



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.

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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.