



“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- Regular Board Meeting

Meeting of Friday, June 25, 2021 at 5:30PM
5465 El Cajon Blvd., San Diego, CA 92115 (Library)

Mission: Iftin Charter School provides students in grades TK-8 an academically rigorous, common core aligned curriculum, 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

- A) Approve meeting minutes of 05/14/21

Discussion Items

- A) CEO Report
- B) Approval of LCAP/ANNUAL UPDATE/Budget Overview for Parents
- C) 2020-21 Preliminary Budget
- D) 2021-22 Consolidated Application
- E) 2020-21 and 2021-22 EPA Expenditures
- F) A. Board Membership 2 Yr. Term Updates

- G) B. Appointment of a New board members

Action Items

- A) Approval of LCAP/ANNUAL UPDATE/Budget Overview for Parents
- B) Approval of 2020-21 Preliminary Budget
- C) Approval of 2021-22 Consolidated Application
- D) Approval of 2020-21 and 2021-22 EPA Expenditures
- E) Appointment of a New board members:
 - i. Dr. Joseph Johnson
 - ii. Shuayb Mumin
- F) Approve Board Membership 2 Yr. Term Updates:
 - i. Rahmo Abdi Board Membership Renewal July 26, 2021 through July 25, 2023
 - ii. Faisal Ali Board Membership Renewal July 26, 2021 through July 25, 2023
 - iii. Mulki Hirsi Board Membership Renewal July 26, 2021 through July 25, 2023
 - iv. Joe Udall Board Membership Renewal July 26, 2021 through July 25, 2023
- G) Approve 2021-2022 Board Calendar
- H) Approve 2021-22 CEO Contract

Closed Session

CLOSED SESSION: PUBLIC EMPLOYEE PERFORMANCE EVALUATION PURSUANT TO GOVERNMENT CODE SECTION 54957(b)(1). Position: Chief Executive Officer

Report to Open Session

Reportable Action:

Advanced Planning

The next regularly scheduled Governing Board Meeting is to be held on Friday, June 25, 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



GOVERNING BOARD MINUTES - Special 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)

“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.”

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Approval of Agenda: Faisal Ali

WELCOME GUESTS / CALL TO ORDER 5:30 PM

Roll Call

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

PUBLIC COMMENT

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No Public Speakers

CONSENT ITEMS

None

Discussion Items

- A) CEO Report
- B) NCUST Audit Report



GOVERNING BOARD MINUTES - Special Meeting

- C) Summer School Program Plan
- D) 2021 LCAP Draft

Maslah Yussuf, CEO: Good evening all. Bruce Barton said, “Nothing splendid has ever been achieved except by those who dared believe that something inside them was superior to circumstance.”

We know that once we believe we can do it, we will be able to do it. We will take all the strategies and plans to embody to ensure that we reach our goals. We are working for our kids and our community. We want them to have a brighter and better future. To be able to make positive contribution to the community.

As board members, we really appreciate your time and support.

Dr. Joseph Johnson: Thank you very much. It is a pleasure and an honor to be with you today. I will share the audit report shortly, but just to highlight what Cara has been doing to support Iftin Charter;

- Coaching of leadership team based on NCUST Research of America’s Best Urban Schools: Teaching Practices and strategies; systems; Positive, Transformational Culture; rigorous Curriculum; Engaging Instruction
- Determining a FOCUS and remaining true to the FOCUS
- Creating a coherent improvement system
- Ensuring alignment of structures to the focus areas, including monthly Professional Development, PLC work, Lesson Plan and walk-through feedback
- 1:1 Coaching and leadership team and teachers
- Walk-through visits with debriefing with Cara and leadership team-what did we see? What feedback will we give teachers?
- Summer strategic planning for each upcoming school year
- North Star Standard work
- Core Value work

This year, we were able to conduct Equity Audit with Iftin Charter. 27 Classroom observations, interviewed 32 individuals (including administrators, teachers, staff members, parents, and students. Reviewed state data. There is so much to celebrate and also specific opportunities for improvement.

General information: Positive, committed staff, growing student population, High rates of student attendance, good progress for English learners, very low student suspension rates, below state average on SBAC, (exception: 6th Grade Math).

Positive Transformational Culture: Student feel cared about/believed in, Students feel physically and emotionally safe, Students actively participated in virtual lessons, Teachers feel respected by administrators, Teachers feel deeply committed to students, Lessons revealed low levels of cognitive demand.

Access to Challenging Curricula: English learners were expected to achieve, learning expectations varied among classrooms, few lessons were aligned to priority standards.



GOVERNING BOARD MINUTES - Special Meeting

Access to Effective Instructions: Many lessons made students feel valued/capable. Most of the Iftin instructional focus areas were not evident in the lessons observed.

Iftin's students can achieve challenging academic standards: The proof exists at Iftin Charter School.

In 2018-19, 39.73% of all sixth-grade students in California performed at the proficient or advanced level in mathematics, However, in 2018-19, 56.76% of Iftin sixth-grade students performed at the proficient or advanced level in mathematics.

At Iftin, educators identified key specific standards. Focusing on specific concepts and skills. The idea is to ensure that every child, regardless of what class they're in. Every child is going to be taught the most important concepts and skills. To make sure that every child at Iftin has an abundance of opportunities to learn those concepts and skills. There will be no guessing game of which child will succeed, because every child has been taught well.

In working with teachers, we want to ensure that they have practical understanding of what the standard mean. Ensure that students will have a level of understanding sufficient to enable their success with more challenging concepts. Ensure that parents will have a level of understanding sufficient to support their children.

Ensure lessons are planned that aligned to key standards, include abundant checks for understanding, help students become fluent with key vocabulary, and build on student's prior knowledge

Ensure that formative assessment results are analyzed to identify student misconceptions. Ensure that students receive immediate support, tailored to address their needs.

These efforts can be implemented in in ways to that help students and parents feel valued, supported and capable. Ensure that all efforts are framed in ways that help all teachers feel valued, supported and capable.

We are so eager to continue to help Iftin achieve. NCUST believes that Iftin has tremendous potential to be a model school. We look forward to supporting your success.

Rahmo Abdi: Thank you Dr. Johnson. We understand the challenges that lie ahead, but we have the opportunity to make Iftin the best school. I really appreciate your support for Iftin Charter School.

Faisal Ali: Thank you Dr. Johnson, we hope to continue working with you.

Faisal Ali: Moving to item C. on the discussion which is also an action item. Are there any questions or comments on this item?

Abdi Mohamud: The LCAP first draft is a work in progress. We received 113 survey responses which included Parents, Students, Teachers, Administrators, board members and the community at large.

We were able to identify key areas to address the state priorities and build upon the school's strengths. Here is a summary of the 2021-22 LCAP. Focusing on Student Achievement, engagement and conditions of learning. The SSC committee was given the opportunity to provide feedback for the LCAP process. The Learning Continuity Plan updates and LCAP for 2019-20 school year. We are finalizing the budget overview for parents and hope to bring the final draft for June approval. Thanks.

Action Items

A) Summer School Program Plan



GOVERNING BOARD MINUTES - Special Meeting

A motion was made to approve Summer School Program plan, as presented.

Motion Abdi **Second** Hersi **Ayes** Abdi, Hersi, Hassan, Ali **Nays** N/A **Abstain** N/A **Absent** Udall

Report to Open Session

Reportable Action: The board approved the articles to negotiate with union and we sunshine the document. We look forward to updates from the negotiating team.

Advance Planning

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

Adjournment 7:10 pm

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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
Iftin Charter School	Maslah Yussuf CEO	yussuf@iftincharter.net (619) 265-2411

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.

Iftin 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 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. 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 liaison 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	-62.5				Increase 5 points or greater above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
distance from Level (DFL) 3 Scale Scores: Grades 3-8					standard (Distance from Standard)
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	<p>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.</p> <p>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.</p>	\$31,215.00	No
2	Professional Development, Assessment, and Data	<p>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.</p>	\$89,500.00	No
3	Academic and Instructional Support	<p>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 support students and staff. Students will receive individualized interventions and enrichment opportunities on a daily basis.</p>	\$353,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	Academic and Instructional Support	Classroom teachers will differentiate instruction for English Learners by utilizing English Language Development instructional strategies, curriculum, and by 2024, 65% of our English Language Learners will show growth in their English Language Development and proficiency.	\$134,328.00	Yes
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

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,	0				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
tools, communication and access.					
% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase English Learner reclassification rate:	13%				25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Engagement	<p>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.</p> <p>Parents are actively involved and engaged in several key committees and meetings;</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	\$76,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Parental Engagement	<p>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.</p> <p>Parental workshops will equip families with the necessary skills and resources to help their children, positive parenting, literacy workshops and understanding of special education.</p>	\$20,400.00	No
3	Academic Intervention	<p>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.</p> <p>Interventionist will be assigned to implement the following Intervention Programs:</p> <p>ELD: Push-in supports</p> <p>Reading: Push-in Guided Reading K-5 as needed for teacher support; Pullout Reading Intervention groups in grades 4-8</p> <p>Mathematics: Push-in grades 3-8</p> <p>Enrichment and extracurricular opportunities will be used before, during and after school for all students.</p> <p>The Instructional Leader and Intervention Team will meet monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.</p>	\$96,825.00	No

Action #	Title	Description	Total Funds	Contributing
4	Community Outreach	<p>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;</p> <ul style="list-style-type: none"> • Outreach - scheduling, coordinating, and facilitating parent meetings • Interpreting for IEP and SST meetings • 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 <p>The Parent Liaison, bilingual in Somali-English, will serve on the SSC committee. Information will be disseminated to parent in multiple methods;</p> <ul style="list-style-type: none"> • SchoolMessenger App: • English/Somali/Spanish translations • Informational flyers will be sent home • Phone Dialers/Text Messages • Meeting Agendas • Face to face conversations 	\$63,450.00	No
5				

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	<p>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.</p> <p>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.).</p> <p>Maintain clean, safe, and appealing facilities conducive to learning.</p>

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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of staff will demonstrate proficiency and full implementation of CCSS aligned instruction.	100%				100%
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. <ul style="list-style-type: none"> Administrators School Psychologist 	\$2,805,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 100% of Classroom Teachers are appropriately credentialed and assigned • Education Specialist • 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	<p>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.</p> <p>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.</p> <p>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.</p>	\$65,250.00	No

Action #	Title	Description	Total Funds	Contributing
3	Technology Integration	<p>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, 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.</p> <p>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.</p>	\$172,000.00	No
4	School Culture and Climate	<p>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.</p> <p>School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Personnel		\$900,000.00	

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
20.69%%	\$673,864

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,770,539.00	\$220,000.00		\$873,929.00	\$4,864,468.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,310,653.00	\$553,815.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Professional Development, Assessment, and Data				\$31,215.00	\$31,215.00
1	2	All Students with Disabilities	Professional Development, Assessment, and Data	\$74,377.00			\$15,123.00	\$89,500.00
1	3	All Students with Disabilities	Academic and Instructional Support	\$353,500.00				\$353,500.00
1	4	English Learners Foster Youth Low Income	Academic and Instructional Support	\$114,137.00			\$20,191.00	\$134,328.00
1	5	All Students with Disabilities	Attendance and Instructional Support	\$6,500.00				\$6,500.00
2	1	All Students with Disabilities	Parental Engagement	\$7,500.00			\$69,000.00	\$76,500.00
2	2	All Students with Disabilities	Parental Engagement				\$20,400.00	\$20,400.00
2	3	All Students with Disabilities	Academic Intervention	\$96,825.00				\$96,825.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All Students with Disabilities	Community Outreach	\$30,450.00			\$33,000.00	\$63,450.00
3	1	All Students with Disabilities	Personnel	\$2,225,000.00	\$220,000.00		\$360,000.00	\$2,805,000.00
3	2	All Students with Disabilities	Curriculum and Instruction	\$65,250.00				\$65,250.00
3	3	All Students with Disabilities	Technology Integration	\$172,000.00				\$172,000.00
3	4	All Students with Disabilities	School Culture and Climate				\$50,000.00	\$50,000.00
3	5		Personnel	\$625,000.00			\$275,000.00	\$900,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$114,137.00	\$134,328.00
LEA-wide Total:	\$114,137.00	\$134,328.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$114,137.00	\$134,328.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Academic and Instructional Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$114,137.00	\$134,328.00

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:		

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:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Iftin Charter School	Maslah Yussuf CEO	yussuf@iftincharter.net (619) 265-2411

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

PUPIL OUTCOMES: Iftin will develop an infrastructure for the collection and analysis of multiple forms 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.

