengths and concerns, the team offers the following recommendations:

FINDINGS

POSITIVE TRANSFORMATIONAL CULTURE

SUMMARY AND RECOMMENDATIONS

Recommendations

1

Iftin teachers need intensive support to help them design and implement lessons that include activities and questions that reflect a high level of cognitive demand. The level of cognitive demand required in lessons each day should mirror the Iftin core belief that "All students can show continued progress and achieve at high levels."

A. Professional development at Iftin should include efforts that help teachers distinguish activities and questions that reflect a high level of cognitive demand from activities and questions that reflect a low level of cognitive demand. Professional development should result in teachers knowing how to plan rigorous lesson activities and rigorous questions that will deepen students' levels of understanding and help students apply the concepts that are learning to real situations.

B. The agenda for each grade-level collaboration meeting should include time to help teachers plan activities and questions that require students to think deeply regarding the lesson objective and apply their knowledge in meaningful ways. Additionally, support provided in grade-level collaboration meetings should help teachers know how to support students appropriately when they have difficulty responding to challenging activities or questions. Iftin teachers should enter each lesson with a useful set of ideas for conducting each lesson in a manner that leads students to exhibit the brilliance of their thinking related to the lesson objective.

C. Each classroom observation conducted by Iftin leaders should include a focus on the level of cognitive demand required by lesson activities and the questions teachers ask students to answer. Feedback from leaders should reinforce teachers for utilizing activities and questions that helped students deepen their thinking about lesson objectives. As well, feedback should support teachers with useful suggestions that build their capacity to enhance students' depth of understanding of rigorous concepts.

D. Both oral and written communication should be used to celebrate the progress teachers make in implementing lessons with high levels of cognitive demand. For example, weekly emails to teachers might highlight some of the best strategies Iftin teachers used to increase the cognitive demand of lessons. Also, oral and written communication should be used to celebrate Iftin students for their success in completing activities that required a high level of cognitive demand.

FINDINGS

ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS

Definition: **Educators in high-performing schools worked to ensure that all demographic groups of students (including students whose first language was not English, students who were performing two or three years below their grade level, and students with learning disabilities) had access to challenging curricula balanced with rich opportunities to engage in the visual and performing arts, world languages, technology, and other non-tested subjects.** Teachers in each course of study engaged collaboratively to identify and develop a shared understanding of the key standards students in each grade must master. Together, teachers carefully designed instruction to provide every student the opportunity to learn and master the knowledge and skills necessary. Assignments and instructional activities were purposeful with clear learning objectives and explicit success criteria. Students perceived their work as meaningful and relevant to their backgrounds and futures. Teachers had a common method for assessing student mastery of course content. Regularly, after common assessments were administered, teachers and administrators met, reviewed data, identified strengths/needs, and planned improvement strategies.

Key Findings at Iftin Charter School:

🔑 **Teachers at Iftin Charter School who teach the same grade level share a common understanding of the specific standards and objectives their students needed to learn by various points in the academic year.** Specifically, school administrators commented that collaboration, both vertically and by grade level, provides teachers with opportunities to know the standards, discuss the depth of knowledge required for each standard, and know what they will accept as evidence from students to determine their level of mastery. Additionally, teachers reported, "This year, we have been very focused on being clear and sharing the learning target with students," and, "We know that if the learning target is clear, and we help students believe they can achieve it, every student can do well. Teachers at Iftin now plan differently and we all try to differentiate instruction and inspire our students."

Iftin teachers worked together to identify and map out priority standards at the start of the Iftin 2020-21 school year, yet observers did not hear or see evidence that these standards were being taught in either mathematics or English language arts lessons.

🔑 **In high-performing schools, educators teach state standards, but they also work as a team to ensure that their approach to the state standards is at least as rigorous as required by state assessments and as rigorous as the curricula taught in schools that serve affluent communities.** The equity audit team found that some educators at Iftin Charter School approached state standards in a manner that was as rigorous as required by state assessments; however, in some classrooms the approach to state standards was far less rigorous. Evidence included:

- Teachers did not report that their collaboration meetings included regular discussions designed to ensure that teachers approached state standards with high levels of rigor. Teachers indicated that they relied heavily on curriculum assessment resources to help them address the level of rigor in the standards.

- During our visits to classrooms, we found lessons and content varied across classrooms within some of the same grade levels. This suggests that the curriculum students are able to access and learn is primarily dependent upon the classroom to which they are assigned. Also, during our classroom observations, we rated each lesson from "one" to "five" where "one" indicated that the activities observed were not likely to lead any students to grade-level mastery and where "five" indicated that the activities observed were likely to lead all students to grade-level mastery. We rated 44% of the lessons observed with a "four" and 12% of the lessons with "five." This suggests that almost half of the lessons were not likely to lead students to grade-level mastery of the objective being taught.

FINDINGS

ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS

Key Findings at Iftin Charter School:

🔍 **In high-performing schools, all students (regardless of race/ethnicity, language background or disability status were expected to learn rigorous academic content. Expectations were high; however, teachers also ensured that students had high levels of support to maximize the likelihood that students could achieve the expectations.** At Iftin Charter School, observers found the following evidence regarding the level of rigor provided to diverse student populations:

- Observers were not able to identify students with mild disabilities during classroom observations, therefore, we were unable to note whether students with mild disabilities were expected to learn the same rigorous standards all students were expected to learn. Also, observers could not gauge if students with mild disabilities were supported through differentiation or intervention in ways that increased the likelihood they would learn the same rigorous standards all students were expected to learn.

- Where observers were able to identify students with different language backgrounds during classroom observations, the observers noted that students with emerging English proficiency were expected to learn the same rigorous standards all students were expected to learn. As well, students with emerging English proficiency were supported in ways that increased the likelihood they would learn the same rigorous standards all students were expected to learn.

🔍 **In high-performing schools, all demographic groups of students accessed challenging courses proportionately. Additionally, students from all demographic groups achieved high levels of success in those challenging courses.** At Iftin Charter School, there does not appear to be any courses designed/offered to be more challenging than others. This practice could be outstanding if every classroom included a focus on challenging academic objectives.

🔍 **In high-performing schools, educators use common, formative assessments to ensure that all students have learned critical academic objectives. Results from common formative assessments provide teachers information about the extent to which students have mastered specific concepts and skills. Teachers review assessment results promptly to determine what they need to do to ensure students have acquired the knowledge that is pre-requisite to the subsequent concepts to be taught.** At Iftin Charter School, teachers have begun to administer formative assessments; however, the assessments provided in one classroom, may be different from those provided in other classrooms that serve the same grade. Learning expectations may vary, so student levels of preparation for subsequent grade levels may vary. Iftin teachers are heavily reliant on assessments provided in the curriculum guides they use, rather than common formative assessments they create, administer, and calibrate together.

FINDINGS

ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS

Key Findings at Iftin Charter School:

🔑 **In high-performing schools, when students do not develop strong understandings of concepts after initial instruction, students receive prompt intervention tailored to identify and address their needs successfully.** At Iftin Charter School, intervention is provided during distance learning by individual teachers with their own students, without a formal, systematic tiered approach, but rather an informal approach using small group work with the help of instructional aides in breakout rooms and opportunities for office hours with teachers. Iftin teachers exhibit an impressive willingness to give struggling students extra time and support in the virtual platform. Additionally, small groups of students have been brought onto campus as pods to receive extra support during their virtual learning, monitored by campus instructional aides. Students believed they were more successful because of the additional contact with and access to their teachers. One student shared, "My teacher will come back to Zoom to help me, whenever I need extra help from home. All I have to do is ask."

Pre-quarantine, Iftin operated an academic support zone on campus that provided academic support. Parents expressed appreciation for resources that help them help their children at home. Students with individualized education plans receive support from a full-time special education specialist who provides both pull-out (small group assistance outside of the regular classroom) and push-in (provided within the regular classroom) assistance. Iftin leaders have intentionally maintained small class sizes to support a focus on language development. Extended school days and summer programs are also implemented every year. Literacy Footprints is used for students who are learning English. Rosetta Stone is also used to help families at home with extra language support for not just their students, but their families. Classroom aides who are fluent in most of the Iftin students' first languages help with language support in classes throughout the year.

