

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	IFTIN Charter School		
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## 2017-20 Plan Summary

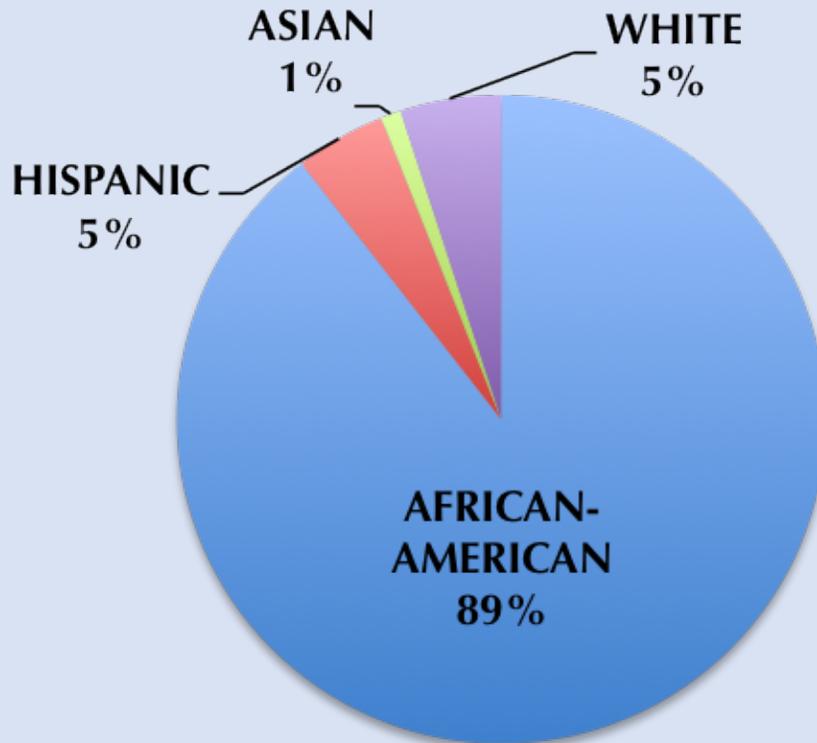
### THE STORY

Briefly describe the students and community and how the LEA serves them.

Iftin Charter School (ICS) was established in Fall 2006, by a group of predominately Somali parents concerned about the quality of public education in the immigrant community of City Heights. In an effort to embody their vision of hope and support for their children, the school was named "Iftin" which means enlightenment in Somali. Iftin Charter School currently serves 423 of San Diego's most vulnerable students in grades TK-8, with demographics that include: 6% Students with Disabilities, 61% English Language Learners, 0.7% Foster Youth, 0.5% Homeless Youth, and 100% who qualify for free/reduced lunch.

### MISSION

To provide students with an academically rigorous standards-aligned curricula supplemented with access to technology, 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.



## LCAP HIGHLIGHTS

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

Iftin Charter School has recently undergone new leadership changes, which has resulted in staffing changes, and the development of an LCAP that truly addresses the needs of our students based on data, that addresses the 8 State Priorities, CA. Dashboard findings, and the CDE required metrics where we have developed annual growth targets. The new LCAP goals are:

- **GOAL #1:** Iftin will develop an infrastructure for the collection, and analysis of multiple forms of student/schoolwide data including assessments to inform: instructional decisions, implementation of research-based and evidence based practices; intervention programs; and fully implement a Multi-tiered Support System (MTSS) that incorporates RTI/SST) to identify and provide appropriate academic and social0emotional supports to ensure student academic success and close the achievement gap among all subgroups.
- **GOAL #2:** Iftin will develop a comprehensive coherently focused, schoolwide Professional Develop Plan that encompasses the Common Core State Standards (ELA, ELD, NGSS, Math) and differentiation implementing Universal Design for Learning (UDL) approach, to address the diverse learning needs of all students, and provide them with extended learning experiences that encourages engagement.
- **GOAL #3:** Iftin will engage parents and the community as partners through education, communication, and collaboration, to ensure all students are college ready. Iftin will implement a Culture of High Expectations and a Culture of Learning using "the Iftin Way" by providing all students with a nurturing and safe learning environment through the integration of social-emotional learning that will promotes positive behavior.

## REVIEW OF PERFORMANCE

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

Iftin Charter School has successfully implemented a 1:1 student to device ratio.

Iftin Charter School is proud of its performance on the following local performance indicators included in the LCFF Evaluation Rubrics for which it has earned a "Met."

- Basic
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

For the Suspension Indicator, Iftin Charter School earned an "orange." As a result, with the recent leadership change, our school will develop and implement a comprehensive Multi-tiered Systems of Support (MTSS) to address the academic and social-emotional needs of our students. Additionally, our entire staff will receive training on Positive Behavioral Interventions & Support (PBIS). PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. In addition, our school will employ 2 Deans whose roles and responsibility will be clearly outlined for the upcoming school year to support social-emotional needs of our students, in addition to the implementation of PBIS and MTSS. The Leadership Team will be monitoring student and schoolwide data, and administering student surveys to measure student connectedness, and school climate.

## GREATEST NEEDS

For the English Learner Progress Indicator (ELPI), Iftin Charter School earned an "orange." With the numerous changes in leadership and staff over the past few years, the quality of our school's ELD Program has been inconsistent. The new leadership team in collaboration with its teaching staff, are revising the school's English Learner (EL) Plan to ensure EL students receive appropriate EL academic support through designated and integrated ELD instruction built into the master schedule. Additionally, our school is researching ELD curriculum for adoption and will provide the entire teaching staff with training on the ELD standards and EL strategies to incorporate in the classroom. With the recent adoption of the ELPAC assessment, it is critical that our entire staff prepares all EL students for academic success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Iftin Charter School does not have any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

## PERFORMANCE GAPS

### INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Iftin Charter School is working to increase the number of instructional assistants and paraprofessionals that focus on providing academic and social-emotional supports for unduplicated pupils. Services include:

- Academic intervention and support provided by classroom teachers, Reading Specialist, Math Specialist, Instructional Assistants, under the supervision of the Instructional Leader
- Social-emotional Support provided by the school counselor and 2 Deans

The Leadership Team will closely monitor the academic and social-emotional support system by reviewing and analyzing multiple forms of data.

### BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

#### DESCRIPTION

#### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$\$4,651,397
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,397,836.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Included in General Fund Budget Expenditures but not included in the LCAP. The following are costs associated with operating the school's program.

- Auxiliary Staff Members
- Staff Benefits
- Operational Supplies
- General Insurance costs
- Legal/Audit Fees
- Various non-instructional consultants
- Administration Fees

\$\$\$3,930,061

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

All students will meet/exceed expectations in 1) English Language Arts & Math; 2) Science and History/Social Studies; 3) Physical Education as defined by the Common Core State Standards and progress made in 4) API; 5) EL Proficiency Rates and 6) EL Reclassification Rates.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1) The CAASPP will determine progress made toward proficiency in for gr. 3-8 students in ELA & Math.  
 2) Student progress made toward proficiency will be determined by:  
 1)the CST standardized test for Science (grade 5 & 8 students) and 2) the EADMS Assessments for History (grade 8 students).  
 3) The FITNESSGRAM will be administered to all grades 5 & 7 students and the data will be compared to the 5th grade scores of the current 7th grade students to determine progress made in the 6 areas of physical fitness.  
 4) The state's Academic Progress Index (API), when available, will be used to meet the annual API Growth Target.  
 5) ELs will make progress on the CELDT and meet the state AMAO 1 and AMAO 2 as per Title III assessments for English Learners.  
 6) The California Reclassification Criteria will be used to reclassify eligible EL students showing an increase.  
 7) All Special Education students will show growth made toward meeting their IEP annual goals.