State and/or Local Priorities addressed by this goal:

- 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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8:</p> <p>19-20 -8 DFL3</p> <p>Baseline -38.1 DFL3</p>	<p>No Data Available for Reporting</p>
<p>Metric/Indicator Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8</p> <p>19-20 -20.1 DFL3</p> <p>Baseline -50.1 DFL3</p>	<p>No Data Available for Reporting</p>
<p>Metric/Indicator Increase attendance rates:</p> <p>19-20</p>	<p>Maintained 96% ADA</p>

Expected	Actual
<p>>96%</p> <p>Baseline 96%</p>	
<p>Metric/Indicator Decrease Chronic Absenteeism rates.</p> <p>19-20 <2%</p> <p>Baseline 1.2%</p>	<p>10.7% declined 1.2%</p>
<p>Metric/Indicator Middle School Dropout Rate:</p> <p>19-20 <1%</p> <p>Baseline 0%</p>	<p>0% No Dropout reported.</p>
<p>Metric/Indicator % of students access to broad course of study: PE, Technology, Somali</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100%</p>
<p>Metric/Indicator Administer Facility Inspection (FIT) Report: Good or Better</p> <p>19-20 Good</p> <p>Baseline Good</p>	<p>Good</p>
<p>Metric/Indicator</p>	<p>No Data Available for Reporting</p>

Expected	Actual
<p>Decrease % of Grade 5 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</p> <p>19-20 1%/2%</p> <p>Baseline 6.6%/13.3%</p>	
<p>Metric/Indicator Decrease % of Grade 7 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</p> <p>19-20 1%/3%</p> <p>Baseline 4.2%/12.5%</p>	No Data Available for Reporting

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PROFESSIONAL LEARNING - Assessment and Data</p> <p>All students, including those with disabilities and English learners, will demonstrate improved performance on state assessments as measured by State Indicators reported on the California Dashboard as follows:</p> <ul style="list-style-type: none"> • ELA Indicator: All students will increase by at least 10%; English learners will increase by at least 10% • Mathematics Indicator: All students will increase by at least 10%; English learners will increase by at least 10% • English Learner Progress Indicator will increase at least 10% <p>Teachers will receive training and support in interpreting and using data derived from the NWEA MAP in order to create specific, measurable, attainable, relevant, and timely goals to address student learning needs.</p>	<p>Cost of NWEA MAP Professional Learning 4000-4999: Books And Supplies LCFF Supplemental & Concentration \$26,305</p> <p>Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$17,250</p> <p>cost of benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4,562</p>	<p>Cost of NWEA MAP Professional Learning 4000-4999: Books And Supplies LCFF Supplemental & Concentration \$29,403</p> <p>Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$21,812</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$4,562</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>PROFESSIONAL LEARNING COMMUNITIES There are no additional costs associated with this action.</p> <p>All students, including those with disabilities and English learners, will demonstrate growth on NWEA MAP and other site measures as a result of increased teacher collaboration through Professional Learning Communities (PLCs). PLCs at each grade level and in vertical teams will meet regularly to analyze student responses to instruction and intervention. 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 successfully 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.</p>	<p>Cost associated with Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 0</p>	<p>Cost associated with Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 0</p>
	<p>NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8)</p> <ul style="list-style-type: none"> • DRA: 3 times/year Gr. K-3 • DRA: 2 times/year Gr. TK <p>4000-4999: Books And Supplies LCFF Supplemental & Concentration \$95,069</p>	<p>NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8)</p> <ul style="list-style-type: none"> • DRA: 3 times/year Gr. K-3 • DRA: 2 times/year Gr. TK <p>4000-4999: Books And Supplies Supplemental and Concentration \$85,050</p>
<p>PROFESSIONAL LEARNING - Instruction</p> <p>Student engagement and academic achievement will increase as a result of 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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$18,258</p> <p>cost of benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4466</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$19,345</p> <p>cost of benefits \$4836</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Reading specialist @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$57000</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$14,250</p> <p>Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration \$71,400</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$17,850</p>	<p>Reading specialist was not hired. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 0</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration 0</p> <p>Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration \$73,600</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$18,400</p>
<p>PROFESSIONAL LEARNING - Curricula</p> <p>Teachers will have training and support to implement the following curricula year 3:</p> <ul style="list-style-type: none"> • Reach Reading/Language Arts • Eureka Mathematics • Active Classroom History/Social Studies - Science 	<p>4000-4999: Books And Supplies LCFF Supplemental & Concentration \$50,049</p> <p>Entire school staff will attend SWPBIS training (August 24). 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$10,000</p> <p>Teachers will attend Professional Development on Classroom Management & Building Community. 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>4000-4999: Books And Supplies LCFF Supplemental & Concentration \$31,000</p> <p>School-Wide Positive Behavior Intervention Supports training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$14,000</p> <p>Classroom Management and building community 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$9,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PROFESSIONAL LEARNING - Curricula</p> <p>Teachers will have training and support to implement the following curricula year 3:</p> <ul style="list-style-type: none"> Reach Reading/Language Arts Eureka Mathematics Active Classroom History/Social Studies - Science 	<p>LCFF Supplemental & Concentration \$7500</p> <p>0</p> <p>Costs for facility upgrades and/or expansion, and maintenance/repairs. 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,633</p>	<p>0</p> <p>Costs for facility upgrades and/or expansion, and maintenance/repairs. 5000-5999: Services And Other Operating Expenditures LCFF Base</p>
<p>ACADEMIC INTERVENTIONS</p> <p>Three teachers will be assigned to implement the following Intervention Programs in year 3:</p> <ul style="list-style-type: none"> 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; Pull-out Reading Intervention grades 4-8 Mathematics: Push-in and Pull-out grades 3-6 <p>The Instructional Leader and Intervention Team will meet at least monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$179,150</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Base \$43,823</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions/services were used to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

ICS made adjustments to support distance learning in light of the pandemic. We provided chrome laptop for each student, additional texts and school supplies, access to the internet for students that had unreliable internet services or no services at all, additional cleaning supplies/services. Professional Development were included curriculum, family/student engagement, assessment and grading, technology tools and programs.

Additional cleaning supplies and services were implemented. Student learning packets were prepared weekly for all students and delivered packets home for families having transportation issues.

When school abruptly closed in March of 2020, we immediately sent home prior written notices to all parents to inform the change in scheduling. We quickly shifted to a virtual model that ensured all special education students continued to receive their specialized academic services as well as their other services provided through our service providers. Our education specialist, instructional aides and service providers have continued to push into classes to provide services according to IEP's.

ICS made every effort to provide special education and related services to the child in accordance with the child's individualized education program (IEP), consistent with a plan developed to meet the requirements. Special education students continue to receive services, which allows all special education students to come onsite to continue their virtual learning, receive their services in-person when appropriate and receive additional academic help if needed. ICS SPED department has also worked tirelessly to get all of our IEP annals and triennials met.

Successes:

Professional Development training focused on best practices to support teachers in ensuring a productive collaboration.

Every child received a chrome device.

Families were provided Internet Connectivity access.

Dedicated tech team that helped families troubleshoot technical issues ranging from computer issues to zoom issues

Students received weekly learning packets. Also delivered packets home for families having transportation issues.

We reopened school for high needs students, SPED, homeless and foster youth.

We put safety first: Created a safe environment, where the health and well-being of all stakeholders is priority

*Daily Screening

*Preventative measures including schedules, routines, keeping students in single cohort

*Increased Custodial Staff

*Disinfecting frequently all common areas

Challenges:

At the start of school closures, families did not have consistent access to the internet and computers, students/families or were under-connected.

Diligent Planning and preparation

Economic impact on students and families.

Benchmarks result in many students' negative outcomes of distance learning experience because of challenges of online learning, especially for elementary students.

The pandemic widened the equity gaps, because most of our students are coming from low income and refugee families.

Scheduling and planning for the learning paths parents are taking, hybrid or virtual.

Goal 2

Iftin 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.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of students that will have access to standards-aligned instructional materials:</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100%</p>
<p>Metric/Indicator % of teachers that will implement state standards for all students including EL access to CCSS & ELD.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100%</p>
<p>Metric/Indicator % of teachers who are appropriately credentialed and assigned.</p> <p>19-20 100%</p>	<p>100% Credentialed and Assigned.</p>

Expected	Actual
Baseline 100%	
Metric/Indicator Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC. 19-20 Establish AMO using ELPAC Baseline 37%	49.7% making progress toward EL Proficiency.
Metric/Indicator Increase English Learner reclassification rate: 19-20 Establish AMO using ELPAC Baseline 14.4%	20% Reclassification rate.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PARENTAL ENGAGEMENT IN DECISION-MAKING Parental involvement in decision-making takes place in the following ways: <ul style="list-style-type: none"> • Board of Trustees • Board membership requires commitment to at least one regular meeting monthly and special meetings as needed. • Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act. • School Site Council (SSC) • SSC membership requires commitment to at least one regular meeting monthly. 	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$1,285	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$4,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> SSC will hold monthly meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to Iftin's Board of Trustees. SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act. English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the development of the Single Plan for Student Achievement (SPSA) 		
<p>CLIMATE</p> <p>Costs associated with action are assumed by Iftin's partnership with El Dorado Charter SELPA.</p> <p>Iftin will continue to implement School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practice. All staff will receive training and ongoing support. The sub-committee of Curriculum and Instruction, SWPBIS, will be continue to guide implementation and monitor effectiveness by ongoing review of discipline data.</p>	<p>0</p> <p>2. The school's CELDT Coordinator and Credentialed teachers will administer the CELDT and ELPAC. The principal, instructional leader, and teachers will work together to review, analyze, and closely monitor the academic progress of all ELs using multiple forms of data from assessments to ensure academic growth in ELA and Mathematics. 4000-4999: Books And Supplies LCFF Base \$7,700</p> <p>Implement the following ELD Curriculum:</p> <ul style="list-style-type: none"> INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD) <p>Assess: REACH, INSIDE, and Systematic ELD Assessment</p>	<p>0</p> <p>4000-4999: Books And Supplies LCFF Supplemental & Concentration \$8,058</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental & Concentration \$8,500	
<p>SAFETY</p> <p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> • annually review and revise the school safety plan • provide regular input on school safety issues <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p>	4000-4999: Books And Supplies LCFF Supplemental & Concentration \$3,593	\$6,000
<p>PARENTAL PARTICIPATION - Outreach and inclusion</p> <p>With advisement from School Site Council (SSC), 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 will include but are not limited to:</p> <ul style="list-style-type: none"> • outreach - scheduling, coordinating, and facilitating parent meetings • interpreting for IEP and SST meetings • translating school documents and correspondence The Parent Liaison, bilingual in Somali-English, will serve on SSC. 	4000-4999: Books And Supplies LCFF Supplemental & Concentration \$11,716	\$16,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff. Funds budgeted for actions and services that were not implemented were used to support distance learning. Students received access to a laptop and Wifi-hotspot, as well as curriculum and materials, and supply demands presented by COVID-19 pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

We provided the materials and support needed to succeed. All materials and technology needed for distance-learning were obtained and distributed

Social Emotional Learning needs of all students. Teachers, staff and the administration have increased support and contact with students to provide information about support for access to services for general health and mental health.

Targeted Intervention and supports for all students

ICS used multiple methods to reach families. Our Parent Liaison fluent in Somali and Spanish provided additional support and communication updates.

Challenges:

The challenges in implementing the actions/services to achieve this LCAP goal were directly aligned with the impacts of the COVID-19 pandemic, school closure, and lack of availability of in-person offerings. All conferences, in-person activities and events, and facility meetings were offered virtually through remote access.

Goal 3

Conditions of Learning: 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.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent involvement through input in decision-making via SSC, ELAC, and Governing Board.</p> <p>19-20 Met</p> <p>Baseline Met</p>	<p>Met</p>
<p>Metric/Indicator Parent involvement will include opportunities for participation in programs for unduplicated students.</p> <p>19-20 Met</p> <p>Baseline Met</p>	<p>Met</p>
<p>Metric/Indicator Decrease Suspension Rate:</p> <p>19-20 6.2%</p> <p>Baseline 9.2%</p>	<p>Declined 2%; 0% suspension rate</p>

Expected	Actual
<p>Metric/Indicator Maintain Expulsion Rate:</p> <p>19-20 <1%</p> <p>Baseline 0.2%</p>	<p>0% Expulsion Rate</p>
<p>Metric/Indicator Administer parent, student & teacher survey to measure sense of safety and school connectedness.</p> <p>19-20 Met</p> <p>Baseline Somewhat Met</p>	<p>MET</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SAFETY</p> <p>Iftin Charter School will employ the following staff to ensure basic conditions of learning and school safety.</p> <ul style="list-style-type: none"> • Administrators are appropriately credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned • Education Specialist • Intervention Teachers • School Guidance Counselor • Guidance Deans • Instructional Aides • Office, Clerical, and Administrative Staff • Technology Coordinator • Janitorial and Maintenance Staff • Supervision and Security Staff 	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$159,840</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$299,044</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CURRICULA</p> <p>All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. The Curriculum and Instruction Committee will review:</p> <ul style="list-style-type: none"> - Reading/Language Arts: K-5 		
<p>INSTRUCTION</p> <p>All teachers will engage in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Emphasis will be focused on the following evidence-based instructional strategies:</p> <ul style="list-style-type: none"> - SDAIE: K-8 - designated ELD: K-8 - small group guided reading: K-5 <p>ICS will implement evidence-based practice aligned to an Instructional Framework recommended by the Curriculum and Instruction Committee.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$15,269</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$17,500</p>
<p>ASSESSMENT</p> <p>At least 96% of all students will participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP Reading/Language Arts and Mathematics: Grades 3-8 • CAST: Grades 5 and 8 • PFT: Grades 5 and 7 <p>The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local assessments will be administered to monitor each student's academic progress and identify individual</p>		

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p>strengths and needs. These assessment data will inform instruction and identify those students in need of academic intervention.</p> <ul style="list-style-type: none"> • NWEA MAP Reading, Language, and Mathematics: 3 times annually in Grades 1-8; 2 times annually in Kindergarten • DRA: 3 times/year Gr. K-3 • DRA: 2 times/year Gr. TK - ELPAC Summative - Annually • ELPAC Initial 		
<p>SAFETY AND FACILITIES</p> <p>The ad hoc Safety and Facilities Committee shall continue to ensure student safety and the proper maintenance of campus buildings and grounds. Responsibilities include: - Creating and approving safety measures aligned with county, state, and federal standards - Monitoring a preventative maintenance program for Iftin Charter School and its grounds.</p> <ul style="list-style-type: none"> • Assisting in the generation of the budget as it pertains to on-going safety and facility maintenance matters. • Developing for Board approval, policies and procedures pertaining to safety issues and the use of buildings and grounds outside of school time • Assessing future safety program and facility needs in accordance with our strategic plan. 		
<p>SAFETY</p> <p>The Safety and Facilities Committee will review and revise the Comprehensive Site Safety Plan annually and update policies and procedures to address new legislature related to safety. In addition, the Committee will ensure that monthly safety drills and an annual emergency drill occur. The Committee will designate personnel to conduct annual workshops for staff and students, as appropriate, on the following topics:</p> <ul style="list-style-type: none"> - Internet Safety/Cyberbullying - Suicide Prevention 		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>FACILITIES</p> <p>The Safety and Facilities Committee will: - Utilize a Facilities Checklist</p> <ul style="list-style-type: none"> • Designate personnel to conduct daily, weekly, and monthly facility inspections • Ensure that deficiencies are brought to the attention of administration for correction <p>Data will be collected and compared to district and state standards to ensure the optimal safety and function of all facilities.</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funding listed in the Planned Actions/Services continued. Due to the pandemic, ICS focused its efforts to train staff to adapt curriculum, parent training on how to best support their children, technology training and hardware, and home visits to ensure that students were connected with both instruction and resources to continue learning at home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success:

Our focus on school safety and a strong school culture shifted via online.