Parents and students indicated that all of the Iftin teachers are willing to provide extra support when students are not understanding lesson material. Parents also indicated that Iftin teachers are good at communicating with parents. In a few exceptions, if parents cannot connect with teachers on their own, (or if teachers cannot connect with parents) school administrators step in to make sure communication happens.

🔑 **In very successful schools, the curriculum includes rich opportunities for students to engage in the visual and performing arts, world languages, technology, sports, and leadership opportunities.** Data from our observations, and interviews did not indicate that Iftin Charter School students have access to a rich array of extracurricular activities. As mentioned in the previous section, parents and students indicated an interest in seeing Iftin add more opportunities for sports, the arts, and technology; They clearly see a need for Iftin providing additional chances to participate in rich extra-curricular or co-curricular activities, though some teachers indicate that they integrate art, music and drama in their core academic subjects when they can.

FINDINGS

ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS

SUMMARY AND RECOMMENDATIONS

The Equity Audit Team found several indicators of strength related to the curriculum experienced by students at Iftin Charter School. Those strengths include the following:

- Teachers at Iftin Charter School who taught the same grade level shared a common understanding of the specific standards and objectives their students needed to learn by various points in the academic year. Collaboration, both vertically and by grade level, provides teachers with opportunities to know the standards, discuss the depth of knowledge required for each standard, and know what they will accept as evidence from students to determine their level of mastery.

- Students with emerging English proficiency were expected to learn the same rigorous standards all students were expected to learn. As well, students with emerging English proficiency were supported in ways that increased the likelihood they would learn the same rigorous standards all students were expected to learn.

Additionally, the Equity Audit Team found several indicators of concern related to the curriculum experienced by students at Iftin Charter School. Those concerns include the following:

- Some educators at Iftin Charter School approached state standards in a manner that was as rigorous as required by state assessments; however, in some classrooms the approach to state standards was far less rigorous.

- During our visits to classrooms, we found lessons and content varied across classrooms within some of the same grade levels. This suggests that the curriculum students are able to access and learn is primarily dependent upon the classroom to which they are assigned.

- Observers did not see lessons that were aligned to the priority standards identified by Iftin educators at the beginning of the 2020-2021 school year.

Based on these strengths and concerns, the team offers the following recommendations:

FINDINGS

ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS
SUMMARY AND RECOMMENDATIONS

Recommendations

1

Intensive school-wide effort should focus upon the teaching of the priority standards in English language arts and mathematics identified at the beginning of the 2020-2021 academic year.

A. Professional development should begin with the development of a timeline for instruction related to the most important priority standards. The timeline should specify which priority standards will be taught at each grade level during the remainder of the 2020-2021 academic year. As well, the timeline should specify which priority standards will be taught throughout the 2021-2022 academic year. The timeline should take into consideration data from the most recently administered benchmark assessment and give special attention to priority standards that few students mastered on the benchmark assessment. Once calendars are established, focus should turn to the development or adoption of common formative assessments that align to the priority standards. Professional development should ensure that every teacher has a deep understanding of what students will be expected to know and do in order to master each common formative assessment.

B. The primary focus of teacher collaboration meetings should be helping teachers design lessons that will ensure that all students demonstrate mastery of the priority standards, as measured by the common formative assessments. This support should emphasize planning that increases the cognitive demand of lesson activities and questions (as described in the recommendation in the previous section) in ways that maximize the likelihood that students will master each priority standard. Teachers should have abundant support in planning lessons that have a high likelihood of leading students to master the priority standards. In particular, lesson planning should emphasize strategies for helping students relate to and see the importance of the concepts and skills they are being asked to learn. As well, lesson planning should emphasize strategies for frequently checking students' understanding of important concepts and skills that students will need in order to master the priority standards.

C. Iftin teachers should help make students and parents aware of the priority standards students are learning. Students and parents should know what students must know and be able to do to demonstrate mastery of the priority standards. For example, students and parents should know the kinds of problems they should be able to solve in order to demonstrate mastery of each priority standard. As well, students and parents should know when the priority standard will be assessed by a common formative assessment. Students should learn to set goals related to their mastery of the priority standards and students should learn to articulate information about their progress in learning the priority standards. When common formative assessments are administered, student successes and classroom successes should be celebrated.

FINDINGS

ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS

SUMMARY AND RECOMMENDATIONS

Recommendations

1

D. Classroom observations and feedback should include a major focus on the extent to which students are demonstrating progress learning the priority standards. Teachers should receive prompt feedback that affirms the extent to which their lessons were aligned to priority standards. As well, feedback should highlight evidence of the extent to which students were demonstrating progress toward mastering the priority standards. Feedback should support teachers by offering strategies that might increase the likelihood that students achieve mastery of priority standards. In particular, feedback should emphasize the efforts teachers are making to check students' understanding of specific concepts and skills related to the priority standards. Frequent checks will provide evidence of what students are learning and will provide a much higher likelihood that all students will show substantial gains on common formative assessments, larger benchmark assessments, and state examinations. Frequent checks for understanding will also provide for teachers an indication of what adjustments, refinements, and interventions need to happen immediately to ensure that all students get to mastery. Teachers will be able to make accurate predictions of how their students will score on the larger exams, as they collect more formative evidence collected and celebrate progress on a daily and weekly basis.

E. Regular written and oral communication from school leaders should emphasize the progress classrooms are making in learning the priority standards. For example, weekly emails to teachers should celebrate the best practices observed during the week (related to helping students master challenging priority standards). Daily announcements could celebrate students who were observed answering challenging questions or groups of students who were observed solving a challenging task. Written and oral communication should make clear to everyone that Iftin's core value, "We believe that all Iftin students can show continuous growth and achieve at high levels of academic and social success" is more than a slogan: It is the fundamental work of the school.

FINDINGS

ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS

SUMMARY AND RECOMMENDATIONS

Recommendations

2

Related to recommendation 1, when students do not demonstrate mastery of priority standards (as measured by common formative assessments), time needs to be set aside to improve the effectiveness of both intervention and enrichment efforts.

A. As teachers work together to create a schedule for the teaching of priority standards, teachers should set aside time for intervention and enrichment efforts after the administration of each common formative assessment. At least a few days should be set aside for intervention and enrichment after each common formative assessment.

B. Immediately after common formative assessments are administered, teachers should work together to evaluate student work and determine which students demonstrated mastery and which students did not demonstrate mastery. As well, teachers should endeavor to determine what teaching practices helped generate high levels of understanding and mastery. Specifically, teachers need to be able to identify which of the concepts and skills associated with the priority standard did their students master and which did students not master. Teachers should develop reasonable hypotheses about the misconceptions that might have prevented student success. As well, they should develop strategies for checking to validate those hypotheses.

C. Once teachers have a strong sense of what students did not understand regarding the critical academic skills selected and why students might not have developed an accurate in-depth understanding, teacher collaboration teams should work together (with the support of school leaders) to develop strategies tailored to help students overcome their misconceptions and master the concepts and skills that will lead them to high rates of proficiency. A small number of lessons should be devoted to intervention that allows teachers to utilize the strategies they have identified in ways that will lead students to mastery.

D. Teacher collaboration meetings should also be used to create enrichment lessons that provide opportunities for students to extend their learning and apply their knowledge and skills. Students who demonstrate mastery of the priority standards should have opportunities to participate in enrichment lessons.

E. Classroom observations and feedback should support teachers in providing intervention and enrichment. Feedback should reinforce effective practices and support teachers with additional teaching strategies when intervention or enrichment are not effective with all students.

F. Regular written and oral communication from school leaders should reinforce teachers for their effective use of intervention and enrichment strategies.