#### ACTUAL

1. CAASPP Results: 2016 % Standards Met/exceeded in ELA: 39%; Math: 32%  
 2. CST Science was suspended by the SBE.  
 3. Fitness gram was administered:  
 4. API was eliminated by the SBE.  
 5. % of EL who advanced at least 1 Performance level on the CELDT: 37%  
 6. 2016-17 Reclassification Rate: 14.4%  
 7. This data was not collected.

### ACTIONS / SERVICES

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

Action **1**

Actions/Services

**PLANNED**  
 1) ELA & Math: All gr. 3-8 students will show progress toward proficiency in ELA & in Math as per CAASPP. (RESULTS PENDING)  
 2) Math Resource Teacher/ Data Analyst will gather data results for comparison. The Reading Specialist will provide reading support for K-8. Instructional materials and software will be ordered to support the Reading and Math academic growth of all students. (MET-Rdg Levels Results Show Growth)

**ACTUAL**  
 1. Reading levels demonstrated academic gains.  
 2. Math Resource Teacher was hired to develop benchmark assessments, and assist teachers with lesson planning and coaching.  
 Reading Specialist was hired to provide professional development for teachers; coaching, provided intervention for students using Accelerated Reader Program.  
  
 Every class attends the reading lab to access Accelerated Reader 1 hour per week.

Expenditures

**BUDGETED**  
 1100-00 Base \$122,994  
  
 4300-00 Base \$35,000

**ESTIMATED ACTUAL**  
 Salary for Math Resource Teacher & Reading Specialist. 1000-1999: Certificated Personnel Salaries LCFF Base \$119,994  
 Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration \$402  
 Instructional materials 4000-4999: Books And Supplies Title I \$402

Action **2**

Actions/Services

**PLANNED**  
 2) Science and History/Social Science: All gr. 5 & 8 students will focus on the Scientific Method and show growth toward proficiency in Science as per the statewide CST Assessment and all Gr. 8 students will be given the Pre/Post EADMS Assessment to show growth toward proficiency in History. Science & History instructional materials will be ordered. (RESULTS PENDING)

**ACTUAL**  
 2. Science: The Science CST was eliminated by the SBE. Iftin piloted the California Science Test (CAST). In Science, there has been an inconsistent use of the Scientific Method and as a result there is a need to provide professional development on NGSS. Science (NGSS) instructional materials were purchased.

Expenditures

**BUDGETED**  
 4100-00 Base \$10,000

**ESTIMATED ACTUAL**  
 4000-4999: Books And Supplies LCFF Supplemental & Concentration \$18,480

Action **3**

Actions/Services

**PLANNED**  
 3) P.E.: All 7th gr. students will show progress in any of the 6 areas of physical fitness as compared to their 5th gr. state's

**ACTUAL**  
 3. The 2016 Physical Fitness Test results was administered for grades 5,7.

	FITNESSGRAM assessment of 2 previous years. (RESULTS PENDING)	
Expenditures	<b>BUDGETED</b> 4315-00 Base \$1,000	<b>ESTIMATED ACTUAL</b> No Cost associated with this action \$0

Action **4**

Actions/Services	<b>PLANNED</b> 4) API: if available by the state, Iftin will continue to monitor API and expect our school to meet the annual API Growth Target as required by the CA State Board of Education. (STATE DATA NOT AVAILABLE)	<b>ACTUAL</b> 4. The API was eliminated by the State Board of Education (SBE).
Expenditures	<b>BUDGETED</b> No cost associated with this Action \$0	<b>ESTIMATED ACTUAL</b> \$0

Action **5**

Actions/Services	<b>PLANNED</b> 5) EL Proficiency Rates: EL students will meet the AMAO 1, 2 & 3 required by Title III (indicating EL students will advance at least one language proficiency level each year as per the CELDT. CELDT Coordinator and classified personnel will monitor and gather applicable data. (RESULTS PENDING)	<b>ACTUAL</b> 5. The percentage of EL who advanced at least one Proficiency Level was: 37%. This year with the dismissal of the school Principal, the CELDT coordinator also resigned and accurate reporting was not maintained.
Expenditures	<b>BUDGETED</b> 2100-03 Title III \$9,000	<b>ESTIMATED ACTUAL</b> CELDT Coordinator 5800: Professional/Consulting Services And Operating Expenditures Title III \$9000

Action **6**

Actions/Services	<b>PLANNED</b> 6) EL Reclassification Rates: All eligible ELs (grades 4-8) will be reclassified to Fluent English Proficient and reflect an increase from previous year. The CELDT Coordinator/Consultant and classified personnel will monitor and gather applicable data.	<b>ACTUAL</b> 6. 2016-17 Reclassification Rate: 14.4%
Expenditures	<b>BUDGETED</b> 1100-00 Base \$65,000	<b>ESTIMATED ACTUAL</b> See Goal #1, Action 5 \$0

Action **7**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
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	<p>7) Clear &amp; specific expectations will be established in order to monitor implementation of SDAIE/ELD instructional strategies by all teachers to support EL students. The Instructional Leader and ELD Coordinator will monitor and provide feedback and support.</p>	<p>7. Expectations were established but an ELD Coordinator was not hired. The Instructional Leader provided coaching on teaching strategies for EL Students.</p>
Expenditures	<p><b>BUDGETED</b> 1100-00 Base \$65,000</p>	<p><b>ESTIMATED ACTUAL</b> Instructional Leader 1000-1999: Certificated Personnel Salaries LCFF Base \$65,000</p>

Action **8**

Actions/Services	<p><b>PLANNED</b> 8) Metrics to measure progress of NewComers will be created &amp; a daily schedule of services will serve as evidence of actions taken as well as assessments administered that can reflect student progress. An ELD Coordinator will be hired to support the program to include a Language Lab. NewComer instructional materials will also be purchased.</p>	<p><b>ACTUAL</b> 8. An ELD Consultant was hired and left soon after the change in Leadership. However, the "Newcomer" program was not established.</p>
Expenditures	<p><b>BUDGETED</b> 1100-00 Base \$21,000 4315-00 Base \$15,000</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>