ICS maintained high levels of daily attendance of 96%. ICS continued outreach efforts to support students in attending and engaging in virtual academy.

Implemented COVID-19 Preparedness and control plan to ensure safe environment for all.

ICS supported teachers by providing technology to support distance learning and hybrid instruction.

Increased support of curriculum and SEL

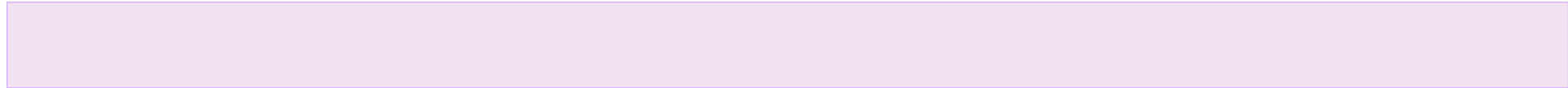
Overall success in implementing the actions/services for this goal.

Challenges:

Equity issues for access and connectivity in families. ICS provided hotspots to students to support better speeds.

Implementing new schedules and routines

Benchmark Assessment in hybrid schedule



Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment such as face coverings (masks, and where appropriate, face shields) to ensure that students, staff, and family entering our campus are minimizing the spread of respiratory droplets while on campus.	\$32,500	\$12,221	No
Increased supplies of soap and hand sanitizer as well hand free dispensers in each classroom and throughout the school.	\$16,500	\$11,636	No
Health Materials such as touchless thermometers and infrared temperature scanner to screen staff, students, and visitors prior to entering campus. Also an outdoor canopy/tent was purchased to create an outdoor isolation room near the health office. Part-time staff to provide daily health screenings.	\$24,500	\$1,570	No
Additional disinfecting materials, on the approved cleaning list provided by CDC, to support effective, routine disinfection of high-touch surfaces such as disinfectant, paper towels, gloves, and masks.	\$12,000	\$4,935	No
Signage, posters, and floor decals were purchased to place throughout the school to direct traffic flow and minimize interactions between individuals. Visuals to reinforce face covering mandate and the importance of frequent hand washing will be placed throughout the school.	\$7,000	\$6,566	No
Additional Custodial staff to provide increased cleaning to high trafficked areas (bathrooms, office, cafeteria, play ground) as well as clean and disinfect classrooms everyday.	\$21,450	\$56,078	No
Sneeze guards to provide barriers where close contact occurs and physical distancing of 6-feet is difficult, such as the front desk of each	\$6,500	\$850	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
school or during small group instruction. Sneeze guards will also be installed in the cafeteria line.			
Increase of student supplies to reduce sharing of supplies in the classroom.	\$35,000	\$70,756	No
Air filtration systems for each classroom to cleanse the air in the classroom and decrease the circulation of unclean, unhealthy air.	\$9,000	\$5,707	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Personal Protective Equipment materials were used to protect both staff and students, all planned actions were designed to provide students equipment to engage with teachers and supports. ICS Academic support zone (ASZ) provided unduplicated pupils with In-person instructions 4-days a week. Chromebooks/hotspots, protective materials and cleaning supplies were purchased for in-person instruction. Learning packets were made available for all students in K-5 grades to complete coursework at home.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person hybrid instruction was successful. ICS offered hybrid instruction two days of full day instruction (8am-2:50pm) for all students. Our teachers continued to teach virtual students simultaneously, implementing rigorous common core aligned curricula. ICS implementation of CDC and Public health guidelines were very successful. The overall schedules, routines and arrival/dismissal protocols were structured to keep students distant and staggered.

Challenges: Some parents desired to bring their students more than two days of in-person, while distance learning did not fully meet their needs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School-wide Zoom license.	\$4500	\$4,504	No
Hotspots and portable chargers for homeless families to allow students to continue learning virtually.	\$5500	\$1,954	Yes
Additional student chromebooks, teacher laptops, and student headphones.	\$65,000	\$42,390	No
Document cameras and microphones were purchased as additional tools for teachers that support the virtual instruction provided as well as internet connection cables to increase internet bandwidth in classrooms.	\$7500	\$1,925	No
Hired a Technology Coordinator	\$48,000	\$48,000	No
Hired a School Psychologist.	\$62,850	\$60,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

ICS primary focus during the pandemic was to meet the needs of every child. Students were provided with access instruction digitally. All students received Chromebook computer and hotspot. Funds were directed to providing equipments, additional personnel to provide technical support, mental health and social and emotional support. Working with the school parent liaison to provide outreach to families to connect and help them to obtain resources.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

ICS staff worked diligently to ensure all students received the necessary resources and supports during the pandemic. ICS provided adequate distance learning program. Students and Teachers collaborated and engaged through online instruction using google apps for education. ICS parent liaison and dean of students conducted regular home visits to provide instructional materials and packets.

The distance learning created some challenges during the benchmark assessment. ICS adjusted schedules and provided in-person options to ensure assessment validity.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Literacy Footprints, a guided reading program, to provide teachers with a research based program so they can provide intensive small group instruction.	\$34,500	\$31,505	Yes
Additional Developmental Reading Assessment kits, one for each grade level, to reduce the amount of sharing between adults.	\$22,000	\$40,750	No
Learning A-Z license was purchased to include, Reading A-Z, RAZ Kids and Headsprout to provide teachers with more instructional tools as well as giving students access to engaging books digitally as well as provide them individualized support through the use of Headsprout.	\$5,056	\$10,056	No
Hired 4 classified parti-time instructional aides.	\$72,000	\$69,000	No
After School Tutoring	\$25,000	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

ICS planned actions were met to provide students equipment to engage students, access, and to provide acceleration and remediation opportunities. Additional instructional aides were hired to support small group interventions. While ICS did not conduct after-school tutoring, instead provided tutoring opportunities for at-risk students every Friday. Our benchmark assessment showed a major learning loss across grade-levels not meeting the standards. At the end of the year the benchmark assessment will be re-assessed to measure growth.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success: ICS benchmark assessment and DRA diagnostics have shown student progress and the overall growth. All students participated and completed the assessments.

Challenges: Meeting and Exceeding standards. The pandemic has created difficulties in reaching all students. ICS continues to provide professional development opportunities to all teachers in our efforts to differentiate instructional strategies.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

ICS school psychologist has served students virtually and in-person. ICS School psychologist offered check-in sessions with students throughout the 2020-21 school year. Individualized and group sessions to promote mindfulness practices, professional development training for staff and supported the school's SEL to eliminate barriers to learning and enhance the social and emotional development of students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

ICS used multiple methods to engage stakeholders. We held several meetings to engage stakeholder through parent meetings, staff meetings, parent-teacher conferences, surveys and virtual workshops. ICS School Site Council and ELAC committee discussed the LCAP goals and actions and shared recommendations included in the plan. ICS parent liaison and outreach coordinator translated information to Somali and Spanish and solicited feedback from stakeholders.

ICS analyzed data and made the necessary adjustments to ensure the desired outcomes. ICS continuous to collaborate with stakeholders to monitor progress.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

ICS worked with SDUSD food vendor to provide breakfast, lunch and supper meals throughout the pandemic. Due to the safety restrictions, ICS provided grab and go options. Hot foods were not served, cold packaged were available.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Instructional Aides, Parent Liaison, Dean of Students and Tech Team will contact families daily, provide tech-support, troubleshoot issues that students and families are having to ensure student daily attendance and participation in distance learning.	\$4,000	\$3,600	No
School Nutrition	Breakfast and Lunch will be available for students during the hybrid model whether they are learning in-person or virtually.	\$2,000	0	No
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Instructional Aides, Parent Liaison and Dean of Students will hand deliver learning packets and/or technology to families who are unable to come to school.	\$1,000	\$400	No
Distance Learning Program (Pupil Participation and Progress)	Iftin will open Saturdays and Sundays for parents to pick up students' packages as needed as many parents work during the working days and have no time to pick up their child's materials except on the Weekends.	\$3,500	\$2,900	No
Mental Health and Social and Emotional Well-Being	Professional Development: Training and Materials	\$8,500	\$9,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

ICS outreach efforts to families has increased student participation. Our teachers, parent liaison, dean of students and support staff were committed to engage students in the program. ICS staff trainings provided opportunities to build relationships with families, showing compassion and inclusion.

During the pandemic, families were provided with several food pick-up locations to obtain food bags. ICS also identified additional resources to connect families to receive food and supplies.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

ICS is committed to providing a safe and healthy learning environment. Despite the challenges of the pandemic, ICS has created a strong COVID-19 response and control plan. ICS stakeholders look forward to returning to in-person instruction in the fall.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

ICS use multiple data to inform instruction. Data is essential, teachers will analyze the assessment data and create support to all learners. Teachers work in grade-level teams to create a plan of support and ensure all students' needs are met.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences for actions and services are reported in the In-person instruction, Distance learning, and Pupil learning loss in the above sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

ICS has reaffirmed the focus areas of the prior LCAP by expanding the goals and metrics. The challenges of the pandemic allowed for us to quick respond to support distance learning program. ICS created opportunities to support all students and improve participation of disengaged students. ICS intervention team supported students to provide tutoring and targeted intervention. Parent involvement needs increased in order to support their child access virtual learning and provide support at home. The 2021-24 considered all the factors and outcomes of the last two years. The instructional staff will increase and improve services for non-duplicated students to access tiered interventions in academics and social-emotional supports.

COVID-19 impacted our community. Stakeholder provided input in the development of the 2021 through 2024 LCAP to meet the needs of all students, especially students who are classified as English learners, foster youth, low income, students in special education and homeless. Through our stakeholder feedback, we learned to address the following factors;

- *Increased Professional Development for teachers and staff
- *Extended school day after school and summer programs
- *Professional Learning Communities (PLC) to support strategies of teaching and learning
- *Parent involvement will continue and build communication between home and school
- *Gradual release and learning targets will be implemented
- *Social Emotional Learning implementation
- *Additional staff to support literacy programs
- *Small group instructions and interventions

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	826,468.00	662,110.00
	0.00	26,836.00
LCFF Base	232,306.00	0.00
LCFF Supplemental & Concentration	585,134.00	550,224.00
Supplemental and Concentration	9,028.00	85,050.00
	9,028.00	85,050.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	826,468.00	662,110.00
	0.00	26,836.00
1000-1999: Certificated Personnel Salaries	431,498.00	340,201.00
2000-2999: Classified Personnel Salaries	71,400.00	73,600.00
3000-3999: Employee Benefits	84,951.00	22,962.00
4000-4999: Books And Supplies	202,932.00	153,511.00
5000-5999: Services And Other Operating Expenditures	2,918.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	32,769.00	40,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	826,468.00	662,110.00
		0.00	26,836.00
1000-1999: Certificated Personnel Salaries	LCFF Base	179,150.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental & Concentration	252,348.00	340,201.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental & Concentration	71,400.00	73,600.00
3000-3999: Employee Benefits	LCFF Base	43,823.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental & Concentration	32,100.00	22,962.00
3000-3999: Employee Benefits	Supplemental and Concentration	9,028.00	0.00
4000-4999: Books And Supplies	LCFF Base	7,700.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental & Concentration	195,232.00	68,461.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	85,050.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,633.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental & Concentration	1,285.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental & Concentration	32,769.00	40,500.00
		1,285.00	4,500.00
		32,769.00	40,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	618,565.00	311,008.00
Goal 2	32,794.00	34,558.00
Goal 3	175,109.00	316,544.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$164,450.00	\$170,319.00
Distance Learning Program	\$193,350.00	\$158,773.00
Pupil Learning Loss	\$158,556.00	\$151,311.00
Additional Actions and Plan Requirements	\$19,000.00	\$15,900.00
All Expenditures in Learning Continuity and Attendance Plan	\$535,356.00	\$496,303.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$164,450.00	\$170,319.00
Distance Learning Program	\$187,850.00	\$156,819.00
Pupil Learning Loss	\$124,056.00	\$119,806.00
Additional Actions and Plan Requirements	\$10,500.00	\$6,900.00
All Expenditures in Learning Continuity and Attendance Plan	\$486,856.00	\$453,844.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$5,500.00	\$1,954.00
Pupil Learning Loss	\$34,500.00	\$31,505.00
Additional Actions and Plan Requirements	\$8,500.00	\$9,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$48,500.00	\$42,459.00

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Iffin Charter School
CDS code:	37103710108548
LEA contact information:	Masran Yussuf, 019-203-2411, yussuf@iffincharter.net
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	3,931,132
LCFF supplemental & concentration grants	\$	673,864
All other state funds	\$	552,647
All local funds		
All federal funds	\$	697,200
Total Projected Revenue	\$	5,180,979
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,141,951
Total Budgeted Expenditures in the LCAP	\$	4,864,468
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	134,328
Expenditures not in the LCAP	\$	277,483
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	48,500
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	42,459

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Iftin Charter School
(name continued)	
CDS #:	37 68338 0108548
Charter Approving Entity:	San Diego County Office of Education
County:	San Diego
Charter #:	0680
Fiscal Year:	2021/22

To the entity that approved the charter school:
(x) 2021/22 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has approved by the governing board of the charter school, it includes the expenditures necessary to implement th and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section

Signed: _____ Date: _____
Charter School Official
(Original signature required)
Print Name: _____ Title: _____

To the County Superintendent of Schools:
(x) 2021/22 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: _____ Title: _____

For additional information on the BUDGET, please contact:

For Approving Entity:

For Charter School:

Name

Name

Title

Title

Telephone

Telephone

E-mail address

E-mail address

(____) 2021/22 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code Sec*

Signed: _____
ACOE District Advisor

Date: _____

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**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Iftin Charter School
 (name continued) _____
CDS #: 37 68338 0108548
Charter Approving Entity: San Diego County Office of Education
County: San Diego
Charter #: 0680
Budgeting Period: 2021/22