FINDINGS

EFFECTIVE INSTRUCTION THAT LEADS TO ENGAGEMENT AND MASTERY

Definition: **Effective instruction does not refer to a style of teaching or method; instead, it means instruction that results in the students demonstrating that they grew closer to mastering the content the teacher endeavored to teach..** In high-performing schools, NCUST researchers found educators utilizing instructional practices that 1) led all students to feel valued and capable and 2) focused on ensuring getting all students to understand and master key concepts and skills. Both of these goals were facilitated when teachers provided clear instruction; ensured that lessons were culturally, socially, and personally relevant to their students; checked student understanding, provided feedback, and adapted instruction accordingly; built student fluency with gatekeeper vocabulary; promoted successful student practice, and nurtured students' love of learning. With such instruction, students from all racial/ethnic, linguistic, and socio-economic backgrounds thrived academically.

In an effort to understand the kind and quality of instruction provided at Iftin Charter School equity audit team observed almost every classroom. The team used an observation protocol designed to capture the similarities and differences between the characteristics of teaching and learning found in high-performing schools and those observed in Iftin Charter School classrooms. Additionally, interviews with school administrators and focus groups with teachers, parents, and students provided additional insight regarding instruction at Iftin Charter School.

Key Findings at Iftin Charter School:

🔧 **Iftin Charter School teachers frequently conducted lessons in ways that made all students feel valued and capable.** Equity audit team members rated the extent to which each lesson observed was conducted in a manner that made students feel valued and capable. In 68% of the lessons, observers perceived that there was either exemplary evidence or considerable evidence suggesting that Iftin Charter School students felt valued and capable. In those classrooms, teachers engaged many students and offered sincere praise. They created welcoming learning environments and interacted with students in ways that exhibited caring and warmth. On the other hand, in 32% of the lessons, observers found only slight evidence or no evidence that lessons were conducted in ways that made students feel valued and capable.

🔧 **In high-performing schools, teachers planned and delivered lessons aimed at leading students to master the lesson objective the first time it was taught.** Lessons observed at Iftin Charter School occasionally were focused on ensuring that all students developed a deep understanding and mastery of lesson objectives. Equity audit team members rated the extent to which each lesson observed was conducted in a manner that led all students to develop a deep understanding and mastery of lesson objectives. In 44% of the lessons, observers perceived that there was either exemplary evidence or considerable evidence that teachers at Iftin Charter School delivered lessons that helped all students develop a deep understanding and mastery of lesson objectives. In these classrooms, teachers made sure that students understood the learning target. Teachers engaged students in learning activities that helped students make progress toward the lesson objective. On the other hand, in over half of the lessons observed (56%), the equity audit team members saw only slight evidence or no evidence of this practice. In those cases, observers had a difficult time determining the focus of the lesson or the lesson activities were far less rigorous than the lesson objective the teacher specified. In those classes, there seemed to be a low likelihood that students would achieve grade level mastery of the concept or skill students needed to learn.

FINDINGS

EFFECTIVE INSTRUCTION THAT LEADS TO ENGAGEMENT AND MASTERY

Key Findings at Iftin Charter School:

🔑 **A factor that influences the pursuit of understanding and mastery of lesson objectives, is the extent to which the lesson objective is clear to students.** In each classroom observation, observers rated the extent to which the lesson objective was clear to them. A score of "one" meant that the rater had difficulty determining the lesson objective. A score of "five" meant that the rater perceived that the lesson objective was specific and clear. The average rating for all lessons observed was 3.52. Even though there were many classrooms where the lesson objective was clear to the observer, there were other classrooms where the observer could not discern the lesson objective.

Similarly, for each classroom observation, observers rated the likelihood the lesson objective was clear to students. A score of "one" meant that the observer so no evidence that the teacher had done anything to ensure that students understood what they were learning and why. A score of "five" meant that the students demonstrated that they understood specifically and clearly what they were expected to learn and why. The average rating for all lessons observed was 3.5. In too many classrooms, there was little indication that students knew what they were expected to learn and why. In some classrooms, students might have known what the teacher assigned them to do, but they did not necessarily understand what the teacher wanted them to learn.

🔑 **Another factor that might influence the pursuit of understanding and mastery of lesson objectives is the extent to which collaborative teacher planning emphasizes such a focus.** During our observation of a teacher collaborative planning meeting, we found that planning activities emphasized a focus on understanding and mastery. Equity audit team members rated the likelihood that the collaboration resulted in teachers sharing a common understanding of the standard being taught. Collaborations were rated "one" if the observers perceived that teachers were not likely to leave the meeting with a shared understanding of the standard. Collaborations were rated "five" if the observers perceived that teachers were very likely to leave the meeting with a shared understanding of the standard. The observers rated the collaboration meeting observed as "four," suggesting a high likelihood that the collaboration resulted in teachers sharing a common understanding of the standard being taught. As well, observers used the same scale to rate the likelihood that that the collaboration resulted in teachers agreeing upon the depth of understanding they should expect their students to acquire. On average, observers rated the collaboration meetings as "four," suggesting a high likelihood that the collaboration resulted in teachers sharing a common understanding of the depth of understanding they should expect their students to acquire.

FINDINGS

EFFECTIVE INSTRUCTION THAT LEADS TO ENGAGEMENT AND MASTERY

Key Findings at Iftin Charter School:

- **In high-performing schools, teachers designed lessons to enhance students' clarity about key lesson concepts and to minimize students' misconceptions.** Lessons observed at Iftin Charter School occasionally were conducted in ways that promoted student clarity. Equity audit team members rated the extent to which each lesson observed was conducted in a manner that promoted clarity. Equity audit team members did not determine that any of the lessons observed demonstrated exemplary evidence of efforts to enhance student clarity; however, in 32% of the lessons observed, they perceived that there was considerable evidence that teachers at Iftin Charter School delivered lessons that helped all students develop a clarity about key lesson concepts. In those classes, teachers modeled for students what they wanted them to be able to do and provided careful guidance to help students understand key concepts. In approximately two-thirds of the lessons (68%), however, there was only slight evidence or no evidence of this practice.

- **In high-performing schools, teachers designed lessons to include frequent opportunities to check students' understanding, provide feedback, and adapt instruction accordingly.** Lessons observed at Iftin Charter School occasionally were conducted in ways that modeled frequent checking for understanding, providing feedback, and adapting instruction. Equity audit team members rated the extent to which each lesson observed was conducted with frequent checks for student understanding, frequent teacher feedback, and appropriate adaptation of the lesson in response to checks for student understanding. Although we did not find any classrooms with exemplary evidence of this practice, in 34.6% of the lessons observed, observers perceived that there was considerable evidence that teachers at Iftin Charter School delivered lessons in ways that modeled frequent checks for understanding, frequent teacher feedback, and appropriation adaption of the lesson. In one such classroom, the teacher called upon every student using a wheel of names. In other classrooms, teachers used other strategies to make sure every student was participating and providing evidence of their understanding. Teachers were also providing strong feedback that affirmed students understanding or led students to greater clarity. Unfortunately, in 65.4% of the classrooms, the observers saw only slight evidence or no evidence of this practice. Lessons would have been more likely to model strong checking for understanding, providing feedback, and adapting instruction if teachers had planned specific questions they could ask or strategies they could use to elicit responses from many or all students. Also, lessons would have been more effective if teachers had planned strategies that could use when students made errors that were fairly predictable.

FINDINGS

EFFECTIVE INSTRUCTION THAT LEADS TO ENGAGEMENT AND MASTERY

Key Findings at Iftin Charter School:

🔑 **In high-performing schools, teachers designed lessons that were responsive to the cultural, social, and personal backgrounds of the students they served. Often lessons helped students see connections between key academic standards and their own cultural, social, and personal backgrounds and interests.** Lessons observed at Iftin Charter School rarely were conducted in ways that responded to the cultural, social, or personal backgrounds and interests of the students served. Equity audit team members rated the extent to which each lesson observed was presented in a manner that helped students relate (culturally, socially, or personally) to the content being taught. In 19.2% of the lessons observed, equity audit team members perceived that there was either considerable or exemplary evidence that teachers at Iftin Charter School delivered lessons that helped all students relate to the content being taught. Observers noted that teachers provided examples to which students could relate. As well, observers saw teachers asking questions that led students to draw connections between the material presented and their personal experiences. In contrast, observers found slight evidence of this practice in 26.9% of the lessons and no evidence of this practice in 53.8% of the lessons observed. The promotion of culturally, socially, and personally responsive teaching might have been enhanced if teacher collaborative planning meetings helped teachers consider how they could present concepts in ways that would resonate with the cultures, backgrounds, and interests of Iftin Charter School students.