Action **9**

Actions/Services	<p><b>PLANNED</b> 9) All Special Education students will show progress toward meeting their IEP annual goals as compiled by the Educational Specialist. The educational specialist and SPED consultants, service providers and classified assistants will support these services. (MET)</p>	<p><b>ACTUAL</b> 9. Some SPED students demonstrated gains but most did not. Iftin experienced leadership and staff challenges this year, and hired an Educational Specialist in January who provided limited support until February (1 month). Iftin's SELPA provider is El Dorado County SELPA, and a resource teacher and instructional assistants provided academic support to Students with Disabilities (SPED) students based on their IEP.</p>
Expenditures	<p><b>BUDGETED</b> 1100-65 Special Education \$57,000  2100-65 Special Education \$86,157  5810-65 Special Education \$96,000</p>	<p><b>ESTIMATED ACTUAL</b> Educational Specialist 1000-1999: Certificated Personnel Salaries Special Education \$66,393  2 Instructional Aides (a portion of the salary) 2000-2999: Classified Personnel Salaries Special Education \$37,839  Consulting services 5800: Professional/Consulting Services And Operating Expenditures Special Education \$47,532</p>

Action **10**

<p>Actions/Services</p>	<p><b>PLANNED</b> 10) All K-8 students will be assessed using the Diagnostic Reading Assessment (DRA for K-3) and Accelerated Reader (AR for 4-8) to their determine independent and instructional reading levels and allow teachers as well as a Reading Specialist to provide reading support. A Reading Lab was established and will be maintained by the Reading Specialist and 1 assigned Reading Aide. Data will be collected quarterly (Sept./Dec./Mar./June). (RESULTS PENDING)</p>	<p><b>ACTUAL</b> 10. All K-8 students were assessed using the DRA. Reading lab time was provided to students. Costs include IT Staff member who administered the DRA and ???</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1100-00 Base \$58,500  2100-00 Base \$34,774</p>	<p><b>ESTIMATED ACTUAL</b> Certificated teacher administered the DRA 1000-1999: Certificated Personnel Salaries LCFF Base \$58,500 IT Instructional assistant provided support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,971</p>

Action **11**

<p>Actions/Services</p>	<p><b>PLANNED</b> 11) Mentors for all foster youths will be identified in order to support and track educational progress of foster youths as well as support Foster youths in middle grades with their end-of-year Student Exhibitions. The school's Guidance Aide will monitor all foster students.</p>	<p><b>ACTUAL</b> 11. This action and service did not take place. In addition, End-of-year Student Exhibition were not implemented.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 2200-00 Base \$36,400</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Several of the actions and services were implemented but inconsistently as a result of the changes in leadership and para-professional. There was an increase in reclassification rates and a decline in Long-term English Learners. However, our school's 2016 CAASPP results illustrate a significant achievement gap of our EL towards grade level mastery.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

2016-17: Reclassification rate: 14.4%  
 2016-17: Percentage of EL who advanced at least one Proficiency Level on the CELDT: 37%  
 2016-17: Percentage of Long-term English Learners (LTEL): 10% (a 3% decline from 2015-16).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: overestimated costs for Math Resource Teacher & Reading Specialist
- Action 2: Purchase of Science Curriculum
- Action 6: Duplicate action/expense
- Action 7: ELD Coordinator was not hired, but rather an Instructional Leader
- Action 8: Newcomer program was never established.
- Action 9: SPED expenses were less than projected
- Action 10: IT Instructional Assistant provided support with DRA
- Action 11: Mentors for Foster Youth did not take place, therefore \$0

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

If tin staff will participate in Professional Development on teaching and learning strategies, including CCSS ELA & ELD curriculum frameworks.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1) Agendas and attendance lists will demonstrate that all teachers will participate in professional development on the implementation of Common Core State Standards for all core subjects.

2) As evidenced by Agendas & Sign-In sheets, Professional Development will focus on best teaching practices such as:

- Gradual Release of Responsibility & Zone of Proximal Development
- An SST Binder will reflect a more effective RTI process which includes clear expectations for the Student Study Team (SST) process before Special Education assessments are recommended.
- Teacher Reflective Surveys will reflect effectiveness of Peer Coaching provided
- Pre/Post End-of-Unit Assessment data will be reviewed in Professional Learning Communities (PLC's) to drive instruction
- A comprehensive ELD Strategies Rubric will assess teachers on: 1) the Integrated ELD Process; 2) Academic Content Knowledge Strategies for EL students; and 3) SDAIE Strategies for EL students

#### ACTUAL

1. 100% of teachers participated in Professional Development on the CCSS.

2. This is an action, not a measurable outcome.

- GRR was not implemented
- No evidence of Teacher Reflective Surveys
- No evidence that End-of-Unit Assessment data were reviewed in PLCs

No evidence of the development of an ELD Strategies Rubric.

### ACTIONS / SERVICES

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

<p>Action <b>1</b></p>	<p><b>PLANNED</b>                  1) Staff will participate in professional development on the implementation of Common Core State Standards for all core subjects.</p>	<p><b>ACTUAL</b>                  1. Professional development takes place twice per month on the 1st and 2nd Friday of every Month.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  ED EFF FUNDING                  5210-17                  5210-02                  5210-00                  Title II \$38,000                   ED EFF FUNDING                  5810-01                  Title II \$22,448                   ED EFF FUNDING                  5810-65                  Title II \$96,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Professional Development consultants 5000-5999: Services And Other Operating Expenditures Title II \$6,035                   5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$710                   Professional Development consultants 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,475</p>
<p>Action <b>2</b></p>	<p><b>PLANNED</b>                  2) Implementation of Best Teaching Practices</p> <ul style="list-style-type: none"> <li>• Gradual Release of Responsibility &amp; Zone of Proximal Development</li> <li>• RTI Process (Intervention Plans) and Special Education</li> <li>• Professional Learning Communities (PLC's)</li> <li>• EL students-Academic Content Knowledge Strategies</li> <li>• ELD Curriculum &amp; Learning Support/Strategies for EL students</li> <li>• Backwards Planning – Pacing Guides &amp; Unit Overview</li> <li>• Formative &amp; Summative Assessment to drive instruction</li> <li>• Classroom Management</li> </ul>	<p><b>ACTUAL</b>                  2. Professional Development was in-house and many of the topics were not covered this school year.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  See Goal # 2                  Action/Services #1</p>	<p><b>ESTIMATED ACTUAL</b>                  See Action #1 \$0</p>

Action **3**

Actions/Services

**PLANNED**  
 3) Effective site-based PEER COACHING MODEL to support all teachers in implementing best teaching practices reviewed in professional development as measured by Teacher Reflective Survey.

**ACTUAL**  
 3. The peer coaching model was implemented, however, the Teacher Reflective Survey did not take place.

Expenditures

**BUDGETED**  
 See Goal # 2  
 Action/Services #1

**ESTIMATED ACTUAL**  
 Portion of the Instructional Leaders salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2750

Action **4**

Actions/Services

**PLANNED**  
 4) Continuation of Backwards Planning in the development of Pacing Guides and Unit Overviews for each grade level for clarity of focus of standards-based lessons.

**ACTUAL**  
 4. There is no evidence that this action took place.

Expenditures

**BUDGETED**  
 See Goal # 2  
 Action/Services #1

**ESTIMATED ACTUAL**

Action **5**

Actions/Services

**PLANNED**  
 5) Continuation of PLCs concentrating on data analysis of grade level common assessments provided by a Data Analyst for the purpose of identifying instructional areas where students score well and other areas of need in order to share successful teaching practices and creating lesson plans to be followed by each grade level team.

**ACTUAL**  
 5. Data was provided to teachers. However, there is evidence of the impact of this process to increase teacher capacity.