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438,
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year
A. REVENUES		
1. LCFF Sources		
State Aid - Current Year	8011	925,860.00
Education Protection Account State Aid - Current Year	8012	68,960.00
State Aid - Prior Years	8019	
Transfer of Charter Schools in Lieu of Property Taxes	8096	2,397,970.00
Other LCFF Transfers	8091, 8097	
Total, LCFF Sources		3,392,790.00

2. Federal Revenues		
Every Student Succeeds Act (Titles I - V)	8290	199,619.00
Special Education - Federal	8181, 8182	44,836.14
Child Nutrition - Federal	8220	
Donated Food Commodities	8221	
Other Federal Revenues	8110, 8260-8299	391,404.00
Total, Federal Revenues		635,859.14
3. Other State Revenues		
Special Education - State	StateRevSE	215,125.00
All Other State Revenues	StateRevAO	226,922.00
Total, Other State Revenues		442,047.00
4. Other Local Revenues		
All Other Local Revenues	LocalRevAO	75,666.97
Total, Local Revenues		75,666.97
5. TOTAL REVENUES		4,546,363.11
B. EXPENDITURES		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	1,173,551.00
Certificated Pupil Support Salaries	1200	61,000.00
Certificated Supervisors' and Administrators' Salaries	1300	238,572.00
Other Certificated Salaries	1900	
Total, Certificated Salaries		1,473,123.00

2. Non-certificated Salaries		
Non-certificated Instructional Aides' Salaries	2100	326,522.00
Non-certificated Support Salaries	2200	35,132.60
Non-certificated Supervisors' and Administrators' Sal.	2300	236,227.00
Clerical and Office Salaries	2400	172,788.00
Other Non-certificated Salaries	2900	309,147.00
Total, Non-certificated Salaries		1,079,816.60

Description	Object Code	Est. Actuals Prior Year
3. Employee Benefits		
STRS	3101-3102	237,909.33
PERS	3201-3202	213,695.75
OASDI / Medicare / Alternative	3301-3302	103,788.00
Health and Welfare Benefits	3401-3402	235,500.00
Unemployment Insurance	3501-3502	25,727.00
Workers' Compensation Insurance	3601-3602	95,274.35
OPEB, Allocated	3701-3702	
OPEB, Active Employees	3751-3752	
Other Employee Benefits	3901-3902	
Total, Employee Benefits		911,894.43
4. Books and Supplies		
Approved Textbooks and Core Curricula Materials	4100	21,948.38

Books and Other Reference Materials

Materials and Supplies

Noncapitalized Equipment

Food

Total, Books and Supplies

5. Services and Other Operating Expenditures

Subagreements for Services

Travel and Conferences

Dues and Memberships

Insurance

Operations and Housekeeping Services

Rentals, Leases, Repairs, and Noncap. Improvements

Transfers of Direct Costs

Professional/Consulting Services & Operating Expend.

Communications

Total, Services and Other Operating Expenditures

6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)

Land and Improvements of Land

Buildings and Improvements of Buildings

Books and Media for New School Libraries or Major

Expansion of School Libraries

Equipment

Equipment Replacement

Depreciation Expense (for full accrual basis only)

4200	25,000.00
4300	124,237.00
4400	122,217.00
4700	489.00
	293,891.38
5100	
5200	15,412.00
5300	6,006.00
5400	42,614.00
5500	104,296.00
5600	121,199.00
5700-5799	
5800	425,226.00
5900	25,796.27
	740,549.27
6100-6170	
6200	
6300	
6400	
6500	
6900	40,000.00

Total, Capital Outlay		40,000.00
7. Other Outgo		
Tuition to Other Schools	7110-7143	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	
All Other Transfers	7281-7299	
Transfer of Indirect Costs	7300-7399	
Debt Service:		
Interest	7438	
Principal	7439	
Total, Other Outgo		0.00
8. TOTAL EXPENDITURES		4,539,274.68
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		7,088.43

Description	Object Code	Est. Actuals Prior Year
D. OTHER FINANCING SOURCES / USES		
1. Other Sources	8930-8979	
2. Less: Other Uses	7630-7699	
3. Contributions Between Unrestricted and Restricted Accounts		

(must net to zero)	8980-8999	
4. TOTAL OTHER FINANCING SOURCES / USES		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		7,088.43
F. FUND BALANCE, RESERVES		
1. Beginning Fund Balance		
a. As of July 1	9791	2,001,728.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	
c. Adjusted Beginning Balance		2,001,728.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,008,816.43
Components of Ending Fund Balance		
a. Nonspendable		
Revolving Cash	9711	
Stores	9712	
Prepaid Expenditures	9713	
All Others	9719	
b. Restricted	9740	
c. Committed		
Stabilization Arrangements	9750	
Other Commitments	9760	
d. Assigned		
Other Assignments	9780	
e. Unassigned/Unappropriated		

Reserve for Economic Uncertainties	9789	
Unassigned / Unappropriated Amount	9790	2,008,816.43

9400-9499, and 9660-9669)

Current Budget Year		Total
Unrest.	Rest.	
1,211,642.00		1,211,642.00
76,020.00		76,020.00
		0.00
2,643,470.00		2,643,470.00
		0.00
3,931,132.00	0.00	3,931,132.00

	199,619.00	199,619.00
	51,581.00	51,581.00
		0.00
		0.00
	446,000.00	446,000.00
0.00	697,200.00	697,200.00
	236,748.00	236,748.00
	315,899.00	315,899.00
0.00	552,647.00	552,647.00
		0.00
0.00	0.00	0.00
3,931,132.00	1,249,847.00	5,180,979.00
960,339.00	495,638.00	1,455,977.00
0.00	60,000.00	60,000.00
215,107.00		215,107.00
		0.00
1,175,446.00	555,638.00	1,731,084.00

58,209.00	224,287.00	282,496.00
29,120.00		29,120.00
207,323.00		207,323.00
86,656.00	96,900.00	183,556.00
321,324.00	11,466.00	332,790.00
702,632.00	332,653.00	1,035,285.00

Current Budget Year		Total
Unrest.	Rest.	
198,547.00	88,329.00	286,876.00
156,303.00	75,811.00	232,114.00
69,002.00	37,505.00	106,507.00
189,000.00	81,000.00	270,000.00
14,280.00	10,500.00	24,780.00
69,489.00	34,250.00	103,739.00
		0.00
		0.00
		0.00
696,621.00	327,395.00	1,024,016.00
21,948.00		21,948.00

40,000.00		40,000.00
85,006.00	50,000.00	135,006.00
72,217.00	50,000.00	122,217.00
488.00		488.00
219,659.00	100,000.00	319,659.00
		0.00
35,413.00		35,413.00
6,006.00		6,006.00
42,614.00		42,614.00
109,485.00		109,485.00
160,343.00	50,000.00	210,343.00
		0.00
531,250.00		531,250.00
25,796.00		25,796.00
910,907.00	50,000.00	960,907.00
		0.00
		0.00
		0.00
		0.00
		0.00
71,000.00		71,000.00

71,000.00	0.00	71,000.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
0.00	0.00	0.00
3,776,265.00	1,365,686.00	5,141,951.00
154,867.00	(115,839.00)	39,028.00

Current Budget Year		Total
Unrest.	Rest.	
		0.00
		0.00

(115,839.00)	115,839.00	0.00
(115,839.00)	115,839.00	0.00
39,028.00	0.00	39,028.00
2,008,816.43		2,008,816.43
		0.00
2,008,816.43	0.00	2,008,816.43
2,047,844.43	0.00	2,047,844.43
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00

		0.00	
2,047,844.43	0.00	2,047,844.43	

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name:	Iftin Charter School
(name continued)	
CDS #:	37 68338 0108548
Charter Approving Entity:	San Diego County Office of Education
County:	San Diego
Charter #:	0680
Fiscal Year:	2021/22

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2021/22	
		Unrestricted	Restricted
A. REVENUES			
1. LCFF Sources			
State Aid - Current Year	8011	1,211,642.00	0.00
Education Protection Account State Aid - Current Year	8012	76,020.00	0.00
State Aid - Prior Years	8019	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,643,470.00	0.00
Other LCFF Transfers	8091, 8097	0.00	0.00
Total, LCFF Sources		3,931,132.00	0.00
2. Federal Revenues			
Every Student Succeeds Act (Titles I - V)	8290	0.00	199,619.00
Special Education - Federal	8181, 8182	0.00	51,581.00
Child Nutrition - Federal	8220	0.00	0.00
Donated Food Commodities	8221	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	446,000.00

Total, Federal Revenues		0.00	697,200.00
3. Other State Revenues			
Special Education - State	StateRevSE	0.00	236,748.00
All Other State Revenues	StateRevAO	0.00	315,899.00
Total, Other State Revenues		0.00	552,647.00
4. Other Local Revenues			
All Other Local Revenues	LocalRevAO	0.00	0.00
Total, Local Revenues		0.00	0.00
5. TOTAL REVENUES		3,931,132.00	1,249,847.00
B. EXPENDITURES			
1. Certificated Salaries			
Certificated Teachers' Salaries	1100	960,339.00	495,638.00
Certificated Pupil Support Salaries	1200	0.00	60,000.00
Certificated Supervisors' and Administrators' Salaries	1300	215,107.00	0.00
Other Certificated Salaries	1900	0.00	0.00
Total, Certificated Salaries		1,175,446.00	555,638.00
2. Non-certificated Salaries			
Non-certificated Instructional Aides' Salaries	2100	58,209.00	224,287.00
Non-certificated Support Salaries	2200	29,120.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	207,323.00	0.00
Clerical and Office Salaries	2400	86,656.00	96,900.00
Other Non-certificated Salaries	2900	321,324.00	11,466.00
Total, Non-certificated Salaries		702,632.00	332,653.00

Description	Object Code	FY 2021/22	
		Unrestricted	Restricted
3. Employee Benefits			
STRS	3101-3102	198,547.00	88,329.00
PERS	3201-3202	156,303.00	75,811.00
OASDI / Medicare / Alternative	3301-3302	69,002.00	37,505.00
Health and Welfare Benefits	3401-3402	189,000.00	81,000.00

Unemployment Insurance
 Workers' Compensation Insurance
 OPEB, Allocated
 OPEB, Active Employees
 Other Employee Benefits
 Total, Employee Benefits

3501-3502	14,280.00	10,500.00
3601-3602	69,489.00	34,250.00
3701-3702	0.00	0.00
3751-3752	0.00	0.00
3901-3902	0.00	0.00
	696,621.00	327,395.00

4. Books and Supplies

Approved Textbooks and Core Curricula Materials
 Books and Other Reference Materials
 Materials and Supplies
 Noncapitalized Equipment
 Food
 Total, Books and Supplies

4100	21,948.00	0.00
4200	40,000.00	0.00
4300	85,006.00	50,000.00
4400	72,217.00	50,000.00
4700	488.00	0.00
	219,659.00	100,000.00

5. Services and Other Operating Expenditures

Subagreements for Services
 Travel and Conferences
 Dues and Memberships
 Insurance
 Operations and Housekeeping Services
 Rentals, Leases, Repairs, and Noncap. Improvements
 Transfers of Direct Costs
 Professional/Consulting Services and Operating Expend.
 Communications
 Total, Services and Other Operating Expenditures

5100	0.00	0.00
5200	35,413.00	0.00
5300	6,006.00	0.00
5400	42,614.00	0.00
5500	109,485.00	0.00
5600	160,343.00	50,000.00
5700-5799	0.00	0.00
5800	531,250.00	0.00
5900	25,796.00	0.00
	910,907.00	50,000.00

6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)

Land and Improvements of Land
 Buildings and Improvements of Buildings
 Books and Media for New School Libraries or Major
 Expansion of School Libraries
 Equipment
 Equipment Replacement
 Depreciation Expense (for full accrual only)
 Total, Capital Outlay

6100-6170	0.00	0.00
6200	0.00	0.00
6300	0.00	0.00
6400	0.00	0.00
6500	0.00	0.00
6900	71,000.00	0.00
	71,000.00	0.00

7. Other Outgo

Tuition to Other Schools	7110-7143	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00
Debt Service:			
Interest	7438	0.00	0.00
Principal	7439	0.00	0.00
Total, Other Outgo		0.00	0.00
8. TOTAL EXPENDITURES		3,776,265.00	1,365,686.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		154,867.00	(115,839.00)

Description	Object Code	FY 2021/22	
		Unrestricted	Restricted
D. OTHER FINANCING SOURCES / USES			
1. Other Sources	8930-8979	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(115,839.00)	115,839.00
4. TOTAL OTHER FINANCING SOURCES / USES		(115,839.00)	115,839.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		39,028.00	0.00
F. FUND BALANCE, RESERVES			
1. Beginning Fund Balance			
a. As of July 1	9791	2,008,816.43	0.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00
c. Adjusted Beginning Balance		2,008,816.43	0.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,047,844.43	0.00
Components of Ending Fund Balance			

a. Nonspendable			
Revolving Cash	9711	0.00	
Stores	9712	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00
All Others	9719	0.00	0.00
b. Restricted	9740		0.00
c. Committed			
Stabilization Arrangements	9750	0.00	
Other Commitments	9760	0.00	
d. Assigned			
Other Assignments	9780	0.00	
e. Unassigned/Unappropriated			
Reserve for Economic Uncertainties	9789	0.00	0.00
Undesignated / Unappropriated Amount	9790	2,047,844.43	0.00

Total	Totals for 2022/23	Totals for 2023/24
1,211,642.00	1,399,663.00	1,640,646.00
76,020.00	81,341.00	87,035.00
0.00		
2,643,470.00	2,828,513.00	3,026,509.00
0.00		
3,931,132.00	4,309,517.00	4,754,190.00
199,619.00	199,619.00	199,619.00
51,581.00	53,500.00	57,245.00
0.00		
0.00		
446,000.00	782,000.00	