🔑 **In high-performing schools, teachers provided lessons that built their students' fluency with gatekeeper vocabulary. Often lessons gave all students many opportunities to use key lesson vocabulary in ways that helped students develop familiarity and comfort with the vocabulary.** Lessons observed at Iftin Charter School occasionally were conducted in ways that built students' fluency with key lesson vocabulary. Equity audit team members rated the extent to which each lesson observed helped students build fluency with vocabulary that was central to the lesson content and helped students integrate the lesson vocabulary into their speaking vocabulary. In 38.5% of the lessons observed, equity audit team members perceived that there was considerable evidence that teachers at Iftin Charter School delivered lessons that built their students' fluency with gatekeeper vocabulary. Observers noted that teachers had pre-identified key lesson vocabulary and engaged students in utilizing the vocabulary words. In contrast, in 61.5% of the lessons, observers found either slight evidence or no evidence of this practice. Lessons would have been more likely to help students build fluency with gatekeeper vocabulary if teachers had more frequently engaged students in meaningful conversations that required students to use the vocabulary frequently. Prior planning could help teachers design activities, simulations, games, skits, and other activities that would engage students in using gatekeeper vocabulary frequently.

FINDINGS

EFFECTIVE INSTRUCTION THAT LEADS TO ENGAGEMENT AND MASTERY

Key Findings at Iftin Charter School:

🔑 **In high-performing schools, teachers designed lessons that promoted students' successful practice of concepts and skills. Teachers allowed students to practice skills independently only when they knew that independent practice was likely to be successful.** Lessons observed at Iftin Charter School occasionally were conducted in ways that promoted students' successful practice of concepts and skills. Equity audit team members rated the extent to which, in each lesson observed, students were allowed to practice independently only when they had demonstrated a reasonable likelihood of success. In 38.5% of the lessons observed, we perceived that there was considerable evidence that teachers at Iftin Charter School delivered lessons that promoted students' successful practice of concepts and skills. In those lessons, teachers provided students sufficient opportunity to practice concepts and skills with the teacher's support before allowing students to pursue assignments independently. In contrast, in 61.5% of the lessons, observers saw only slight evidence or no evidence of this practice. Lessons would have been more likely to help students experience successful practice if teachers had more frequently checked to make sure that students had a reasonable level of understanding before releasing students to pursue tasks independently.

🔑 **In high-performing schools, teachers designed lessons that led students to love learning. Students became excited about learning academic content because their teachers helped them understand how the content was relevant to their current or future lives. Students often perceived lessons as relevant because teachers engaged them in interesting projects. Teachers used interesting applications of technology to inspire engagement and mastery. Teachers maximized student engagement and mastery by creating frequent opportunities for students to interact with and learn from each other.** Lessons observed at Iftin Charter School occasionally were conducted in ways that led students to love learning. Equity audit team members rated the extent to which each lesson observed contributed to students developing a love of learning. In 15.4% of the lessons, observers perceived exemplary evidence that teachers at Iftin Charter School delivered lessons that led students to love learning. Additionally, in 19.2% of the lessons, observers found considerable evidence of this practice. In the observations with considerable or exemplary evidence, teachers generated student enthusiasm through their enthusiastic presentation of information. They actively engaged students and praised students for their efforts. In contrast, in 34.6% of the lessons, observers found only slight evidence of this practice and in 30.8% of the lessons, observers did not find any evidence of this practice. Lessons would have been more likely to lead students to love learning if teachers had more frequently demonstrated enthusiasm about the content they wanted students to learn, engaged students in projects or other activities that required them to apply the concepts being learned in meaningful, relevant ways, or engaged students in activities that required the integration of the content being learned with high-interest areas such as art, music, drama, physical education, technology, etc.

FINDINGS

EFFECTIVE INSTRUCTION THAT LEADS TO ENGAGEMENT AND MASTERY
SUMMARY AND RECOMMENDATIONS

The Equity Audit Team found several indicators of strength related to the instruction experienced by students at Iftin Charter School. Those strengths include the following:

- Iftin Charter School teachers frequently conducted lessons in ways that made all students feel valued and capable. In 68% of the lessons, observers perceived that there was either exemplary evidence or considerable evidence suggesting that Iftin Charter School students felt valued and capable.

- During our observation of a teacher collaborative planning meeting, we found that planning activities emphasized a focus on understanding and mastery.

Additionally, the Equity Audit Team found several indicators of concern related to the instruction experienced by students at Iftin Charter School. Those concerns include the following:

- Even though Iftin's instructional focus areas (positive classroom culture, focus on mastery, clarity, checking for understanding, and high student engagement) have driven all professional development efforts, most of these foci were not evident in observations of many classrooms.

- In too many classrooms, there was little indication that students knew what they were expected to learn and why. In some classrooms, students might have known what the teacher assigned them to do, but they did not necessarily understand what the teacher wanted them to learn.

- In approximately two-thirds of the lessons (68%), there was only slight evidence or no evidence that teachers were utilizing strategies to maximize student clarity about important lesson concepts and minimize students' misconceptions.

Based on these strengths and concerns, the team offers the following recommendations:

FINDINGS

EFFECTIVE INSTRUCTION THAT LEADS TO ENGAGEMENT AND MASTERY

Recommendations

1

Iftin Charter School educators should work together to plan and implement model lessons that integrate the elements of instructional focus (positive classroom culture, focus on mastery, clarity, checking for understanding, and high student engagement). Professional development, collaborative teacher planning, observations and feedback, and written and oral communication among educators should support progress in the development of many outstanding lessons that maximize learning outcomes for Iftin students.

A. Professional development should continue to focus on the elements of Iftin's instructional focus. In particular, attention should be given to identifying examples and non-examples of each element. Teachers should be able to discern positive examples of each element in face-to-face lessons, virtual lessons, and hybrid situations.

B. Collaborative teacher planning meetings should be structured in a way that helps teachers develop strong lesson plans that make it easier for teachers to model the elements of Iftin's instructional focus. Collaboration meeting protocols should be refined to help ensure that the meetings help teachers plan for effective implementation of the elements of the instructional focus. Lessons should be planned so that Iftin teachers exemplify each element of the instructional focus in ways that help students succeed in activities that require high levels of cognitive demand (as described in recommendation 1) related to priority standards in English language arts and mathematics (as described in recommendations 2 and 3).

C. Every classroom observation should include a focus on the elements of Iftin instructional focus. Feedback should positively reinforce teachers for the progress they make in implementing the elements of the instructional focus. As well, support should be provided to help teachers advance their implementation of the instructional focus elements. Continuous coaching by school leaders in cycles that center around the improvement of instructional focus elements will strengthen instruction and increase the positive outcomes for Iftin students.

D. As teachers develop expertise in implementing elements of the instructional focus, best practices should be recorded and utilized as sources of professional development. Iftin teachers should become resources to each other as they work to model the elements of the instructional focus.

E. Iftin leaders should use regular written and oral communication to bring attention to the school's progress in implementing elements of the instructional focus. For example, weekly email messages to teachers might share data with teachers regarding progress observed during the week related to the implementation of instructional focus elements.

NEXT STEPS

This report provides a large amount of information about school culture, curriculum, and instruction at Iftin Charter School. We recommend that school personnel take time to read and understand the various findings and recommendations contained herein. While reading the report, it is important to keep in mind that the report is based on a snapshot of Iftin Charter School. While the equity audit team endeavored to look comprehensively at the school and acquire input from an array of stakeholders, the report is based on information acquired over a narrow span of time from a limited number of stakeholders. As well, it is important to keep in mind that report compares Iftin Charter School with schools that NCUST has awarded, where every demographic group outperforms state averages. This high bar is likely to suggest areas of improvement that would not be specified in more typical audit reviews. If there are questions regarding any of the findings or recommendations, we encourage school leaders to contact the equity audit team leader. NCUST is happy to engage in conversations about the report with the school principal, with the school's leadership team, or with the school's faculty.