Expenditures

**BUDGETED**  
 1100-00 Base \$15,373  
  
 1100-01 Title I \$46,120

**ESTIMATED ACTUAL**  
 Portion of the Data Analyst salary 1000-1999: Certificated Personnel Salaries LCFF Base \$13,575

Action **6**

<p>Actions/Services</p>	<p><b>PLANNED</b> 6) Administrators will attend conferences/ seminars to update on best teaching practices.</p>	<p><b>ACTUAL</b> 6. This action did not take place.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> See Goal # 2 Action/Services #1</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Several of the actions and services outlined in this goal were not implemented with fidelity. Changes in leadership and staff resulted in disruptions to instruction and completion of actions and services outlined in this LCAP. The Math Resource Teacher, developed summative math assessments and analyzed student achievement data to present to the entire staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of teachers have received Professional Development on the CCSS ELA, ELD and Math Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Costs for Professional Development were less than budgeted for.
- Action 3: Instructional Leader provided peer coaching
- Action 5: Costs for Data Analyst (portion of salary)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school’s mission, CDE requirements, and schoolwide plans.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

ICS will increase resources and opportunities to improve parent involvement in their child's education.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1) Agendas, minutes and sign-in sheets will demonstrate that parents participate on the School Site Council (SSC), English Learner Advisory Council (ELAC) and/or a parent group.  
 2) Sample copies of flyers sent home to parents will demonstrate school-home communication in English and/or Somali.  
 3) Parent surveys will ensure parent feedback on school issues through surveys.  
 4) Parent Sign-in sheets of conferences will be held for all parents during each trimester.  
 5) Agendas and sign-in sheets will demonstrate Parent Meetings held the last Friday of each school month.

#### ACTUAL

1. School Site Council Meetings took place.  
 2. Flyers sent home were translated to Somali.  
 3. Parent surveys were administered.  
 4. This is an action, not a measurable outcome.  
 5. This is an action, not a measurable outcome.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services	PLANNED	ACTUAL

<p>Expenditures</p>	<p>1) Ensure that parents participate on the School Site Council (SSC), English Learners Advisory Council (ELAC) or a parent group. The ELD Coordinator will help establish and provide resources to the ELAC.</p> <p><b>BUDGETED</b> 1100-00 Base \$21,000</p>	<p>1. A total of 3 School Site Council meetings took place. A total of 2 ELAC meetings took place. An ELD Coordinator was not hired.</p> <p><b>ESTIMATED ACTUAL</b> \$0</p>
<p>Action <b>2</b></p>	<p><b>PLANNED</b> 2) All parent correspondence is communicated in English and/or Somali.</p> <p><b>BUDGETED</b> 4300-00 Base \$500</p>	<p><b>ACTUAL</b> 2. All correspondence sent home was translated to Somali (home language).</p> <p><b>ESTIMATED ACTUAL</b> Costs for Translation Services &amp; printing costs. 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>
<p>Action <b>3</b></p>	<p><b>PLANNED</b> 3) Ensure parent feedback on school issues through surveys.</p> <p><b>BUDGETED</b> 5800-00 Base \$500</p>	<p><b>ACTUAL</b> 3. Parent surveys were administered.</p> <p><b>ESTIMATED ACTUAL</b> 4000-4999: Books And Supplies Supplemental and Concentration \$500</p>
<p>Action <b>4</b></p>	<p><b>PLANNED</b> 4) Parent conferences are held for all parents during each trimester and monthly parent university training.</p> <p><b>BUDGETED</b> 4300-00 Base \$500</p>	<p><b>ACTUAL</b> 4. Parent-teacher conferences took place.</p> <p><b>ESTIMATED ACTUAL</b> 4000-4999: Books And Supplies Supplemental and Concentration \$500</p>
<p>Action <b>5</b></p>	<p><b>PLANNED</b> 5) Parent Monthly Meetings are held the last Friday of each school month. (MET)</p> <p><b>BUDGETED</b> 4300-00 Base \$1,500</p>	<p><b>ACTUAL</b> 5. Parent monthly meetings took place.</p> <p><b>ESTIMATED ACTUAL</b> 4000-4999: Books And Supplies Supplemental and Concentration \$1500</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services were implemented with fidelity, however it is not clear to what degree it has improved student outcomes because of the lack of data collected. The new leadership team will be implementing NWEA MAP Assessments: 3 times per year in the upcoming school year, to monitor the progress of every student and subgroup in Reading, language, and mathematics to ensure appropriate academic support and intervention is provided to the student. The change in leadership has resulted in some dissatisfaction from some parents. The new Leadership team will be meeting with parents to discuss the school's vision for the upcoming school year, including the changes and improvements in accountability

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parents of unduplicated pupils participated in decision-making via School Site Council and serving on the Iftin Board of Directors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material Difference: Action 1: there were no costs for SSC & ELAC meetings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 4

All grades K-8 will have increased access to technology to develop digital literacy skills.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1) The Computer Schedule will indicate that all K-8 students will have access to the computer lab & Compass Learning Odyssey Program.  
 2) Agendas & Sign-In Sheets will indicate that the technology coordinator provided on-going training for the implementation of the grade level digital skills set forth in ISTE for Students framework.  
 3) Teachers' Progress Charts will indicate that all students were assessed as to their grade level digital skills, using the ISTE framework.

#### ACTUAL

1. All K-8 students have access the computer lab at least once per week and utilize Compass Learning/Odyssey Program.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 1) All students will have access to the computer lab and Compass Learning Odyssey Program. Laptops and other equipment will be purchased as needed.

**ACTUAL**  
 1. All students have access to the computer lab and Compass Learning.

Expenditures	<b>BUDGETED</b> 5810-00 Base \$5000 4400-00 Supplemental and Concentration \$35000	<b>ESTIMATED ACTUAL</b> Purchase of software. 4000-4999: Books And Supplies Title I \$14,192 Purchase of MacBooks, Chromebooks & iPads to ensure 1:1 student to device ratio. 4000-4999: Books And Supplies Supplemental and Concentration \$61,594
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Action **2**

Actions/Services	<b>PLANNED</b> 2) The technology coordinator will provide on-going training for the implementation of the grade level digital skills set forth in ISTE for Students framework.	<b>ACTUAL</b> 2. The technology coordinator has provided training on grade level digital skills.
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Expenditures	<b>BUDGETED</b> 2400-00 Base \$45,760	<b>ESTIMATED ACTUAL</b> Technology Coordinator Salary 2000-2999: Classified Personnel Salaries LCFF Base \$45,760
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Action **3**

Actions/Services	<b>PLANNED</b> 3) All teachers will assess their students as to their grade level digital skills using the ISTE framework.	<b>ACTUAL</b> 3. This action did not take place.
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Expenditures	<b>BUDGETED</b> No cost associated with this Action	<b>ESTIMATED ACTUAL</b> \$0
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**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions were implemented with fidelity and were somewhat effective. There is a need to continue to provide students with training on digital literacy and keyboarding skills to successfully implement technology devices into their learning experiences. There is a need for the school to develop an annual technology plan for the future purchase of technology and ensuring all students gain digital literacy skills.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Schoolwide Implementation: 1:1 Student to technology device

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Significant purchase in technology: Laptops, iPads and software

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

# Annual Update LCAP Year Reviewed: 2016-17

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

<b>Goal 5</b>	Decrease absenteeism and suspensions by increasing counseling and health services to ensure student engagement, school connectedness and positive school culture.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 1) The School Calendar and Weekly Bulletins will demonstrate that Awards Assemblies were held.
- 2) Agendas, Minutes and Attendance Sheets will demonstrate that the SARB (School Absenteeism Review Board) met.
- 3) The Syllabus and Schedule for Character Development Awareness Program K-5 will indicate classes held.
- 4) Agendas & Attendance Sheets will indicate that professional development on classroom management for all teachers was provided.
- 5) Agendas, Minutes and Attendance Sheets will demonstrate that the "Discipline Panel" met and addressed specific issues.