697,200.00	1,035,119.00	256,864.00
236,748.00	253,320.36	271,052.79
315,899.00	86,435.67	92,485.10
552,647.00	339,756.03	363,537.88
0.00		
0.00	0.00	0.00
5,180,979.00	5,684,392.03	5,374,591.88
1,455,977.00	1,499,656.31	1,444,646.00
60,000.00	61,800.00	63,654.00
215,107.00	221,560.21	228,207.02
0.00	0.00	0.00
1,731,084.00	1,783,016.52	1,736,507.02
282,496.00	290,970.88	149,700.01
29,120.00	29,993.60	30,893.41
207,323.00	213,542.69	219,948.97
183,556.00	189,062.68	194,734.56
332,790.00	342,773.70	253,056.91
1,035,285.00	1,066,343.55	848,333.86

Total	Totals for 2022/23	Totals for 2023/24
286,876.00	340,556.16	331,672.84
232,114.00	278,315.67	229,898.48
106,507.00	479,270.51	427,398.63
270,000.00	270,000.00	270,000.00

24,780.00	25,523.40	26,289.10
103,739.00	106,851.17	110,056.71
0.00		
0.00		
0.00		
1,024,016.00	1,500,516.90	1,395,315.75
21,948.00	23,484.36	25,128.27
40,000.00	42,800.00	45,796.00
135,006.00	90,956.42	97,323.37
122,217.00	77,272.19	82,681.24
488.00	522.16	558.71
319,659.00	235,035.13	251,487.59
0.00	0.00	0.00
35,413.00	37,891.91	40,544.34
6,006.00	6,426.42	6,876.27
42,614.00	45,596.98	48,788.77
109,485.00	117,148.95	125,349.38
210,343.00	171,567.01	183,576.70
0.00	0.00	0.00
531,250.00	568,437.50	608,228.13
25,796.00	27,601.72	29,533.84
960,907.00	974,670.49	1,042,897.42
0.00		
0.00		
0.00		
0.00		
0.00		
71,000.00	71,000.00	71,000.00
71,000.00	71,000.00	71,000.00

0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00	0.00	0.00
5,141,951.00	5,630,582.59	5,345,541.63
39,028.00	53,809.44	29,050.25

Total	Totals for 2022/23	Totals for 2023/24
0.00		
0.00		
0.00		
0.00		
0.00	0.00	0.00
39,028.00	53,809.44	29,050.25
2,008,816.43	2,047,844.43	2,101,653.86
0.00		
2,008,816.43	2,047,844.43	2,101,653.86
2,047,844.43	2,101,653.86	2,130,704.11

0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
2,047,844.43	2,101,653.86	2,130,704.11

MYP BUDGET NARRATIVE AND ASSUMPTION

LCFF Revenue

Assumptions for enrollment/ADA for 2021/22, 2022/23, and 2023/24 are projected respectively: 400/380.10; 428/406.71; 458/435.18

These LCFF numbers and thus the calculator used to generate these numbers are based off the governor's

Federal Revenue

2021/22, 2022/23, and 2023/24 - Title 1,2 and 4, funds are based off 2020-21 allocations.

2021/22 contains ESSER II CARES COVID 19 funds while 2022/23 contains ESSER III.

Federal SPED revenues are \$125 per prior year enrollment.

State Revenue

SPED is based off \$625 per current year ADA.

Other revenue is based off Mandated Block and Lottery, staying consistent with 2021/22 numbers.

Extended Learning Opportunity has been included in state revenue in 2021-22.

Local Revenue

Salary Expenses (1000-3999)

2023-24 account for reduction in staff as restricted revenues are used up.

Out years account for a 3% increase for each year.

STRS rates for 2021/22, 2022/23, and 2023/24 are as follows: 16.92%, 19.01%, 19.01%.

STRS rates for 2021/22, 2022/23, and 2023/24 are as follows: 23%, 26.1%, 27.1%.

Books and Supplies Expenses (4000-4999)

Out years account for reduction as restricted revenues are used up. All of which slight offset by a 7% increase

Services and Other Operating Expenditures (5000-5999)

Out years account for reduction as restricted revenues are used up. All of which slight offset by a 7% increase

Capital Outlay (6000-6999)

Increase in depreciation for capital purchases.

2020-21 and 2021-22 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

IFTIN CHARTER SCHOOL

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by IFTIN CHARTER SCHOOL FY 2021-22 in the amount of

approximately \$68,960 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of IFTIN CHARTER SCHOOL.

In 2020-21, the school received approximately \$76,020 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

**IFTIN CHARTER SCHOOL
BOARD OF DIRECTORS AGENDA ITEM
Action Item**

RECOMMENDATION: Approve application for the 2021-22 Consolidated Application Funds listed below.

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. Due to the current events caused by COVID-19, a 2021-22 ConApp is not yet available for completion. Therefore, the action on this document is being taken as a preemptive measure to apply for those funds.

Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

CURRENT INFORMATION:

Title I, Part A Basic Grant- ESSA

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools

Title II, Part A, Teacher Quality

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

TITLE III, Language Instruction of English Learners

Funds are to assist EL students to acquire English and meet grade-level achievement and graduation goals.

TITLE III, Immigrant Student Program

Funding is made available to eligible local educational agencies (LEAs) to provide supplementary programs and services to eligible immigrant students. The purpose of the subgrants is to assist immigrant students to acquire English and meet grade-level achievement and graduation goals.

Title IV. Part A, Student Support

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

1. List any previous leadership positions held and describe what you accomplished in those positions.

I previously served as a board member of Bandar Salaam Apartments where I worked to improve the living quality of the environment. I worked to be the voice of inhabitants who came from low income backgrounds and many of who were refugees and immigrants. I also previously served as the chair of the parent committee at Iftin Charter. As the chair, I worked to highlight the concerns and opinions of parents and worked to create an environment where parents had an active role in the education of their children.

2. If you currently serve in a volunteer leadership position with another organization, please explain your role and accomplishments.

I currently hold a volunteer leadership position at the non-profit organization called Horsaid. There I worked to raise funding for students in Somali who do not have the financials to attend school. We also worked to build an elementary/middle school for these students so they could receive the education that they are entitled to.

3. What special abilities would you bring to the Iftin Charter Board?

The special abilities that I can bring to the board is that I have an understanding of the school from both a parent perspective and employee perspective. Not only have I served as the chair of the parent committee here at Iftin, but my children are also students at the school. Therefore, I understand the wants and needs of the parents of this school. I also have a perspective as an employee, which provides me with opportunity to see how the schools works to meet the needs of its students. Thus, as a board member I will work to highlight these perspectives in order to achieve what's best of our school.

4. What do you think are the most important issues facing education at the local, state, national and international level?

The most important issue facing our educational system here in the United States is that not all students receive the same quality of education. I believe that a student should have a right to quality education regardless of their racial/ethnic background, financial situation, or the neighborhood where they reside. If selected as a board member, I will work to ensure that the students of our school receive the best quality education possible.

5. What steps should Iftin Charter take to strengthen its role and relationship with the community?

Iftin can build a stronger relationship with the community by increasing the diversity of its students, staff, and administration. Iftin has already built a great relationship with the Somali community here in San Diego. Nonetheless, we want people from all ethnic and racial



Iftin Charter School

**Iftin Charter Schools
Board of Trustees
Referral Packet and Instructions**

For more information, please contact:
Maslah Yussuf, CEO TK-8
619-265-2411
Yussuf@iftincharter.net

CALL FOR BOARD REFERRALS

Iftin Charter School invites referrals of individuals interested in serving on its Governing Board. We are seeking Members who are committed to providing time and resources toward governing the Iftin Charter Schools.

We are seeking potential Members who possess some combination of the following attributes:

- Commitment to the Iftin Charter mission
- Demonstrated ability to raise funds or gain access to funds
- Finance Skills: A background and demonstrated success in the area of finance
- Management Skills: have strategic and decision making skills that are the hallmarks of effective managers
- Serve and act for the benefit of the entire Iftin Charter community
- Political clout or the connections (within the business, government, and/or non-profit communities) that can facilitate the Iftin Charter School's ability to fulfill its mission
- Relationship builders
- Forward-looking, strategic thinkers
- Effective communication skills
- Strong background working in the local community
- Strong Background in reform-based education particularly with a focus on small high performing high schools

Eligible candidates must be at least 18 years.

WHAT IT MEANS TO BE A BOARD MEMBER

The Iftin Charter Governing Board acts in trusteeship for all members of the Iftin Charter community. It establishes and follows policies for governing all of the Iftin Charter Schools. It ensures that the Director fulfills standards of performance that it establishes and that the entire organization is performing in a way that embodies excellence. In executing these responsibilities, the Governing Board commits itself to ensuring that:

- A vision for accomplishing the Iftin Charter mission is established and maintained
- The Iftin Charter mission will remain appropriate to and consistent with its non-profit status
- The Iftin Charter will fulfill its mission efficiently
- Iftin Charter School will be financially sustainable

The Iftin Charter Governing Board is responsible for its own development, its own discipline, and its own performance. In carrying out their functions for the Iftin Charter Schools, each Board member has two primary obligations to perform a *Duty of Care* and to perform a *Duty of Loyalty*.

Under the *Duty of Care*, each Board member is expected to exercise his/her powers in the interest of the Iftin Charter Schools. The *Duty of Care* relates primarily to:

Being Informed. Members are expected to attend all meetings of the Board; read information regarding Iftin Charter Schools and its activities prior to meetings; understand the mission, bylaws, policies, financial condition, and programs of Iftin Charter; and, when necessary, make reasonable requests for additional information from staff, committees, or other Board members.

Exercising Independent Judgment. As a Director, the Board member's duties are to the entire organization.

Under the *Duty of Loyalty*, each Board member is required to exercise his or her powers in the interest of the organization, not in their own interest or the interest of another entity or person. By assuming office, the Board member acknowledges that, with regard to any activity, the best interest of the organization must prevail over the member's individual. The *Duty of Loyalty* relates primarily to:

Conflicts of Interest. Where an individual Board member has interests that are in conflict with those of the organization, the member must disclose the conflict before the Board of Trustees takes action on the matter. Board Members must also disclose their financial interests on Government Form 700 and adhere to the Fair Political Practices Act (FPPA).

Confidentiality. Each Board member is expected to treat as confidential all matters involving the organization until there has been general public disclosure or unless the information is a matter of public record or common knowledge. When representing Iftin Charter in public, each Board member must be cognizant of his or her role as a symbol of and spokesperson for the organization. In such circumstances, a Board member is expected to behave in a manner that does not in any way imperil the public image and standing of the Iftin Charter. In such circumstances, a Board member is expected to speak for the organization and not his or her own interests. This includes representing only those views and positions that have been agreed upon by the Governing Board.

BOARD MEETINGS

The Iftin Charter Governing Board typically meets monthly or as critical issues arise. Most meetings are one to three hours in length.

IV. Questions for Person Being Referred

Please limit each answer to approximately 150 words.

1. List any previous leadership positions held and describe what you accomplished in those positions.

2. If you currently serve in a volunteer leadership position with another organization, please explain your role and accomplishments.

3. What special abilities would you bring to the Iftin Charter Board?

4. What do you think are the most important issues facing education at the local, state, national and international level?

5. What steps should Iftin Charter take to strengthen its role and relationship with the community?

6. How would you "sell" the importance of Iftin Charter to a person who is unfamiliar with the organization?

7. How is the work you do as a professional compatible with the Iftin Charter mission?

8. Iftin Charter would like to maintain a Board that is comprised of individuals with a concern for the common good of the organization. Discuss how you would help the Board reach consensus among a group of peers with varied interests and/or positions on a specific issue.

9. What would be your personal goals as a member of the Iftin Charter Governing Board?

REFERRAL PACKET CHECKLIST

Please submit the following information:

- The Completed Referral Form as a Word document or PDF
- The Nominee's Resume as a Word document or PDF
- Two letters of recommendation (on the originator's letterhead) as a Word document or PDF

You can either submit electronically to yussuf@ifincharter.net or send a hard copy to:

Iftin Charter Schools
ATTN: Maslah Yussuf, CEO
5465 El Cajon Blvd.
San Diego, CA 92115

Joseph F. Johnson, Jr., Ph.D.

Executive Director, National Center for Urban School Transformation
Emeritus Dean & Professor, College of Education, San Diego State University
<http://www.ncust.com>

Office – 9245 Sky Park Court, Suite 120
San Diego, CA 92123
(619) 594-7905
jjohnson@sdsu.edu

Education

- Ph.D. University of Texas at Austin, Educational Administration (Superintendency Program), 1992
- M.A. San Diego State University, Education (administration and special education), 1982
- B.S. University of Wisconsin at Oshkosh, Education, Magna Cum Laude, 1979
Also attended Nazareth College in Kalamazoo, Michigan from 1974 to 1976.

Honors

Educator of Excellence Award, African American Regional Education Alliances – 2015
College Board's Dr. Asa Hilliard Model of Excellence Award – 2014
Phi Delta Kappa Leadership Award, San Diego Chapter – 2014
Charles G. Woodson Award for Outstanding Contributions to Education - 2012
San Diego State University's College of Education Alumnus of the Year (Monty Award) - 2003
University of Texas at Austin Cooperative Superintendency Program Educator of the Year - 2001
Exemplary Educator Award from the Association of Compensatory Educators of Texas - 2000
Texas Educator of the Year from the Association of Compensatory Educators of Texas - 1993
Phi Delta Kappa Research Award, University of Texas at Austin Chapter - 1991
Founding President, National Assoc. for the Education of Homeless Children and Youth – 1989 to 90
New Mexico Council for Exceptional Children's Educator of the Year - 1987

Current Employment

San Diego State University Research Foundation (2005 to present)
Executive Director, National Center for Urban School Transformation

Other San Diego State University Employment

San Diego State University
Interim Provost and Senior Vice President (June 2018 through July 2019)

San Diego State University
Interim Dean, College of Extended Studies (October 2017 through June 2018)

San Diego State University
Dean, College of Education (March 2014 through June 2018)

San Diego State University
Professor, Department of Educational Leadership (August 2005 through July 2019)

Curriculum Development, Teaching, and Advising

Courses

- EDL 660 Field Experience in Educational Administration
Initiated and led the re-design of the administrative field experience so that it requires students to lead a real school advisory committee in an effort to improve learning outcomes for a specific group of students, while considering a wide array of issues related to curriculum, instruction, supervision, contractual issues, fiscal concerns, and other management concerns. Students apply lessons learned from coursework to solve real issues that influence teaching and learning at their school. This re-design was featured in a 2011 article that appeared in the journal Educational Administration Quarterly, one of the most prestigious journals in educational leadership.
- EDL 830 Leadership for Learning
Designed this course as one of the initial courses in the Ed.D. program (K-12) sequence. The course challenges students to consider how school and district influence changes in teaching and learning. Simultaneously, the course introduces students to expectations related to scholarly writing.