Secondly, we acknowledge that stakeholders may disagree with findings and/or recommendations in this report. Where there are disagreements concerning important issues, school personnel may wish to consider identifying and implementing strategies for acquiring additional objective information about issues of concern. The equity audit team leader would be happy to help suggest ways that school personnel can collect additional information to influence their understanding of important issues discussed in this report.

Finally, the report includes several recommendations. It is important for stakeholders to review these recommendations and recognize how they are interrelated. We encourage Iftin leaders to consider how they can work with NCUST to construct a timeline for implementing each of these recommendations. As well, we encourage school personnel to determine how they will monitor their progress toward implementation.

Finally, it is important for everyone involved to commit to pursuing high-priority recommendations with a spirit of teamwork and support. It will be important for stakeholders to remind each other that the reason for each improvement effort is grounded in their common interest in seeing all demographic groups of students at Iftin Charter School excel. As well, it will be important for all stakeholders to understand their roles in implementing each improvement effort and to feel that they have abundant support designed to ensure their success. It will be especially important to identify and celebrate both small and large successes. As well, it will be important to determine how stakeholders will support each other constructively through setbacks and disappointments. This report highlights that Iftin Charter School has many important strengths. By deliberately pursuing these high-priority recommendations, we are confident that Iftin Charter School will develop many more strengths that elevate learning outcomes for all groups of students.

Iftin's Summer Olympics(2021)
Road to Disney

Dates: June 21 - July 23 (5 weeks)   M-Th (Friday - School Closed)
Time: 8:30 - 1:00
July 23 - **Destination Field Trip

Anticipated # of students: 150   **Grades:** Upcoming 1st - 8th graders
Teachers: 10
Staff: 9
Admin: 4
**PE Coaches
Programs:

Literacy Lab	**Literacy Footprints** **RAZ Kids and Focused IXL**
Math Lab	**Focused Instruction utilizing Eureka, Teacher Created and Envisions Materials** **Focused IXL**
STEM Lab	**Discovery Science** **Hour of Code** **PBL Framework**
Healthy Connections Lab	**Physical Activity** **Sports** **Exercise**

First/Last Days of Summer School - Assess Students
Literacy Lab:
- Students will rotate between stations every 20 minutes
    - Guided Reading Instruction - utilizing Literacy Footprints
    - Independent Reading & Response to Reading
    - RAZ Kids (Headsprout for below readers)

Math Lab:
- Students will rotate between stations every 20 minutes
    - Guided Math Instruction
    - Math Games
        - Math wars (practicing math facts)
        - Monopoly (working with money)
    - Independent Math Practice on IXL (focused)

STEM Lab
- Students will participate in STEM activities, Participate in Hour of Code, or participate in a PBL cycle

Healthy Connections Lab
- Students will learn and play games
    - Soccer, basketball, lacrosse, exercise, Wii Games
        - Consider hosting a tournament for summer school students

To Earn Destination Trip or Carnival:
- **95% Attendance**
- **Demonstrate growth in reading and math**
- **No behavior referrals**
- **90% completion of assignments**

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- **90% completion of assignments**

Summer School 2021: Budget Review

Departments/Costs	Description	Total
Administrative Services Staff	**Admin/Office Staff** **20hrs per wk *5wks** 1) $6,300 2) $4,800 3) $3,000 4) $2,500	**$16,600**
Certificated Staff	**Certificated and Teachers** 1) $7k 2) $4,800 3) $4,000 4) $3,700 5) $3,500 6 $2,040 7) $4,100 8) $3,800 9) $4,100 10) $4,700 11) $3,500 12) $3,700 13) $4,032	**$49,272**
Classified Staff	**6 Instructional Aides** 1) $2,000 2) $1500 3) $2,000 4) $1500 5) $500 6) $2,000 7) $3,000 8) $3,400 9) $3,000	**$18,900**
Instruction/Curriculum	Literacy Lab Math consumables STEM Lab Healthy connection: PE	**$12,500**
Special Education: ESY	Service provider/Support staff 1) : $4200 Service Providers: ~$5,000	**$9,200**
Material Costs	Equipments	**~$3,000**
Other Cost	Field Trips Cost of Disney Ticket discounted: $90 *100=$9,000 Transportation Disney Trip for 50 people:$5,063.00*2= $10,126 Custodian: $5,000	**$19,126**
	Grand Total	**$119,398**

Local Control 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
San Diego County Office of Education	Maslah Yussuf CEO	yussuf@iftincharter.net (619) 519-0125

Plan Summary [2021-22]

General Information

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

Iftin Charter School (ICS) is a beacon of hope for families, especially the new arrivals to this country who speak little or no English. ICS provides a rigorous research-based curriculum preparing our children for the 21st century. We believe that all students can succeed with the appropriate support and resources. We provide the right people with the right vision, resources, policies and procedures, and educational program and ensure all student needs are met in a safe, culturally supportive environment.

ICS serves grades TK through 8th on a site owned by San Diego Unified School District ("District") located at 5465 El Cajon Blvd., San Diego, California. The school falls within the attendance boundaries of "Jackson" Elementary School within the area known as City Heights. Iftin Charter School attracts students from a wide range of both the city of San Diego and the wider county. Approximately 90% of Iftin's students reside in the communities of City Heights and the area immediately surrounding the school.

ftin remains passionate and committed to its mission to educate and enlighten through academic rigor, cultural literacy, and compassion. The vision and mission for ICS has evolved to meet the ever-changing needs of the student populations served. Many challenges have been experienced when trying to adequately meet the educational needs of this increasingly diverse school population, new performance standards, lower academic readiness of entering students, increased competition for scarce financial resources, and increased personnel and operating costs. In spite of many challenges and changes, school leadership and stakeholders remain dedicated to meeting the academic, social-emotional, and physical needs of all ICS students.

Our school days begins on the playground with the entire learning community participating in the morning pledge, affirmations from a designated core value based upon the IFTIN WAY, a recital of the Iftin Pledge and Code of Conduct, and announcements. Upon entry you are greeted by our diverse staff in either Somali, Spanish, or English and sometimes all three, under the Iftin Charter Pledge which is

prominently displayed, and is also visible in each classroom and learning space. Making your way through Iftin classrooms you will be greeted by positive, welcoming students eager to share all of the engaging activities happening in class. Students emit a true sense of pride in their work, their class, and their school. As you progress from room to room and onto the playground, you will witness the focus on positive behaviors, positive self-esteem and a philosophy focused on enlightenment and achievement via colorful posters, printed inspirational quotes, and student work displayed on the walls and in the halls. Students and teachers engage in academic discourse or work on solving a problem. Students engage in collaborative conversations around interactive lessons while participating in a restorative circle or working to resolve social issues. You will see students working on a class project, solving complex math problems, or working on a genius hour project; in groups, with partners, with their teacher or independently. Physical education activities are continuous and visible on the Iftin campus. Students in Transitional Kindergarten through 8th grade are being led in "Be Upmost" workouts on our playground or in the PE classroom. Depending on the day, you may see students participating in a PBIS activity they have earned or witness students participating in a lesson being held outside their classroom. You will feel the support and positivity that fills all corners of the school from the joyful voices to their proud and poised presence. You will leave, sensing the passion and drive from all of the adults and community members who begin and end each day with every child, every day in this school culture that is quiet and safe yet all encompassing.

OUR VISION : Provide all students with personalized, challenging, academic programs, which develop 21st Century skills necessary to become active and effective global citizens via a caring, interactive, project-based learning environment that emphasizes culture, character, compassion, and personal values.

OUR MISSION: Iftin Charter School provides students in grades TK-8 with an academically rigorous common core- aligned curricula supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS addresses the needs of a diverse group of students, their families and their communities by building on the strengths of the students' cultural heritage and life experiences. ICS students are educated and enlightened to become successful, lifelong learners and valuable members of the global community.