### ACTUAL

1. Award assemblies were held.
2. No SARB process took place.
3. This is an action not a measurable outcome.
4. This is an action not a measurable outcome.

## ACTIONS / SERVICES

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

Action <b>1</b>		
Actions/Services	PLANNED	ACTUAL 1. Award assemblies took place 4 times this school year.

<p>Expenditures</p>	<p>1) Awards Assemblies will recognize perfect attendance, no tardiness and positive behavior efforts.</p> <p><b>BUDGETED</b> 4315-00 Base \$500</p>	<p><b>ESTIMATED ACTUAL</b> 4000-4999: Books And Supplies Supplemental and Concentration \$500</p>
<p>Action <b>2</b></p>	<p><b>PLANNED</b> 2) SARB (School Absenteeism Review Board) will meet with parents of students who are frequently absent to support better attendance.</p>	<p><b>ACTUAL</b> 2. This school year the SARB process did not take place. Attendance Rate was 96% and Chronic Absenteeism Rates: 1.2%. The leadership team will be revising the attendance policy and parent/student handbook that will be presented to all families at the beginning of the school year, with discussions on the school's attendance policy in order all students attend classes on a regular basis and arrive to school ready to learn.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>
<p>Action <b>3</b></p>	<p><b>PLANNED</b> 3) All teachers will promote the "Iftin Way" policy with its Motto.</p>	<p><b>ACTUAL</b> 3. All teachers promote the "Iftin Way" which means "enlightenment."</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b> No cost associated with this Action \$0</p>
<p>Action <b>4</b></p>	<p><b>PLANNED</b> 4) The Character Development Program will focus on a different positive character trait each month.</p>	<p><b>ACTUAL</b> 4. The implementation of the Character Development program did not take place.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>
<p>Action <b>5</b></p>	<p><b>PLANNED</b> 5) All teachers will receive professional development on classroom management.</p>	<p><b>ACTUAL</b> 5. An onsite presentation on classroom management in April 2017.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> See goal #2 Action/Services #1</p>	<p><b>ESTIMATED ACTUAL</b> See goal #2 Action/Services #1 \$0</p>

Action **6**

Actions/Services	<p><b>PLANNED</b> 6) A Discipline Panel representing various stakeholders will meet to reach a decision as to consequences (suspensions, expulsions) to be imposed.</p>	<p><b>ACTUAL</b> 6. Suspensions are determined by the Principal.</p>
Expenditures	<p><b>BUDGETED</b> No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b> See goal #2 Action/Services #1 \$0</p>

Action **7**

Actions/Services	<p><b>PLANNED</b> 7) A contracted certified counselor, hired as needed, and a full-time Dean of Students plus a discipline aide will be hired in order to strengthen school connectedness and positive behavior.</p>	<p><b>ACTUAL</b> 7. Beginning in April, contracted counselor's hours were increased to three days/week and scope of responsibilities expanded to include students w/out IEPs to address social-emotional counseling.</p>
Expenditures	<p><b>BUDGETED</b> 1200-00 Base \$58,050 2400-00 Base \$35,000  2100-00 Base \$16,000</p>	<p><b>ESTIMATED ACTUAL</b> 1000-1999: Certificated Personnel Salaries LCFF Base \$58,050 Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF Base \$51,000</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Some actions and services were implemented with fidelity. Our student demographics include students with significant social-emotional issues that need to be addressed in order for the child to function in the classroom and learn. Our school counselor's hours were increased in order to provide students with counseling services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

2016-17: Attendance Rates: 96%. 2016-17 Chronic Absenteeism rate: 1.2%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 6</b>	ICS will promote culturally-diverse student interactions with neighborhood schools through extra-curricular activities.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1) A calendar of events & lists of student participation will demonstrate participation in after-school activities with other schools.

2) Student surveys will provide self-awareness regarding social interaction with culturally- diverse students.

### ACTUAL

1. Middle School Basketball team was formed.  
2. Student surveys were not administered.

## ACTIONS / SERVICES

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

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>1) Provide after-school basketball, volleyball, spelling bees, and computer classes to build school connectedness and allow opportunities to interact with students from other schools.</p>	<p><b>ACTUAL</b></p> <p>1. After school program includes academic and social enrichment. Tutoring takes place for one-hour followed by basketball.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>2100-61</p>	<p><b>ESTIMATED ACTUAL</b></p>

2400-61  
 4300-61  
 4315-61  
 4430-61  
 5800-61  
 After School Education and Safety (ASES) \$150,000

Teacher hourly pay for tutoring 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$15,155

Instructional Assistants (hourly pay) 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$80,030

3000-3999: Employee Benefits After School Education and Safety (ASES) \$16,482

Purchase of instructional materials and supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$17,000

Contracted services for vendor services: Academic social-enrichment 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$93,290

Action **2**

Actions/Services	<p><b>PLANNED</b>                  2) Student surveys will provide self-awareness regarding social interaction with culturally diverse students.</p>	<p><b>ACTUAL</b>                  2. Student surveys were not administered. A Positive Behavior Support Group was formed.</p>
Expenditures	<p><b>BUDGETED</b>                  No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b>                  \$0</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Most actions and services were implemented with fidelity and resulted in positive outcomes. Our after-school program is highly effective since it provides our students with academic and social enrichment. Basketball was offered this year, per student request. While official surveys were not disseminated the school's leadership team meets with students on a daily basis and discusses numerous issues including student connectedness, school climate and obtains feedback from students.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Iftin has an attendance rate of 96%; and low chronic absenteeism rates: 1.7%. The after-school program predominately funded by ASES provides our students with academic and social enrichment.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Significant costs for after-school academic and social enrichment

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 7

ICS will provide safe, well-maintained facilities and a positive learning climate that support the academic, social emotional and physical needs of all students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 1) A Facilities Checklist will be created by the Facilities Committee to conduct monthly inspections.
- 2) Agendas and sign-in sheets will demonstrate that all staff members will be trained on the Safety Plan at the beginning of each year.
- 3) A schedule of monthly safety drills will demonstrate that all staff and students will adhere to the Iftin Safety Plan.
- 4) A course syllabus will indicate that character development classes are provided.

#### ACTUAL

1. Facilities Inspection (FIT) report: Good
2. This is an action, not a measurable outcome.
3. This is an action, not a measurable outcome.
4. This is an action, not a measurable outcome.