Chaired Dissertations

- Avery, C. M. (2007). Inequitable achievement: Different admissions criteria, same predictors of graduation? San Diego State University
- Boyd, R. (2010). The knowing and doing gap among principals of low-performing, urban schools. San Diego State University
- Costa-Hernandez, D. (2010). Principal self-efficacy beliefs and student achievement. San Diego State University
- Gianzero, G. M. (2010). The role of the school district in improving educational opportunities and outcomes for adolescent English language learners. San Diego State University
- Gonzalez, M. L. (2014). Latino males and academic achievement. San Diego State University.
- Manriquez, C. S. (2012). Turnaround schools: A comparative case study of two small schools. San Diego State University
- Munro, S. J. (2012). Successful CAHSEE Scores: The role and responsibilities of school site leaders. San Diego State University
- Reyes, E. (2014). Compact for Success: Achieving student success through a school/university partnership. San Diego State University
- Villery, R. L. (2013). Leadership practices that improve the achievement of African American students in urban schools. San Diego State University
- Wilson, S. A. (2012). Principal preparation programs for effective school leaders. San Diego State University

Selected Publications

Books

- Johnson, J. F., Uline, C. L., & Perez, L. G. (2019). *Teaching practices from America's best urban schools: A guide for school and classroom leaders (2nd edition)*. New York: Routledge.
- Theokas, C., Gonzalez, M.L., Manriquez, C., & Johnson, J.F. (2019). *Five practices for improving the success of Latino students*. New York: Routledge.
- Johnson, J. F., Uline, C. L., & Perez, L. G. (2017). *Leadership in America's best urban schools*. New York: Routledge.
- Johnson, J. F., Uline, C. L., & Perez, L. G. (2012). *Teaching practices from America's best urban schools*. New York: Eye on Education.
- Johnson, J. F. & Asera, R. (1999). *Hope for urban education: A study of nine high-performing, high-poverty, urban elementary schools*. Washington, DC: U.S. Department of Education.
- Ginsberg, M. B., Johnson, J. F., & Moffett, C. A. (1997). *Educators supporting educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

Peer-Reviewed Book Chapters

- Johnson, J. F., & Willis, C. (2013). Culturally responsive teaching and high-performing schools that serve diverse populations. In J. Scheurich & L. Tillman (Eds.) *Handbook of research on educational leadership for diversity and equity*. Taylor & Francis/Routledge.
- Scheurich, J. J., Skrla, L., & Johnson, J. F. (2004). Thinking carefully about equity and accountability. In L. Skrla & J. J. Scheurich (Eds.) *Educational equity and accountability: Paradigms, policies, and politics*. (13-27). New York City, NY: Routledge Falmer.
- Skrla, L., Scheurich, J. J., Johnson, J. F., & Koshoreck, J. W. (2004). Accountability for equity: Can state policy leverage social justice? In L. Skrla & J. J. Scheurich (Eds.) *Educational equity and accountability: Paradigms, policies, and politics*. (51-78). New York City, NY: Routledge Falmer.
- Skrla, L., Scheurich, J. J., Johnson, J. F., & Koshoreck, J. W. (2004). Complex and contested constructions of accountability and educational equity. In L. Skrla & J. J. Scheurich (Eds.) *Educational equity and accountability: Paradigms, policies, and politics*. (99-106). New York City, NY: Routledge Falmer.
- Fuller, E. J. & Johnson, J. F. (2004). Can state accountability systems drive improvements in school performance for children of color and children from low-income homes? In L. Skrla & J. J. Scheurich (Eds.) *Educational equity and accountability: Paradigms, policies, and politics*. (133-174). New York City, NY: Routledge Falmer.

Peer Reviewed Journal Articles

- Johnson, J. F., Uline, C. L., & Perez, L. G. (2011). Expert noticing and principals of high-performing urban schools. *Journal of Education for Students Placed at Risk*, 16, 122-136.

- Perez, L., Uline, C., Johnson, J. F., Ward, C., & Basom, P. (2011). Foregrounding fieldwork in leadership preparation: The transformative capacity of authentic inquiry, *Educational Administration Quarterly*, 47, 217-257. doi: 10.1177/0011000010378614
- Johnson, J. F. & Uline, C. L. (2005). Developing effective educational leaders in an age of accountability. *Theory into Practice*, 44(1), 45-52.
- Skrla, L., Scheurich, J. J., Johnson, J. F., & Koshoreck, J. W. (2001). Accountability for equity: Can state policy leverage social justice? *International Journal of Leadership in Education*, 4, 237-260.
- Skrla, L., Scheurich, J. J., Johnson, J. F., & Koshoreck, J. W. (2001). Rejoinder: Complex and contested constructions of accountability and educational equity. *International Journal of Leadership in Education*, 4, 267-283.
- Skrla, L., Scheurich, J. J., & Johnson, J. F. (2001). Introduction: Toward a new consensus on high academic achievement for all children. *Education and Urban Society*, 33, 227-234.
- Fuller, E. J. & Johnson, J. F. (2001). Can state accountability systems drive improvements in school performance for children of color and children from low-income homes? *Education and Urban Society*, 33, 260-283.
- Johnson, J. F. (1999). The influence of a state accountability system on student achievement in Texas. *The Virginia Journal of Social Policy and Law*, 6(1), 155-178.

Editor Reviewed Book Chapters

- Perez, L. G. & Johnson, J. F. (2009). California continuation high schools: A descriptive study. In M. DiPaola & W. Hoy (Eds.) *Studies in school improvement*. Charlotte, NC: Information Age Publishing.
- Johnson, J. F. (2002). High-performing, high-poverty, urban elementary schools. In B. M. Taylor & P. D. Pearson (Eds.) *Teaching reading: Effective schools, accomplished teachers*. (89-114). Mahwah, NJ: Laurence Erlbaum Associates, Inc.
- Smith, P. A., Johnson, J. F., Jones, B. C. (2002). In pursuit of academic excellence: The story of Gladys Noon Spellman Elementary. In B. M. Taylor & P. D. Pearson (Eds.) *Teaching reading: Effective schools, accomplished teachers*. (261-276). Mahwah, NJ: Laurence Erlbaum Associates, Inc.
- Johnson, J. F., Lein, L., Ragland, M. (1998). Highly successful schools in communities challenged by poverty. In Y. S. George & V. V. Van Horne (Eds.) *Science education reform for all (SERA): Sustaining the science, mathematics, and technology reform*. (111-116). Washington, DC: American Association for the Advancement of Science.
- Johnson, J. F. (1992). Educational support services for homeless children and youth. In J. H. Stronge (Ed.) *Educating homeless children and adolescents: Evaluating policy and practice*. Newbury Park, California: Sage Publications.

Editor Reviewed Journal Articles

- Johnson, J. F., Uline, C. L., & Perez, L. G. (2014). The quest for mastery. *Educational Leadership*, 72(2), 48-53.
- Aleman, D., Johnson, J. F., & Perez, L. (2009). Winning schools for English language learners. *Educational Leadership*, 66(7), 66-69.
- Johnson, J.F., Treisman, P.U., & Fuller, E.J. (2000). Testing in Texas. *The School Administrator*, 57(11), 20-24, 26.
- Scheurich, J. J., Skrla, L., & Johnson, J. F. (2000). Thinking carefully about equity and accountability. *Phi Delta Kappan*, 82, 293-299.
- Johnson, J. F., Asera, R., & Ragland, M. (1999). Strong Texas districts: Making high-poverty schools high-achieving schools. *Insight*, 13(1), 13-15 (Texas Association of School Administrators Quarterly Publication).
- Johnson, J. F. (1999). Improving student achievement through standards and accountability: Lessons learned from successful high-poverty schools in Texas. *California Curriculum News Report*, 24, 5.
- Ginsberg, M. B. & Johnson, J. F. (1998). Beyond fixing kids: Support teams offer innovative help for strengthening high-poverty schools. *Journal of Staff Development*, 19(2), 23-27.
- Johnson, J. F. (1998). Improving public schools in Texas. *Basic Education*, 43(2), 2-5.
- Johnson, J. F. (1997). Assessment as a tool for improving student achievement. *Education Exchange*, 3, 3.
- Johnson, J. F. & Ginsberg, M. (1996). Building capacity through school support teams. *Education Leadership*, 54(3), 80-82.

Research Reports

- Skrla, L., Scheurich, J. J., & Johnson, J. F. (2001). *Equity driven, achievement focused school districts*. Charles A. Dana Center, University of Texas at Austin.
- Ragland, M. A., Asera, R., & Johnson, J. F. (1999). *Urgency, responsibility, efficacy: A study of successful Texas school districts*. Retrievable from ERIC database. (ED428907)
- Johnson, J.F., Ragland, M., & Lein, L. (1997). *Successful Texas schoolwide programs*. Retrievable from ERIC database. (ED 406084)

Leadership in Acquiring Grants*

Kabcenell Foundation (2007-2009) Acquired grants totaling \$100,000 to support a project designed to improve executive instructional leadership in six California school districts.

Irvine Foundation Study of California's Continuation High Schools (2006-2007) Acquired a grant of \$100,000 to work in collaboration with Stanford University and WestEd on a study of continuation high schools in California.

State Superintendent's Schools of Promise Program (2003-04) Acquired grants totaling \$140,000 from the Martha Holden Jennings Foundation, Cleveland Foundation, and the Gund Foundation to support a program designed to identify, study, and promote the emulation of high-performing Ohio schools that serve low-income communities.

Regional Education Laboratory Program (1999-2001) Initiated a partnership with the Southwest Regional Education Laboratory (SEDL) that led to a successful application for the Regional Education Laboratory Program. The grant provided over \$1,000,000 to assist with the implementation and study of efforts to turn around low-performing schools.

Study of Students with Disabilities in High-Performing/High-Poverty Schools (1999-2001) Acquired approximately \$100,000 in a sub-grant from the Council of Chief State School Officers to design and implement a study that examined how students with disabilities fared in five high-performing elementary schools in Texas. The Council of Chief State School Officers published the findings in a volume entitled, *Expecting Success: A Study of Five High-Performing, High-Poverty Schools*.

Study of School Districts with Several High-Performing Schools Serving Low-Income Communities (1998-2001) Acquired grants totaling \$600,000 from the Sid W. Richardson Foundation to study four Texas school districts in which many of the schools that served low-income communities achieved Recognized or Exemplary designations in the state's accountability system.

Comprehensive Regional Assistance Center (1995-2000) In collaboration with RMC Research and the Intercultural Development Research Association, acquired a grant from the U.S. Department of Education to serve as a research and technical assistance center for Texas schools and school districts. The grant provided over \$9 million. Over \$3 million went to the Charles A. Dana Center. In addition to supporting a variety of technical assistance efforts, the resources helped support the following research activities:

- A study of successful Title I Schoolwide Programs
- A study of high-performing/high-poverty high schools
- A preliminary study of districts with multiple high-performing/high-poverty schools

Hope for Urban Education Study (1997-99) Acquired approximately \$200,000 in a grant from the U.S. Department of Education to identify and study nine urban elementary schools with high levels of academic achievement.

Successful Title I Schoolwide Programs Study (1995-96) Acquired approximately \$100,000 in a grant from the Texas Education Agency to identify and study 26 Title I schools that had high levels of student achievement on the Texas Assessment of Academic Skills.

* This list does not include grants and contracts acquired exclusively for technical assistance activities.

Previous Employment

Deputy State Superintendent

Ohio Department of Education
From July 2002 to July 2005

Director of Student Achievement and School Accountability

Office of Elementary and Secondary Education, U.S. Department of Education
From March 2001 to June 2002

Director of District Support and Services

Charles A. Dana Center, University of Texas at Austin (See website at <http://www.utdanacenter.org>.)
From April 1995 to March 2001

Senior Director, Division of Accelerated Instruction

Texas Education Agency (State Department of Education), Austin, Texas
January 1991 to April 1995 Reference: Dr. Lionel (Skip) Meno Commissioner - retired

Director of Special Projects and State Compensatory Education

Texas Education Agency (State Department of Education), Austin, Texas
January 1990 to January 1991 Reference: Dr. Jay Cummings, Deputy Commissioner - retired

Educational Program Director for Homeless Children and Youth

Texas Education Agency (State Department of Education), Austin, Texas
November 1988 to January 1990 Reference: Dr. Jay Cummings, Deputy Commissioner - retired

Special Education Specialist II

Texas Education Agency (State Department of Education), Austin, Texas
January 1988 to November 1988 Reference: Dr. Tom Bass, Education Program Director - retired

Classroom Teacher

Andrews Elementary School, Austin Independent School District, Austin, Texas
August 1987 to December 1987 Reference: Mr. Ray Evans, Principal - retired

Coordinator of Special Education/Principal

Carlsbad Municipal Schools, Carlsbad, New Mexico
October 1984 to June 1987 Reference: Ms. Linda Aycock, Assistant Superintendent - retired

Classroom Teacher

Carlsbad Junior High School, Carlsbad Municipal Schools, Carlsbad, New Mexico
August 1984 to October 1984 Reference: Mr. Benny Willmon, Principal - retired

Classroom Teacher

Johnson Academy, San Diego Unified School District, San Diego, California
September 1979 to June 1984 Reference: Ms. Bernadine Hawthorne, Principal - retired

Service

Member, TERC Board of Directors (2021-present) Serve as a trustee of TERC, a research and development group focused on the improvement of math and science education

Chair, Equity Research Advisory Board (2019-present) Served as the chair of the equity research advisory board for the EF+Math Program

Advisory Board Member (2020-present) Served on the advisory board of an NSF-funded project entitled *Creating a Model for Sustainable Ambitious Mathematics Programs in High-Needs Settings: A Researcher-Practitioner Collaboration*

Project Team Member (2020-present) Noyce/NSF Master Teaching Fellow Program in Mathematics and Science at San Diego State University

Member (2013-present) SanDERA (San Diego Education Research Association) Board of Advisors

Member (2006-present) California Collaborative on District Reform

Advisor (2012-2018) U.S. Department of Education's Region IX Equity Assistance Center

Member (2013-2016) Association of California School Administrators (ACSA) Region 18 Superintendent's Council

Member (2010-2016) National Advisory Board to the Metropolitan Nashville Public Schools Advisory

Faculty, AERA/UCEA Clark Seminar for Distinguished Graduate Students (2009). Participated as a faculty advisor.