Reflections: Successes

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

Iftin charter school serves 280 English learners. We utilize an assessment based on ELPAC to determine each student's level of proficiency communicating in English. In 2018-19 school year, 61.9% of Iftin's English learners advanced to a higher level of English proficiency. In general, English learners at Iftin outperform English learners statewide on the state's assessment of English proficiency. For example, 16.4% of English leaners in California scored at level 4 (well-developed) on the ELPAC assessment, whereas 24.7% of English learners at Iftin performed at level 4. Iftin charter school also increased 6-points average gain in overall mathematics in 2018-19 school year according to California dashboard. During the 2019-20 school year, the average daily attendance at Iftin charter school was 97.2% whereas in the 2018-19 school year, the average daily attendance was 95.1%. There is a significant increase of 1.9% of average daily attendance. This is a great success as attendance matters. Research abundantly shows that if students show up, their academic, socio-emotional and overall school work is negatively impacted. In terms of students discipline, Iftin maintains a low rate of suspension and ensures better school attendance. For example, during 2018-19 school year, no students were suspended. Iftin's sixth-grade students outperformed California's sixth grade

students in mathematics. For example, whereas 38.52% of California's sixth-grade performed at the proficient or advanced level in mathematics, 56.76% of Iftin's sixth-grade students performed at the proficient or advanced level in mathematics. This remarkable success is a positive indication of the potential of Iftin charter school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on California Assessment of Student Progress and Performance (CAASPP) or smarter balanced summative assessment of 2018-19 school year, the percentage of Iftin charter school students who performed at the proficient or advanced level in English language arts and mathematics are substantial below the state-wide percentage at most grade levels. For example, 28.57% of Iftin students performed at or above the proficient level in English language arts compared to 51.1% of overall California state students. Likewise, 30.8% of Iftin students performed at or above the proficient level in mathematics whereas 39.9 % of overall California state students performed at or above proficient level. This is an indication to Iftin that there is a significant need to review our curriculum and instruction in the areas of ELA and Math.

To begin addressing these areas of need Iftin has hired a full time Reading Specialist that will review our current literacy program and identify areas of deficiencies and develop a plan to address those identified deficiencies. Iftin's Instructional Leader is also heavily involved in teacher PLC meetings to address the shortfalls in instruction. In collaboration with teachers we are developing: pacing guides with emphasis being placed on priority standards, standards aligned lessons, and frequent checks for understanding that is used to guide instruction. Finally, Iftin hired additional Instructional Aides, to ensure there is 1 to 1 instructional support in all K-3 classes and intermittent instructional support in grades 4-8. The Instructional Aides also work with school leadership and teachers to provide additional tutoring sessions after school, during half-days, as well as during the summer school session. Iftin will host a Summer Academy in the summer of 2020 and subsequent summers to mitigate the learning loss due to the pandemic and to lessen the learning loss experienced during the summer months.

LCAP Highlights

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

Iftin Charter School's LCAP was developed utilizing the feedback we received from our stakeholders. The LCAP was developed with three focus areas in mind: 1) Student Academic Achievement 2) Student and Parent Engagement and 3) Providing a safe and culturally responsive and sound learning community for all students. One key feature to highlight is the steps we are taking to place an emphasis on the importance of student data. The development of a data room will house school-wide data in a space that is visible to leadership, teacher and eventually parents. The more we engage in discussions about current student data, the more informed we are when we develop lesson plans, intervention plans, and differentiation needs. Another key component of Iftin's LCAP is the hiring of highly qualified staff and the level of support we will provide to our staff. Iftin is focused on hiring the right person that is dedicated to supporting our student's academic success. We are also focused on ensuring our staff has the training, tools and support needed to be successful.

In order to monitor the effectiveness of the data-driven decision making about our educational programs and the impact of our trainings and support of staff, we will do the following: 1) CAASSP data results will be used to monitor programs and drive changes in instructional

practice; 2) Classroom teachers will regularly assess students' mastery of North Star standards by informal observations, examining student work, and use theme tests and end-of-unit assessments as benchmarks. Reteaching will occur regularly as needed; 3) Iftin will also use Diagnostic Reading Assessments (DRA) to determine students' reading levels; 4) The school's instructional leader will conduct regular classroom walkthrough to informally and formally assess the instructional program and provide feedback to the classroom teachers.

Iftin's instructional leader in collaboration with the leadership team as well as the reading specialist will continuously support, train, supervise, and evaluate teachers in their implementation of the standard-based core subject programs. The teachers will incorporate Balanced Literacy Framework based on The Gradual Release of Responsibility from Vygotsky's Research to address the students' needs in the areas of reading and writing. This Literacy Framework provides powerful approaches and strategies to teaching reading and writing which are research-based and clearly aligned to State Board of Education Standards. By implementing these research-based approaches, teachers will be engaged in ongoing improvement of their practice as well as addressing North star standards.

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.

Not applicable to Iftin Charter School.

Support for Identified Schools

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

Not applicable to Iftin Charter School.

Monitoring and Evaluating Effectiveness

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

Not applicable to Iftin Charter School.

Stakeholder Engagement

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

Iftin values the feedback of all our stakeholders and is consistently enlisting the input from our students, parents, teachers, staff and board members to ensure the success of our educational program.

Parent/Students/Community Engagement: Iftin hosts monthly parent meetings to update parents on school process and procedures, safety guidelines, academic plans as well as current state of the school year. Parents have an opportunity at each meeting to have their voice heard. Our Parent Liaison also acts as the voice for parents on a regular basis as all parents have his contact number and communicate with him on a regular basis. Beginning early December 2020 thru the end of February 2021, parents, students in grades 5-8, and community members had the opportunity to participate in the LCAP Survey to provide their input on student outcomes, engagement, and conditions of learning. Our parent liasion also translated and created a video on how to complete the survey in Somali and our Outreach Coordinator did the same for our Hispanic families. Iftin communicated the survey to families through their classes, in parent meetings, through a link sent via What's App, a mass call out to parents, as well as a link posted on our school website. Parents, students and the community will have the opportunity to review the draft LCAP by the end of April 2021 at a public board meeting and will have 2 weeks to provide feedback through a survey, parent meeting and by contacting the parent liaison or school leadership.

School Site Council Engagement: Iftin has held four SSC meetings this year to discuss the educational plans of the school as well as to review the LCAP and LCFF funding. Beginning early December 2020 thru the end of February 2021, members of the SSC had the opportunity to participate in the LCAP Survey to provide their input on student outcomes, engagement, and conditions of learning. Iftin communicated the survey to all stakeholders through emails, mass phone calls, and posting the survey to our school website. Our SSC will meet in April 2021 to review the draft LCAP and provide feedback on changes or updates they'd like to see. They will meet again at the end of May to approve the final draft of the LCAP.

Iftin School Board of Directors: Iftin has held monthly board meetings to update the board on operations, instruction, and school needs. The Iftin School Board of Directors were also given the opportunity to participate in the LCAP survey. The Iftin Board of Directors will be presented with a Draft of the LCAP during the April board meeting. The LCAP development team will illicit feedback, make any recommended changes and present a final draft by the end of May 2021.

Staff Engagement: Iftin has monthly staff meetings to provide updates to teachers and staff as well as discuss the school's policies and procedures. All staff members were asked to participate in the LCAP survey that was completed anonymously. The survey was shared with staff bi-weekly through email and our staff meeting. Staff also had access to the survey through our school website.

A summary of the feedback provided by specific stakeholder groups.

The LCAP survey garnered 111 responses; 45 students responded, 37 parents responded, 2 board members responded, 5 community members responded, and 22 staff members responded. Here are the top areas of focus from each stakeholder group gathered from the survey conducted between December 2020 - February 2021.