### ACTIONS / SERVICES

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

Action

1

Actions/Services

#### PLANNED

1) Maintain a clean and safe facility by having the ICS Facilities Committee conduct monthly inspections to screen for safety hazards and clean environment.

#### ACTUAL

Iftin employs (2) janitors to maintaining a clean and safe learning environment for or students. In the evening a

		contracted janitorial service provide additional services The school administered a Facility Inspection Tool Report: Good
Expenditures	<p><b>BUDGETED</b> 2200-00 Base \$45,760</p> <p>5800-00 Base \$25,000</p>	<p><b>ESTIMATED ACTUAL</b> Janitorial Services (onsite) 2000-2999: Classified Personnel Salaries LCFF Base \$47,760</p> <p>Cleaning supplies &amp; contract janitorial services 5000-5999: Services And Other Operating Expenditures LCFF Base \$66,892</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> 2) All staff and students will adhere to the Iftin Safety Plan and will be trained on the Safety Plan at the beginning of each year.</p>	<p><b>ACTUAL</b> 2. Entire staff received training on the school's Comprehensive School Safety Plan.</p>
Expenditures	<p><b>BUDGETED</b> No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b> No cost associated with this Action \$0</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> 3) All students will participate in monthly safety, Fire and Earthquake drills.</p>	<p><b>ACTUAL</b> 3. Monthly drills took place and were documented.</p>
Expenditures	<p><b>BUDGETED</b> No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b> No cost associated with this Action \$0</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> 4) ICS will provide a Positive School Climate that encourages &amp; prepares its students to accept the privileges &amp; responsibilities of citizenship by focusing on the "Iftin Way", focusing on one character trait a month.</p>	<p><b>ACTUAL</b> 4. Iftin Charter School is working towards developing a Positive School Climate. The new leadership team will be revising the school's program to integrate the pillars of the "Iftin" Way.</p>
Expenditures	<p><b>BUDGETED</b> No cost associated with this Action</p>	<p><b>ESTIMATED ACTUAL</b> No cost associated with this Action \$0</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Iftin takes multiple steps to ensure its students and staff are safe at all times. The school facility site is maintained clear, safe and orderly by the in-house janitorial staff; and also through contracted services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The FIT report score: Good

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Additional costs are for janitorial contracted services and supplies.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 8

All students will have access to highly qualified teachers who are capable of implementing standards-aligned curricula essential for learning

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1) The CA state credentialing information system will provide up-to-date credentialing status of all teachers.

2) A course of study for the whole school will provide information that all students will have course access to a broad course of study that includes all subject areas taught by highly qualified teachers using a standards-aligned curricula.

#### ACTUAL

1. This is a statement not a measurable outcome.  
2. This is a statement not a measurable outcome.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
1) All core teachers will be appropriately assigned based on a valid CA Teaching Credential with appropriate English learner authorization as per qualifications required by the CA Commission on Teaching Credentialing.

**ACTUAL**  
1. A total of 2 teachers are currently acquiring EL certification. Ifin employed 23 classroom teacher who were appropriately credentialed and assigned.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
		23 Classroom Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$892,789 1 Classroom Teacher 1000-1999: Certificated Personnel Salaries Title I \$83,541 A portion of 1 teacher's salary 1000-1999: Certificated Personnel Salaries Title III \$5758 \$0 3000-3999: Employee Benefits LCFF Base \$647,571

Action **2**

Actions/Services	<b>PLANNED</b> 2) The ICS Business Manager will annually review credential status.	<b>ACTUAL</b> 2. The Business Manager reviews all credentials, certifications and live scan reports.
Expenditures	<b>BUDGETED</b> 2400-00 Base \$58,240	<b>ESTIMATED ACTUAL</b> 2000-2999: Classified Personnel Salaries LCFF Base \$58,240

Action **3**

Actions/Services	<b>PLANNED</b> 3) All students will have access to standards-aligned materials as well as any additional instructional materials which support our charter petition educational program.	<b>ACTUAL</b> 3. 100% of students have access to standards-aligned math curriculum.
Expenditures	<b>BUDGETED</b> 4100-00 4100-01 Base Title I \$60,000	<b>ESTIMATED ACTUAL</b> Math Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$24,929

Action **4**

Actions/Services	<b>PLANNED</b> 4) All instructional materials will be aligned to CA Common Core State Standards as well as our charter petition.	<b>ACTUAL</b> 4. Instructional materials: Pearson Math & Science textbooks
Expenditures	<b>BUDGETED</b> 4200-00 4200-03 Base Title III \$25,000	<b>ESTIMATED ACTUAL</b> Costs for additional math, and Science Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$15,024

Action **5**

Actions/Services	<p><b>PLANNED</b> 5) All students will have course access to highly qualified teachers &amp; standards-aligned curricula.</p>	<p><b>ACTUAL</b> 5. All teachers are appropriately credentialed and assigned with the exception of the 2 teachers acquiring EL certification.</p>
Expenditures	<p><b>BUDGETED</b> See goal #8 action/services #1</p>	<p><b>ESTIMATED ACTUAL</b> See goal #8 action/services #1 \$0</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions were implemented with fidelity. Iftin employed a total of 23 classroom teachers of which 2 were working towards obtaining EL certification. Every classroom was staffed with a teacher from day 1. Iftin also purchased math and science curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of students have access to standards-aligned instructional and curricular materials. 100% of teachers are appropriately credentialed and assigned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Salaries for 23 Classroom teachers
- Action 3: Costs for Math curriculum
- Action 4: Costs for additional math curriculum and Science curriculum.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school’s mission, CDE requirements, and schoolwide plans.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The School Principal consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year:

- School Site Council (Parents): 3 times/year
- ELAC: 2 times/year
- Teachers: weekly during PLC and Professional Development
- Daily/weekly during morning meetings and assemblies
- Parents: parent meetings, schoolwide events and surveys.

Board approval will be on June 27, 2017.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Based on the consultations this school year, the following is a list of feedback our Principal received from stakeholders:

- Revise goals, actions and services to align to the school's program and CA. Dashboard results.
- Teachers would like a coherently focused Professional Development plan to improve instruction..
- There is a need to improve literacy instruction and math instruction
- There is a need to research a standards-aligned math program to improve instruction and student outcomes
- There is a need to develop a multi-tiered system of supports to quickly identify students for academic and/or social-emotional intervention and supports.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

Iftin will develop an infrastructure for the collection and analysis of multiple forms of student/schoolwide data including assessments to inform: instructional decisions; implementation of research- and evidence-based practices; intervention programs; and fully implement Multi-Tiered Systems of Support (MTSS) that incorporates Response to Instruction and Intervention (RTI), School-Wide Positive Behavior Intervention and Support (SWPBIS), and Student Success Team (SST) to identify and provide appropriate academic, social, and emotional supports to ensure student academic success and close the achievement gap among all subgroups.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8:	-38.1 DFL3	-28.1 DFL3	-18.1 DFL3	-8 DFL3
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8	-50.1 DFL3	-40.1 DFL3	-30.1 DFL3	-20.1 DFL3
Increase attendance rates:	96%	>96%	>96%	>96%
Decrease Chronic Absenteeism rates.	1.2%	<2%	<2%	<2%
Middle School Dropout Rate:	0%	<1%	<1%	<1%
% of students access to broad course of study: PE, Technology, Somali	100%	100%	100%	100%