Advisor (2007-2010) Federal Comprehensive Technical Assistance Centers Evaluation Work Group

Advisor (2008-2011) Ellis Foundation Advisory Board to the Creighton, AZ public schools

Member (2005-2006) U.S. Department of Education's Title I – Math Steering Committee

Advisor (2006) WestEd's Beating the Odds Schools Project

Member (2006) Working Group on Technical Assistance to California's Low-Performing Schools

School Improvement Program Chair, American Educational Research Association, Division A (2005)
Managed the selection of papers and symposia in the school improvement section of the Administration Division for the AERA Annual Meeting in Montreal, Canada.

Theory into Practice (2003-2005) Served as guest co-editor (with C.L. Uline) of a special issue focused upon narrowing achievement gaps. The issue was published in Winter 2005.

Member (2002-2003) National Forum on School Accountability (sponsored by the Education Commission of the States, the Aspen Institute, and Gates Foundation)

Study of Successful High Schools (2003) Served on the expert advisory panel for this U.S. Department of Education funded study being conducted by MPR Associates.

Consultant (2000) Learning First Alliance on State Accountability System Issues

Chair (1996-2000) Texas Education Agency's EdFlex Committee

Member (1998) Advisory Panel to the Council of Chief State School Officers State Education Indicators Project

Member (1997) U.S. Department of Education's Goals 2000 Program Peer Review Panel for the State of Georgia

Independent Review Panel for the National Assessment of Federal Education Programs and the National Assessment of Title I (1997-2001) Served on the panel charged with advising the U.S. Department of Education on the design and implementation of large and small-scale evaluation studies for gauging the effectiveness of federal education programs.

Co-director (1995-2001) U.S. Department of Education's Region VIII Comprehensive Regional Assistance Center (the STAR Center)

Member (1999-2001) Public Education Network Board Policy Committee

Member, Longitudinal Evaluation of School Change and Performance (1999-2001) Served on the Technical Work Group charged with advising Westat (the project contractor) regarding this large-scale research project sponsored by the U.S. Department of Education.

Advisory Board Member, Demonstrating the Impact Initiative (1999-2001) Assisted the National Staff Development Council in defining frameworks for evaluating staff development.

Member, Learning-in-Deed (Service Learning) Research Advisory Council (1999-2001) Advised RMC Research regarding the development of a research agenda related to service learning.

Member (1999-2001) Annenberg Institute Program Advisory Board

Panel Member, National Research Council's, Committee on Title I Testing/Assessment (1998-99) Participated on a National Research Council Panel that studied the use of assessment and accountability systems to improve teaching and learning in Title I schools. The panel (chaired by Richard Elmore) developed the report *Testing, Teaching, and Learning: A Guide for States and School Districts*.

Mid-Course Review Panel for the Consortium for Policy Research in Education (1999) Served on a panel that advised the U.S. Department of Education in its review of the work of the Consortium for Policy Research in Education (CPRE).

National Research Council's Committee on Equity and Excellence in Testing (1999) Served as a consultant to this National Academy of Science/National Research Council Committee focused on identifying the advantages and risks of high-stakes testing.

Member, Comprehensive School Reform Demonstration (CSR D) Project Evaluation Work Group (1998) Advised the USDE on the evaluation of the effectiveness of the CSR D Project.

Participant (1995) U.S. Department of Education’s Title I Negotiated Rulemaking Committee representing the Council of Chief State School Officers

Recent (2020) Major Addresses

- 2021 Featured Speaker, National Title I Conference
- 2020 Keynote: National Staff Association for the Improvement of Instruction
- 2020 Keynote: California State University’s Launch of the Center to Close the Opportunity Gap
- 2020 Featured Speaker: Association of California School Administrator’s Equity Luncheon
- 2020 Keynote: Merced County Office of Education Symposium on Addressing the Whole Child
- 2020 Keynote: Anchorage Education Association’s Good Teaching Institute
- 2020 Keynote: Washington Education Association Statewide Conference



Iftin Charter School

**Iftin Charter Schools
Board of Trustees
Referral Packet and Instructions**

For more information, please contact:

Maslah Yussuf, CEO TK-8

619-265-2411

Yussuf@iftincharter.net

CALL FOR BOARD REFERRALS

Iftin Charter School invites referrals of individuals interested in serving on its Governing Board. We are seeking Members who are committed to providing time and resources toward governing the Iftin Charter Schools.

We are seeking potential Members who possess some combination of the following attributes:

- Commitment to the Iftin Charter mission
- Demonstrated ability to raise funds or gain access to funds
- Finance Skills: A background and demonstrated success in the area of finance
- Management Skills: have strategic and decision making skills that are the hallmarks of effective managers
- Serve and act for the benefit of the entire Iftin Charter community
- Political clout or the connections (within the business, government, and/or non-profit communities) that can facilitate the Iftin Charter School's ability to fulfill its mission
- Relationship builders
- Forward-looking, strategic thinkers
- Effective communication skills
- Strong background working in the local community
- Strong Background in reform-based education particularly with a focus on small high performing high schools

Eligible candidates must be at least 18 years.

WHAT IT MEANS TO BE A BOARD MEMBER

The Iftin Charter Governing Board acts in trusteeship for all members of the Iftin Charter community. It establishes and follows policies for governing all of the Iftin Charter Schools. It ensures that the Director fulfills standards of performance that it establishes and that the entire organization is performing in a way that embodies excellence. In executing these responsibilities, the Governing Board commits itself to ensuring that:

- A vision for accomplishing the Iftin Charter mission is established and maintained
- The Iftin Charter mission will remain appropriate to and consistent with its non-profit status
- The Iftin Charter will fulfill its mission efficiently
- Iftin Charter School will be financially sustainable

The Iftin Charter Governing Board is responsible for its own development, its own discipline, and its own performance. In carrying out their functions for the Iftin Charter Schools, each Board member has two primary obligations to perform a *Duty of Care* and to perform a *Duty of Loyalty*.

Under the *Duty of Care*, each Board member is expected to exercise his/her powers in the interest of the Iftin Charter Schools. The *Duty of Care* relates primarily to:

Being Informed. Members are expected to attend all meetings of the Board; read information regarding Iftin Charter Schools and its activities prior to meetings; understand the mission, bylaws, policies, financial condition, and programs of Iftin Charter; and, when necessary, make reasonable requests for additional information from staff, committees, or other Board members.

Exercising Independent Judgment. As a Director, the Board member's duties are to the entire organization.

Under the *Duty of Loyalty*, each Board member is required to exercise his or her powers in the interest of the organization, not in their own interest or the interest of another entity or person. By assuming office, the Board member acknowledges that, with regard to any activity, the best interest of the organization must prevail over the member's individual. The *Duty of Loyalty* relates primarily to:

Conflicts of Interest. Where an individual Board member has interests that are in conflict with those of the organization, the member must disclose the conflict before the Board of Trustees takes action on the matter. Board Members must also disclose their financial interests on Government Form 700 and adhere to the Fair Political Practices Act (FPPA).

Confidentiality. Each Board member is expected to treat as confidential all matters involving the organization until there has been general public disclosure or unless the information is a matter of public record or common knowledge. When representing Iftin Charter in public, each Board member must be cognizant of his or her role as a symbol of and spokesperson for the organization. In such circumstances, a Board member is expected to behave in a manner that does not in any way imperil the public image and standing of the Iftin Charter. In such circumstances, a Board member is expected to speak for the organization and not his or her own interests. This includes representing only those views and positions that have been agreed upon by the Governing Board.

BOARD MEETINGS

The Iftin Charter Governing Board typically meets monthly or as critical issues arise. Most meetings are one to three hours in length.

**Iftin Charter Public Schools
Governing Board Member Referral Form**

All questions must be answered for the application to be considered complete.

I. Name of Referral

Mumin _____ Shuayb _____ M. _____
Last First Middle

II. Referred By

Self Other If other, please state your name and your relationship to the nominee:

III. Additional Information About Person being Referred

Technology Coordinator _____ Iftin Charter School _____
Occupation/Job Title Company/Organization

Address 5465 El Cahon Blvd _____
San Diego, CA 92115 _____

Telephone (619) 265-2411 _____ Fax _____ E-mail mumin@iftincharter.net _____

Home Address 3822 Marron St San Diego, Ca 92115 _____ M

Home Telephone _____ Fax _____ E-mail _____

List a maximum of four names of persons submitting letters of recommendation. You should include at least two letters.

- | | | | |
|---|--------------------------|---|-------------------------|
| 1 | Abdullahi H. Yusuf _____ | 2 | Mohamed A. Hassan _____ |
| 3 | Abdikhadar Hashi _____ | 4 | Ali Hori _____ |

IV. Questions for Person Being Referred

Please limit each answer to approximately 150 words.

1. List any previous leadership positions held and describe what you accomplished in those positions.

2. If you currently serve in a volunteer leadership position with another organization, please explain your role and accomplishments.

3. What special abilities would you bring to the Iftin Charter Board?

4. What do you think are the most important issues facing education at the local, state, national and international level?

5. What steps should Iftin Charter take to strengthen its role and relationship with the community?

6. How would you "sell" the importance of Iftin Charter to a person who is unfamiliar with the organization?

7. How is the work you do as a professional compatible with the Iftin Charter mission?

8. Iftin Charter would like to maintain a Board that is comprised of individuals with a concern for the common good of the organization. Discuss how you would help the Board reach consensus among a group of peers with varied interests and/or positions on a specific issue.

9. What would be your personal goals as a member of the Iftin Charter Governing Board?

REFERRAL PACKET CHECKLIST

Please submit the following information:

- The Completed Referral Form as a Word document or PDF
- The Nominee's Resume as a Word document or PDF
- Two letters of recommendation (on the originator's letterhead) as a Word document or PDF

You can either submit electronically to yussuf@iftincharter.net or send a hard copy to:

Iftin Charter Schools
ATTN: Maslah Yussuf, CEO
5465 El Cajon Blvd.
San Diego, CA 92115

1. List any previous leadership positions held and describe what you accomplished in those positions.

I previously served as a board member of Bandar Salaam Apartments where I worked to improve the living quality of the environment. I worked to be the voice of inhabitants who came from low income backgrounds and many of who were refugees and immigrants. I also previously served as the chair of the parent committee at Iftin Charter. As the chair, I worked to highlight the concerns and opinions of parents and worked to create an environment where parents had an active role in the education of their children.

2. If you currently serve in a volunteer leadership position with another organization, please explain your role and accomplishments.

I currently hold a volunteer leadership position at the non-profit organization called Horsaid. There I worked to raise funding for students in Somali who do not have the financials to attend school. We also worked to build an elementary/middle school for these students so they could receive the education that they are entitled to.

3. What special abilities would you bring to the Iftin Charter Board?

The special abilities that I can bring to the board is that I have an understanding of the school from both a parent perspective and employee perspective. Not only have I served as the chair of the parent committee here at Iftin, but my children are also students at the school. Therefore, I understand the wants and needs of the parents of this school. I also have a perspective as an employee, which provides me with opportunity to see how the schools works to meet the needs of its students. Thus, as a board member I will work to highlight these perspectives in order to achieve what's best of our school.

4. What do you think are the most important issues facing education at the local, state, national and international level?

The most important issue facing our educational system here in the United States is that not all students receive the same quality of education. I believe that a student should have a right to quality education regardless of their racial/ethnic background, financial situation, or the neighborhood where they reside. If selected as a board member, I will work to ensure that the students of our school receive the best quality education possible.

5. What steps should Iftin Charter take to strengthen its role and relationship with the community?

Iftin can build a stronger relationship with the community by increasing the diversity of its students, staff, and administration. Iftin has already built a great relationship with the Somali community here in San Diego. Nonetheless, we want people from all ethnic and racial

backgrounds to feel represented within the walls of this campus. Thus, by increasing diversity can create a stronger bond with all members of our community.

6. How would you “sell” the importance of Iftin Charter to a person who is unfamiliar with the organization?

I would describe Iftin Charter school as a school that tirelessly works to ensure that its student not only succeed but thrive in all aspects of their lives. I would say that Iftin values its students and that the staff understand the responsibility of educating our future leaders, educators, doctors, lawyers, etc.

7. How is the work you do as a professional compatible with the Iftin Charter mission?

I currently work as the technology coordinator here at Iftin Charter school. I believe my work is very connected with our school’s mission because every day I work hard to make sure that our technology program is running smoothly so that our students can have access to quality education.

8. Iftin Charter would like to maintain a Board that is comprised of individuals with a concern for the common good of the organization. Discuss how you would help the Board reach consensus among a group of peers with varied interests and/or positions on a specific issue.

All members of the board have interests and issues that they want to address. As a board member I would help the Board reach a consensus by reminding my fellow board members of why they joined the school board in the first place. I will remind them that the ultimate goal that drives all our decisions is to create the best learning environment for our students. With this goal in mind, we can work together to reach a decision that ensures the execution of this goal.