School Board of Directors felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Secure Drop Off and Pick Up area, Partner with parents and engage families, Ongoing maintenance of school facility with the need for a remodel or renovations

Staff felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Secure Drop Off and Pick Up area, Increase parent engagement and offer educational opportunities for parents, Ongoing maintenance of school facility with the need for a remodel or renovations, Address attendance, especially chronic absenteeism, Discipline process and procedure needs to be updated and consistently implemented, Interventions and Enrichment opportunities

Parents felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Clean school , Student achievement, Enrichment and intervention opportunities before, during and after school, Volunteer opportunities, Parent workshops or educational opportunities, Sports or extracurricular activities

Students felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Ongoing maintenance of school facility with hopes of a grassy area, Incentives for academics, behavior and attendance, Parent engagement, Increase student voice, Engaging instruction, Sports or extracurricular activities

Community members felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Ongoing maintenance of school facility with hopes of a grassy area
Parent engagement and educational opportunities, Increase student voice, Enrichment and intervention opportunities for students

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

The entirety of the LCAP was influenced by our stakeholder input. Our actions in each goal was specifically developed to address the overarching focus on Teacher Recruitment, selection and support, Parent Engagements, and improving student achievement through the development of incentives and addressing technology concerns. More specifically the following actions were developed to address stakeholder feedback.

Goal 1, Action # 3, 5, 6 and 7
Goal 2, Action # 1, 2, 3, 4, 5, and 6
Goal 3, Action # 1, 3, 4, and 5

Goals and Actions

Goal

Goal #	Description
1	Student Outcomes: Iftin Charter School will develop an infrastructure for the collection and analysis of multiple forms of data at the student, classroom, and school-wide level. These data will be used to: monitor student progress and identify student need; make instructional decisions; guide professional learning; and inform program development and monitor the effectiveness of program implementation.

An explanation of why the LEA has developed this goal.

The goal reflects the feedback obtained from all the stakeholders's contribution and ensuring in meeting the needs of all students utilizing authentic real time data. This will help to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

State Priorities:

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8	-54.7				Increase 5 points or greater above standard (Distance from Standard)
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores:	-62.5				Increase 5 points or greater above standard (Distance from Standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 3-8					
All students will demonstrate an average growth of 25 points in school-wide Benchmark in both ELA and Math by the end of the year.	Avg. 9.25 points ELA Avg. 12.25 points. Math				Avg. 25 points growth ELA Avg. 30 points growth Math
Increase ELL students will make progress towards English proficiency. A progression of 5% in both each year.	49.7% making progress towards English language proficiency				65% of ELL students will make progress towards English language proficiency.
100% of teaching staff will deliver rigorous lessons that help all students develop a deep understanding and mastery of standards.	44% of lessons delivered are rigorous for students to master the grade-level standard. (Equity Audit)				100% of lessons delivered will be rigorous for students to master the grade-level standard. (Equity Audit)
Maintain an average daily attendance rate of >96% yearly.	96% ADA				97% ADA
Chronic Absence	10.7%				6% or less.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development, Assessment, and Data	ICS will administer school-wide benchmark assessment three times a school year to assess student mastery of the Common Core State Standards. Classroom teachers will utilize data to guide instruction, planning and utilization of additional support systems or programs.	$31,215.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Iftin will dedicate a room for student academic data display, data analysis, data driven planning, and professional development focused on all students, Special Education students, and general education students. The data room will be accessible to all stakeholders to create transparency and develop the partnership between home and school.		
2	Professional Development, Assessment, and Data	Professional learning communities (PLC), vertical planning meetings, and instructional support staff will meet regularly to analyze student data and make informed decisions about the instructional needs of each student. The Curriculum and Instruction Committee with representation across all grade spans and programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff.	$89,500.00	No Yes
3	Academic and Instructional Support	Improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools. The Curriculum and Instruction Committee will lead efforts to apply the selected instructional framework to ensure continuous improvement. Iftin will hire a Reading Specialist and Math resource teacher that will collaborate with stakeholders to design a professional development training based on the needs of the school. Students will receive individualized interventions and enrichment opportunities on a daily basis.	$347,500.00	No Yes
4	Academic and Instructional Support	Classroom teachers will differentiate instruction for English Learners by utilizing English Language Development instructional strategies,	$92,773.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum, and by 2024, 65% of our English Language Learners will show growth in their English Language Development and proficiency.		
5	Attendance and Instructional Support	ICS will develop attendance goals and incentives for all students, individual students, classes and grade levels so that we maintain an average daily attendance rate of 96% or greater each year.	$6,500.00	No Yes
6				No Yes
7				No Yes
8				No Yes
9				No Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Engagement: Iftin Charter School will engage parents and the community as partners through communication, collaboration, and education to ensure that all students are college ready. Iftin will foster a learning-centered culture dedicated to academic rigor, cultural literacy, and compassion built on the core values of Integrity, Focus, Tolerance, Independence, and Nurturing that will provide all students with a nurturing and safe learning environment through the integration of social-emotional learning that promotes positive behavior.

An explanation of why the LEA has developed this goal.

The goal reflects the feedback obtained from all the stakeholders's contribution and ensuring in meeting the needs of all students utilizing authentic real time data.

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parental Training and workshops each month.	0				Monthly workshop/training sessions for Parents
% of parents and students will be satisfied and comfortable with the utilization of technology resources, tools, communication and access.	0				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students and parents have access to computers and internet at home and can access online communications, resources, and tools.	0				100%
% of students that will have access to standards-aligned instructional materials: school-wide activities.	100%				100%
% of teachers that will implement state standards for all students including EL access to CCSS & ELD.	100%				100%
% of teachers who are appropriately credentialed and assigned.	100%				100%
Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC	0				50%
Increase English Learner reclassification rate:	13%				25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Engagement	Parental Involvement in decision-making includes input from parents in programs, activities and procedures. An annual meeting will be held for parents to explain the goals and purpose of title programs and review of complaint procedures. Parents are actively involved and engaged in several key committees and meetings; • The parent/teachers conferences • School Site Council (SSC) • English Learner Advisory Committee (ELAC) • Local control funding formula (LCFF) • Local Control and Accountability Plan (LCAP) • school calendar Development • Volunteer Program Additionally, ICS will offer a flexible number of parent engagement meetings and parent institute of quality education PIQE to implement training. The School Site Council/ELAC will be held once a month to inform parents, student achievement progress, funding status and allow evaluation of plans. The administration will be available daily to answer questions or clarify information.	$76,500.00	No Yes
2	Parental Engagement	ICS will develop a parent resource room where parents will receive additional support, participate in educational opportunities, and utilize our technology and programs to learn English. Parental workshops will equip families with the necessary skills and resources to help their children, positive parenting, literacy workshops and understanding of special education.	$20,400.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3	Academic Intervention	ICS will provide intervention support through before-and-after school tutoring for students identified as low-performing and offer a variety of learning supports including differentiated instruction and interventions for all students as needed. Interventionist will be assigned to implement the following Intervention Programs: NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools Reading: Push-in Guided Reading K-5 as needed for teacher support; Pullout Reading Intervention grades 4-8 Mathematics: Push-in grades 3-6 Enrichment and extracurricular opportunities will be used before, during and after school for all students. The Instructional Leader and Intervention Team will meet monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.	$96,825.00	No Yes
4	Community Outreach	ICS will host community events for the school community. ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities includes; • Outreach - scheduling, coordinating, and facilitating parent meetings • Interpreting for IEP and SST meetings	$63,450.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		• Translating school documents and correspondence to Somali, Spanish and Arabic • Recruit students for enrollment • Distribute educational materials to community • Assist families in finding services and supports The Parent Liaison, bilingual in Somali-English, will serve on the SSC committee. Information will be disseminated to parent in multiple methods; • SchoolMessenger App: • English/Somali/Spanish translations • Informational flyers will be sent home • Phone Dialers/Text Messages • Meeting Agendas • Face to face conversations		
5				No Yes
6				No Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Conditions of Learning: Iftin will maintain a safe, healthy learning environment by providing sufficient staffing and ensure that each and every child has access to standards-aligned curricula taught by qualified teachers. ICS will create opportunities for students to become interested in school and learning through technology-based activities such as project-based learning, extended extracurricular and expanded learning program involvement, including other enrichment opportunities (arts programs, field trips, assemblies, athletics, etc.). Maintain clean, safe, and appealing facilities conducive to learning.

An explanation of why the LEA has developed this goal.