Administer Facility Inspection (FIT) Report: Good or Better	Good	Good	Good	Good
Decrease % of Grade 5 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition	3.7%/7.6%	0%/3.6%	0%/0%	0%/0%
Decrease % of Grade 7 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition	9.6%/19%	5.6%/15%	1.6%/11%	0%/7%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

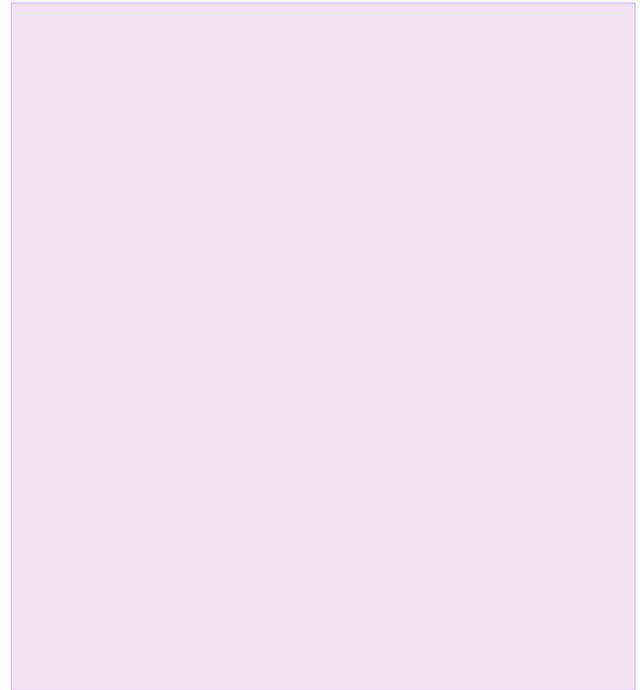
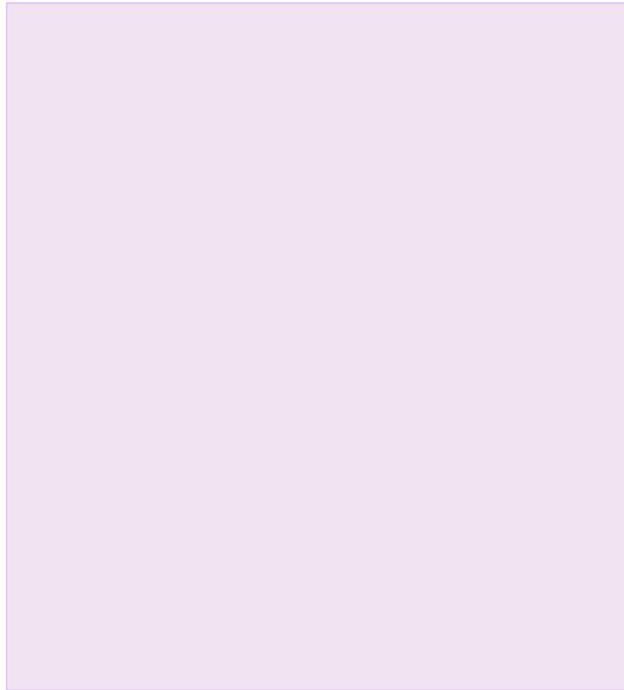
Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
STAFF TO SUPPORT SCHOOL'S PROGRAM		

Iftin Charter School will employ the following staff to support the school's educational program, goals and actions outlined throughout the LCAP.

1. 23 Classroom Teachers that are appropriately credentialed and assigned.
2. Classified staff:
  - Technology Coordinator: serves as the testing coordinator, provides tech support and develops annual needs assessment.
  - Janitorial Staff (2) to maintain a clean and safe school facility.
  - Registrar: in charge of student registration; providing daily and weekly attendance; and chronic absenteeism reports to the Principal



**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,134,491
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1. 23 Classroom Teachers that are appropriately credentialed and assigned.
Amount	\$95,550
Source	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries 2. Classified staff: <ul style="list-style-type: none"> <li>• Technology Coordinator: serves as the testing coordinator, provides tech support and develops annual needs assessment.</li> </ul>

**2018-19**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

	<ul style="list-style-type: none"> <li>Registrar: in charge of student registration; providing daily and weekly attendance; and chronic absenteeism reports to the Principal</li> </ul>			
Amount	\$60,000	Amount		Amount
Source	LCFF Base	Source		Source
Budget Reference	5000-5999: Services And Other Operating Expenditures Janitorial Staff (2) to maintain a clean and safe school facility.	Budget Reference		Budget Reference

Action **2**

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

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

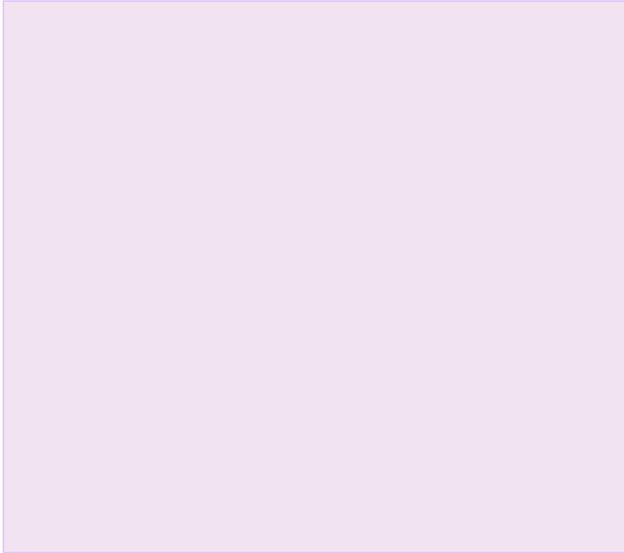
New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

SPED Team: Iftin Charter School is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. ICS's SPED Team provides instructional and social-emotional supports as outlined in the student's IEP:

- 1 Educational Specialist
- 12 Instructional Assistants
- 1 Counselor (contracted)
- 1 Speech Pathologist (contracted)
- 1 Psychologist (contracted)
- 1 Occupational Therapist (contracted)
- 1 Adaptive PE Teacher (contracted)



**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$59,100
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries 1 Educational Specialist
Amount	\$110,892
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries 12 Instructional Assistants
Amount	\$17,900
Source	LCFF Base
Budget Reference	3000-3999: Employee Benefits cost of benefits

**2018-19**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**ASSESSMENTS**

In addition, to state-mandated assessments (CAASPP ELA & Math: Grades 3-8, CELDT: Initial only, ELPAC: ELL students only, Physical Fitness Test Grade 5, CAST Grades 5, 8), Ifin Charter School staff will implement multiple types of assessments in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8)
- DRA: 3 times/year Gr. K-3
- DRA: 2 times/year Gr. TK

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$25,000

**2018-19**

Amount

**2019-20**

Amount

Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	4000-4999: Books And Supplies NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8) • DRA: 3 times/year Gr. K-3 • DRA: 2 times/year Gr. TK	Budget Reference		Budget Reference	

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

ACADEMIC INTERVENTIONS

To support Iftin Charter School's program of academic interventions, our team includes the Principal, Instructional Leader, NewComer Teacher, Reading Specialist, Math Intervention teacher, School Counselor and 12 Instructional Aides.