9. What would be your personal goals as a member of the Iftin Charter Governing Board?

My personal goals as a member of the board would be to increase the quality of education for our students, increase the diversity that is present in our school, and increase the access to education for our students and community alike.

4818 W. Ellis St
Laveen, AZ 85339
June 16th, 2021

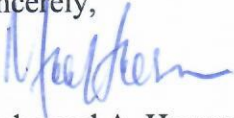
To Whom It May Concern:

Subject: Shuayb Mumin

Shuayb Mumin has been an active productive member of the community. Shuayb has been involved in many community projects both as a member of Bandar Salaam board and as a regular resident in City Heights where he regularly participates in the community. I have worked and have known Shuayb for over 20 years. I highly recommend Shuayb to your board. I am sure, he will be a valuable asset to count on for various topics.

If you've further inquiries, please feel free to reach me at (480) 387-3844.

Sincerely,



Mohamed A. Hassan

3810 Winona Ave. Apt. 204
San Diego, CA 92105
June 16th, 2021

To Whom It May Concern:

Subject: Shuayb Mumin

It is with much enthusiasm that I recommend Shuayb Mumin to your organization. I have known Shuayb since childhood and has been a man with valuable qualifications and honesty on each endeavors that he undertook. Shuayb has been involved in Bandar Salaam board for a long time. He has exhibited good character morals, discipline, and eagerness to work with different members on the board. He has provided valuable contributions to the board for the benefit of the larger community.

As a former member of City Heights Planning Committee, I have worked with Shuayb on various community projects in which he excelled and fulfilled his commitments. He is a man of his word, and I would highly recommend to have Shuayb on your board.

Sincerely,



Abdullahi H. Yusuf



ICS Board of Directors
2021-2022 Meeting Schedule

7/30/2021 Board Retreat (Review Policies and Procedures, Calendar, Agreements, Board Workshop Planning) (5 yr. plan, Data Collection, Brown Act Training)

8/27/2021 Annual Board Meeting (Organizational Meeting, Election of Officers, Board Calendar)

9/24/2021 Regular Meeting

10/29/2021 Regular Board Meeting (Iftin Policy and Procedure review)

11/26/2021 Regular Board Meeting (Iftin Policy and Procedure review)

12/17/2021 Regular Board Meeting

1/28/2022 Board Walk (Iftin Policy and Procedure review)

2/25/2022 Regular Board Meeting (Business- 2nd interim report) (Budget LCAP Planning)

3/25/2022 Regular Board Meeting (LCAP and Budget Status, Test Results Reading, Math Benchmark)

4/22/2022 Regular Board Meeting (Iftin Policy and Procedure review)

5/27/2022 Regular Board Meeting

6/24/2022 Regular Board Meeting (Iftin Policy and Procedure review)

Draft

**RESOLUTION OF THE BOARD OF DIRECTORS OF
IFTIN CHARTER SCHOOL APPROVING UPDATED
CHIEF EXECUTIVE OFFICER COMPENSATION AND
EMPLOYMENT AGREEMENT**

WHEREAS, Iftin Charter School, a nonprofit public benefit corporation (“Iftin”) operates that charter school of the same name under the direction and oversight of its Board of Directors (“Board”);

WHEREAS, pursuant to the Nonprofit Integrity Act of 2004, and specifically California Government Code section 12586(g), the Board must review and approve the compensation, including benefits, of Iftin’s Chief Executive Officer (“CEO”) to assure that it is just and reasonable;

WHEREAS, in order to attract and retain the most qualified candidates for the CEO position, it is essential that Iftin offer compensation that is competitive;

WHEREAS, the Board proposes to employ the CEO on an “at-will” basis beginning with the 2021-2022 school year under the terms and conditions provided in the attached Employment Agreement; and

WHEREAS, the Board has considered the following factors in order to determine that the CEO’s proposed compensation as set forth in the attached Employment Agreement is just and reasonable: the proposed compensation, including benefits, is competitive with market rate compensation for similarly situated executives at similarly situated schools and the proposed compensation is reasonable given the CEO’s job duties, expectations and responsibilities.

NOW, THEREFORE, in light of the foregoing findings and determinations, the Board of Directors finds, resolves and determines the following:

Section 1. The Board has independently reviewed the CEO’s compensation, including benefits, for the 2021-2022 school year as set forth in the attached Employment Agreement and has determined that it is just and reasonable.

Section 2. The attached Employment Agreement is hereby adopted and approved.

ICS BOARD'S CERTIFICATE

The Board of Directors of Iftin Charter School, a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a regular meeting of the Board of Directors, which was duly and regularly held on the 25th day of June, 2021, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2021.

Treasurer of the Board of Directors of ICS
Mulki Hirsi



Iftin K-8 Charter School CEO's Contract

This Employment Agreement is made between The Governing Board of Iftin Charter School (The Employer) and **Maslah A. Yussuf**, hereinafter referred to as the CEO of Iftin Charter School.

1. Terms of Agreement

- a. The term of this Agreement begins on July 1 2021, and ends no later than June 30 2023, unless terminated earlier by either Employer or Employee.
- b. CEO's employment shall be at will and can be terminated by either Employer or the Employee at any time with or without cause and with or without notice.
- c. CEO is employed to serve as the Chief Executive Office of Iftin Charter School and shall perform such duties as are consistent with this position as well as such other duties that the Employer may assign from time to time.
- d. CEO will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with Employer.
- e. CEO shall inform Employer in writing when he or she accepts outside employment. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties. Employer will then determine if a potential or actual conflict of interest exists.

2. Compensation

- a. Employee is an exempt employee and therefore is not eligible for overtime pay. Employee shall receive an annual salary of \$120,750.00. Per Employer's Calendar, annual refers to 11 months (August - June).
- b. Employee shall be entitled to all benefits available to Employer's full-time, certificated employees, as such benefits may be amended from time to time in Employer's sole discretion, except as otherwise provided below, which additional benefits shall go into effect the pay period after this Agreement is fully executed.
- c. Employer shall pay for the Employee's membership in the Association for Supervision and Curriculum Development (ASCD).
- d. Employer will reimburse the CEO for job related educational and professional development courses, seminars and trainings. Employee may take such courses/ seminars/trainings during normal business hours and will not be required to utilize vacation time.



3. Performance Objectives

The overarching goal for the Employee is to make progress toward closing the achievement gap and moving all students to proficiency. To bring this objective to reality, Iftin Charter School expects Employee to do the following:

- *Make student-centered decisions that ensure excellence and equitable education for all students. Foster High Quality, Standards-Based Instruction and ensure the highest level of academic achievement for all students through the use of a guaranteed, viable curriculum.*
- *Expand Student Learning Opportunities: Maximize resources, understand our diversity, accelerate and enrich student learning.*
- *Maintain high levels of transparency, effectiveness, efficiency, equity, insure equality: maintain chain of command in your operations. Build a Culture of Trust, Collaboration, and Success: Create a safe learning environment for all stakeholders-students, parents, staff, Board, and surrounding community*
- *Works collaboratively with the Principal to fully implement the vision and mission of the school. Ensure that academics, school culture and climate, community engagement, and external partnerships are positive, effective, and tightly aligned to the ICS 's vision, mission and goals.*
- *Work with the Iftin Board and leadership team to develop, create and refine a strategic plan and vision and create an implementation plan to accomplish it, and adapt to internal and external changes as needed.*
- *Focus resources to support instructional improvement and improved student learning. Stay, within budget; consult with the Board for hiring plans not already in the approved budget. Maintain up-to-date financial Records.*
- *In collaboration with the administrative team and the principal, review performance evaluations of certified staff, in accordance with any applicable collective bargaining agreements and/or ICS Board policies.*
- *Hire, promote, discipline and recommend dismissal for all employees of the Charter School.*
- *Complete and submit required documents as requested or required by the charter and/or Charter School Board and/or the County.*
- *Present independent fiscal audit to the Charter School Board and after Board review, submit the audit to the County Board of Education, the County Superintendent of Schools, the State Controller, and the California Department of Education.*



- a. The Employee shall submit written annual performance objectives for the year of this Agreement to the governing Board or Directors no later than Oct. 31. These performance objectives shall be based on the duties contained in the job description and those objectives identified as appropriate by the school board. These objectives and the related requirements of the job description shall become the basis upon which the Employee is compensated.

4. Evaluation

- a. On or before May 15, Employee's governing Board shall evaluate the performance of the Employee in writing. The evaluation shall be based upon but not limited to: the overall academic achievement of the students, financial viability, parent engagement, achievement of the stated performance objectives and all other elements necessary for the school to improve and achieve the stated objectives set out in the performance objective. Evaluation process will include site visits. The Board shall follow a fair and consistent process when evaluating the Employee. Failure to evaluate the Employee pursuant to this paragraph will not prevent Employer from terminating Employee's employment.

5. Days of Service

- a. The Employee shall be required to render full service to the school during period covered by this Agreement. For retirement purposes only, Employee shall work a minimum of 208 days.

6. Sick Leave

- a. The Employee shall be entitled to use or accumulate sick leave benefits at the rate of twelve (12) days per year.

7. Child Abuse and Mandatory Reporting

- a. The Employee understands and acknowledges that he/she is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, the Employee is responsible to report to an appropriate agency whenever the Employee, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the Employee knows or reasonably suspects to have been the victim of child abuse or neglect. The Employee understands and acknowledges that he or she must follow up on his or her initial report by



filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

- b. The Employee understands and acknowledges that, as a mandated reporter, his or her identity shall be confidential and shall be disclosed only as provided in California Penal Code section 11167(d). Employee further understands that his or her identity will not be disclosed to the School without his or her consent or a court order.
- c. The Employee acknowledges that Employer has provided him or her with copies of California Penal Code sections 11165.7, 11166 and 11167.

8. Confidentiality

- a. All Confidential Information of the School to which Employee has knowledge or access shall be the exclusive property of Employer both during and after Employee's employment. Employee shall hold such information in strictest confidence and shall not use or disclose Confidential Information to any person or entity without the prior written consent of the Chair of the Board of Employer, except to the extent such use or disclosure is made by reason of Employee's job responsibilities.
- b. Employee shall not take any Confidential Information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with Employer without the prior written consent of the Chair of the Board of Employer. Upon the termination of Employee's employment with Employer, Employee shall deliver promptly and return to Employer all such materials, along with all other property of Employer, in the Employee's possession, custody or control.
- c. Materials developed by Employee for purposes of his or her employment at the School shall be the property of the School. Upon the termination of Employee's employment with the School, Employee shall promptly return such materials to the School.
- d. For the purposes of this Section, Confidential Information, shall mean all information, data or knowledge regarding Employer, its operations, employees, contractors or vendors not known generally to the public, including, but not limited to research and development, trade secrets, existing or proposed programs, purchases, sales, members, member lists, financial and marketing data, business plans, employee information or benefits information.



9. Applicable Law

- a. This Agreement shall be continued in accordance with, and governed by the laws of the State of California and the United States of America. Should any provision of the Agreement be invalid the remainder of this Agreement shall nevertheless be binding and effective.

10. Complete Agreement

- a. This Agreement constitutes the entire Agreement between the parties pertaining to the subject matter hereof, and is the final, complete and exclusive expression of the terms and condition of their Agreement.
- b. Any and all prior agreements, representations, negotiations and understanding made by the parties, oral and written, express or implied, are hereby superseded.
- c. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce or compel strict compliance with every provision of this agreement.

Employer: Iftin Charter School

Faisal Ali _____ ICS Board President _____
Name Title

Signature: _____ Date: _____

Agreed to and Accepted

I accept employment with Iftin Charter School on the terms specified above.

_____ Iftin Charter School Employee _____
Name

Signature: _____ Date: _____

Iftin Charter School Corporation
CEO Job Description

GENERAL RESPONSIBILITIES:

The Chief Executive Officer is hired and evaluated directly by the Board. The CEO works at the direction of the Board of Directors and oversees the fiscal, educational, and operational areas of Iftin Charter School Corporation. The CEO is responsible for ensuring that the public charter schools' academic programs and operations are successful and faithful to the terms of its charter.

Specific Responsibilities:

- Implement the mission, vision and educational program of the school.
- Accountable for student achievement, assessment, and data analysis.
- Recruit, select, hire, manage, evaluate and develop a team of administrators, teachers and support personnel.
- Represent the school in all public and community forums.
- Provide professional development or oversee the leading of professional development/learning communities.
- Manage the budget, finances, purchasing and fundraising.
- Implement discipline policies and supervision of students.
- Manage and ensure School Safety Plan.
- Oversee all aspects of effective facilities management.
- Facilitate the development of the LCAP and all other state and federal reports.
- The CEO in collaboration with the administrative team will review performance evaluations of certificated staff, in accordance with any applicable collective bargaining agreements or Board policies of Iftin.
- Works collaboratively with the Principal to fully implement the vision and mission of the school.
- Work with the Iftin Board and leadership team to develop, create and refine a strategic plan and vision and create an implementation plan to accomplish it, and adapt to internal and external changes as needed.
- Make student-centered decisions that ensure excellence and equitable education for all students including newcomers, refugee/immigrant, special education, and gifted and talented.
- Ensure that academics, school culture and climate, community engagement, and external partnerships are positive, effective, and tightly aligned to the corporation's vision, mission and goals.

QUALIFICATIONS:

Education and Experience

- Graduate degree in Education or related area.
- Three-five years of administrative experience, as a principal, assistant principal, coordinator or other executive leadership position.
- Experience in working with a non-profit Board desired.
- Teaching and/or Administrative Credentials (preferred).
- Experience in managing and leading high performing teams, schools, and/or non- education organizations including strategic development and operations.
- Experience working with refugee/immigrant communities (preferred).
- Experience coaching and developing staff.
- Experience working with a culturally and linguistically diverse student body.

Knowledge of:

- Local, state and federal laws applying to public charter schools.
- Special education needs and issues.
- English learner needs and issues.

Skilled in:

- Communicating clearly and effectively in both oral and written language.
- Establishing and maintaining positive, respectful relationships with a variety of people.
- Engaging families and the larger community in the life of the school.