The goal reflects the feedback obtained from all the stakeholders's contribution and ensuring in meeting the needs of all students utilizing authentic real time data. Parent engagement and participation includes strategies parents can use at home to support their child academically and social-emotionally.

State Priorities:

*Priority 2: State Standards (Conditions of Learning)
*Priority 3: Parental Involvement (Engagement)
*Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of staff trained in use of instructional programs, instructional tools, and assessments.	100%				100%
100% of staff will demonstrate	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
proficiency and full implementation of CCSS aligned instruction.					
100% of students will have 1:1 home access to technology.	100%				100%
% of students, staff and parents feels safe, engaged and supported.	95%				98%
decrease % of student discipline referrals	3%				<1%
Maintain a suspension rate of less than 2%.	1%				<1%
Well maintained school campuses: Facilities Inspection Tool (FIT)	Fair-to-Good repair standard.				Exceed good repair standard.
100% of staff trained and implementing PBIS concepts and strategies.	0				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Personnel	Iftin Charter School will employ the following staff to ensure basic conditions of learning and school safety. • Administrators • School Psychologist • 100% of Classroom Teachers are appropriately credentialed and assigned • Education Specialist	$130,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		• Intervention Teachers • School Guidance Counselor • Guidance Deans • Instructional Aides • Office, Clerical, and Administrative Staff • Technology Coordinator • Janitorial and Maintenance Staff • Supervision and Security Staff		
2	Curriculum and Instruction	ICS will provide standards-aligned curriculum, assessments and high quality instruction to prepare students for college and career ready. All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. School Psychologist(s) will provide screening and early identification of learning disabilities and other challenges students face. Attend student study team meetings and recommend appropriate interventions or modifications as needed, especially for low income, English learner, foster youth and homeless students. ICS will implement effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.	$65,250.00	No Yes
3	Technology Integration	ICS will maintain technology frames that will guide the education program so students can meet the challenges of the 21st Century. ICS will be more reliant on technology for communication, industry, academics, and networking. Iftin will address all technical needs,	$172,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		acquaint students with the benefits and applications for their education and knowledge while preparing them through the use of the computer, software, and the Internet that opens the world of information and learning. ICS will provide educational technologies to improve teaching and learning. ICS will develop and deploy technology in the school including an administrative network that serves as the infrastructure and backbone to classroom instruction. Internet connectivity permits parent and student remote access.		
4	School Culture and Climate	ICS will implement Positive Behavior Intervention and Support (PBIS) and Restorative Practice. All staff will receive training and ongoing support. The culture and climate committee will guide the implementation and monitor effectiveness by ongoing review of discipline data and continued support and training for Bully Prevention. School Safety Committee with representation across all grade spans and programs will be created to: • Annually review and revise the school safety plan • Provide regular input on school safety issues • Staff will be trained in appropriate safety procedures and monthly drills • Supervision schedules will be developed to ensure student safety at all times ICS will establish character education courses for all students. Iftin's school climate survey will demonstrate >95% of students, staff and parents feel safe, engaged and supported by 2024.	$50,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
5				No
				Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

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

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

Required Descriptions

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

Goal 1, Action 1: This action was developed with our unduplicated students in the forefront. We developed this goal with the intent of utilizing assessments and data of our unduplicated students to determine each individual student instructional needs. This will be a crucial factor in meeting Goal 1.

Goal 1, Action 5: When developing this goal we did so with the understanding that our staff needed training on how to best serve our unduplicated population. The action of providing professional development for teachers so they can develop the skills and strategies for teaching our unduplicated population will help reach goal 1.

Goal 1, Action 7: Attendance is an important factor that needs to be addressed if we are to reach our goals. When developing this action item, we first considered our unduplicated student population by identifying ways we can increase their attendance. We will monitor student attendance and address any issues accordingly to ensure we reach goal 1.

Goal 1, Action 8: In order to improve services for our unduplicated students, we need to ensure we have accurate reliable data. We also need to ensure the data is accessible to teachers and support staff so that we can better understand student needs and develop instructional paths for our students. This action will be effective in reaching our goal to utilize student data to increase student achievement.

Goal 2, Action 1: One of Iftin's goal is to maintain an average daily attendance of 95% or higher. When developing this action, Iftin considered how to increase the attendance of our unduplicated student population and from that we developed the action of providing volunteer opportunities. If we can get the parents involved, we will increase the attendance of our unduplicated students. This action will not only help us in meeting the goal of engaging our parents, it will also further engage our students.

Goal 3, Action 5: Iftin's goal is to maintain a safe and healthy learning environment. We considered the social-emotional needs of our unduplicated students when developing the action of maintaining our PBIS efforts because we know their needs will be greater than all other students. Setting this action will ensure we are intentional in meeting the safety and health needs of our unduplicated student population.

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

- o **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.

- o **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 K-5), as appropriate.

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

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

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

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

- **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).

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

- **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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,002,984.00			$238,929.00	$1,241,913.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$690,098.00	$551,815.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities English Learners Foster Youth Low Income	Professional Development, Assessment, and Data				$31,215.00	$31,215.00
1	2	All Students with Disabilities English Learners Foster Youth Low Income	Professional Development, Assessment, and Data	$74,377.00			$15,123.00	$89,500.00
1	3	All Students with Disabilities English Learners Foster Youth Low Income	Academic and Instructional Support	$347,500.00				$347,500.00
1	4	All English Learners	Academic and Instructional Support	$72,582.00			$20,191.00	$92,773.00
1	5	All Students with Disabilities English Learners Foster Youth Low Income	Attendance and Instructional Support	$6,500.00				$6,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	All Students with Disabilities English Learners Foster Youth Low Income						
1	7	All Students with Disabilities English Learners Foster Youth Low Income						
1	8	All Students with Disabilities English Learners Foster Youth Low Income						
1	9	All Students with Disabilities English Learners Foster Youth Low Income						
2	1	All Students with Disabilities English Learners Foster Youth Low Income	Parental Engagement	$7,500.00			$69,000.00	$76,500.00
2	2	All Students with Disabilities English Learners Foster Youth Low Income	Parental Engagement				$20,400.00	$20,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All Students with Disabilities English Learners Foster Youth Low Income	Academic Intervention	$96,825.00				$96,825.00
2	4	All Students with Disabilities English Learners Foster Youth Low Income	Community Outreach	$30,450.00			$33,000.00	$63,450.00
2	5	All Students with Disabilities English Learners Foster Youth Low Income						
2	6	All Students with Disabilities English Learners Foster Youth Low Income						
3	1	All Students with Disabilities English Learners Foster Youth Low Income	Personnel	$130,000.00				$130,000.00
3	2	All Students with Disabilities English Learners Foster Youth Low Income	Curriculum and Instruction	$65,250.00				$65,250.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All Students with Disabilities English Learners Foster Youth Low Income	Technology Integration	$172,000.00				$172,000.00
3	4	All Students with Disabilities English Learners Foster Youth Low Income	School Culture and Climate				$50,000.00	$50,000.00
3	5	All English Learners Foster Youth Low Income						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,002,984.00	$1,241,913.00
LEA-wide Total:	$1,002,984.00	$1,241,913.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$426,582.00	$446,773.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development, Assessment, and Data	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,215.00
1	2	Professional Development, Assessment, and Data	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,377.00	$89,500.00
1	3	Academic and Instructional Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$347,500.00	$347,500.00
1	4	Academic and Instructional Support	LEA-wide Schoolwide	English Learners	All Schools	$72,582.00	$92,773.00
1	5	Attendance and Instructional Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,500.00	$6,500.00
1	6		LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	7		LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	8		LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	9		LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	1	Parental Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	$76,500.00
2	2	Parental Engagement	LEA-wide	English Learners Foster Youth Low Income			$20,400.00
2	3	Academic Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,825.00	$96,825.00
2	4	Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,450.00	$63,450.00
2	5		LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	6		LEA-wide	English Learners Foster Youth Low Income			
3	1	Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	$130,000.00
3	2	Curriculum and Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,250.00	$65,250.00
3	3	Technology Integration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,000.00	$172,000.00
3	4	School Culture and Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5		LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		