The following outlines how ICS will assess its students for intervention and a description of the intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Iftin Charter School are designed to address the needs of this population. Universal screening to identify areas of need and regular progress monitoring.

1. Administer NWEA MAP in ELA & Math: 3 times/year
2. DRA Reading Assessments
3. Internal created standards-based assessments.
4. Based on an analysis of data, place students in flexible grouping (low, mid, high) using Internal assessment findings.
5. Teachers will meet with the Leadership Team bi-weekly to discuss student progress and develop an action plan.
6. Intervention (MTSS) Team will meet to discuss action plan for every student.

MTSS Team includes:

- Principal
- Instructional Leader
- NewComer Teacher: Address the needs for students in the U.S. for <1 year; and another for <2 years. (Designated ELD); provide students with interventions on a daily basis
- Reading Specialist: Provide intervention coaching and support to classroom teachers for TK-5; on running Guided Reading; 2nd quarter provide intensive instruction for Gr 4-8 students (Tier 2 support) (Reading Lab) -30-60 minutes/day

Math Intervention Teacher: focus on Gr 3-5 (Pilot) push-in 2 times per week; and pull out 1-2 times/week.

7. Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.

## BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$10,000	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Principal @ 10%	Budget Reference		Budget Reference	
Amount	\$64,000	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Leader @100%	Budget Reference		Budget Reference	
Amount	\$6,529	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	3000-3999: Employee Benefits benefits cost	Budget Reference		Budget Reference	
Amount	\$12,924	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Reading specialist @100%	Budget Reference		Budget Reference	
Amount	\$65,000	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	3000-3999: Employee Benefits benefits cost	Budget Reference		Budget Reference	
Amount	\$49,250	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Math Intervention	Budget Reference		Budget Reference	
Amount	\$64,000	Amount		Amount	

Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	3000-3999: Employee Benefits cost of benefits	Budget Reference		Budget Reference	
Amount	\$71,400	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.	Budget Reference		Budget Reference	
Amount	\$15,708	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	3000-3999: Employee Benefits cost of benefits	Budget Reference		Budget Reference	

Action **5**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**SOCIAL EMOTIONAL SUPPORT**

Iftin's Leadership Team will develop a social-emotional support plan utilizing a comprehensive Multi-Tiered Systems of Support for unduplicated students to address student needs:

1. Services will be provided and monitored by the following key members:

- Principal
- Instructional Leader
- Dean of Students
- Assistant Dean of Students
- Counselor – to provide social-emotional counseling

2. Entire school staff will attend PBIS training (August 24).

3. Teachers will attend Professional Development on Classroom Management & Building Community.

4. Develop parent and community partnerships that foster productive relationships to support our students and their families.

Proactive and responsive systems of support that include, but are not limited to:

Tier I

- Systematic campaign to follow the Iftin Way and Iftin's Core Values of Integrity, Focus, Tolerance, Independence, and Nurturing
- School-Wide Positive Behavior Intervention and Support
- Community building through Morning Meetings or Circles in every classroom at least 2x/wk
- Student recognition
- Cultural sensitivity training for staff

**2018-19**

New  Modified  Unchanged

This column is currently blank.

**2019-20**

New  Modified  Unchanged

This column is currently blank.

<p>Tier II</p> <ul style="list-style-type: none"> <li>• Social skills groups based on need facilitated by School Counselor or Deans</li> <li>• Restorative meetings in response to student misconduct</li> </ul> <p>Tier III</p> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Referral to outside agencies</li> <li>• Monitor student progress using discipline data</li> <li>• Evaluate effectiveness of interventions</li> <li>• Modify plan as needed</li> </ul>		
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**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$0.00
Source	After School Education and Safety (ASES)
Budget Reference	1. cost associated with action above
Amount	\$10,000
Source	LCFF Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Entire school staff will attend PBIS training (August 24).
Amount	\$7500
Source	LCFF Supplemental & Concentration

**2018-19**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3. Teachers will attend Professional Development on Classroom Management & Building Community.	Budget Reference		Budget Reference	
Budget Reference	4. No cost associated with action	Budget Reference		Budget Reference	

**Action 6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**FACILITIES**

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

1. Annual facility leasing cost for school site.

2. Costs for facility upgrades and/or expansion, and maintenance/repairs.

3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$0
Budget Reference	1. no cost for facilities lease
Amount	\$1,500
Source	Locally Defined
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Costs for facility upgrades and/or expansion, and maintenance/repairs.
Amount	\$0
Budget Reference	3. no cost to school

**2018-19**

Amount	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Budget Reference	

**2019-20**

Amount	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Budget Reference	

Action **7**

OR

**ACTIONS/SERVICES**

**BUDGETED EXPENDITURES**

Source		Source	Base	Source	
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# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

Iftin will develop a comprehensive, coherent, and focused, school-wide Professional Develop Plan that encompasses the Common Core State Standards (ELA, ELD, NGSS, Math) and differentiation implementing Universal Design for Learning (UDL) approach, to address the diverse learning needs of all students, and provide them with extended learning experiences that encourage engagement.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

There is a need to develop a comprehensive Professional Development plan that will result in improved instructional strategies across all classrooms in order to improve student outcomes and close the achievement gap.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%
% of teachers that will implement state standards for all students including EL access to CCSS & ELD.	100%	100%	100%	100%
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%
Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT.	37%	40%	Establish Baseline using ELPAC	Establish AMO using ELPAC
Increase English Learner reclassification rate:	14.4%	20%	Establish Baseline using ELPAC	Establish AMO using ELPAC

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

PROFESSIONAL DEVELOPMENT

1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- NWEA MAP
- MTSS
- Differentiation
- CCSS for ELA, Math, NGSS
- ELD Standards
- (Glad) Strategies (where applicable)

2. Professional development for all teachers will take place during the academic year, as follows:

- **Summer Professional Development**
- **2 hours on 3 out of 4 weeks per month as follows:**
  - o 1st Friday Professional Learning Communities: focus on data
  - o 2nd Friday Professional Learning
  - o 4th Friday Committees: focus on school-wide programs
  - o Common Prep: 2 hours/week by grade level

Members of our teaching and leadership Team will attend off-site workshops, conferences, and symposiums as part of their professional development.



**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$10,000
Source	LCFF Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics: <ul style="list-style-type: none"> <li>• NWEA MAP</li> <li>• MTSS</li> <li>• Differentiation</li> <li>• CCSS for ELA, Math, NGSS</li> <li>• ELD Standards</li> <li>• (Glad) Strategies (where applicable)</li> </ul>
Amount	\$0.00
Source	

**2018-19**

Amount	
Source	
Budget Reference	
Amount	
Source	Title II

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	2. related to goal 1 action 5	Budget Reference		Budget Reference	
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Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

ELD PROGRAM

1. In order to ensure that all ELs receive appropriate, adequate, and targeted designated and integrated ELD instruction, Iftin Charter School will review and revise its EL Master Plan to:

- Align with the CDE's recent reclassification guidelines
- Design an EL program based on research and carried out using evidence-based practice

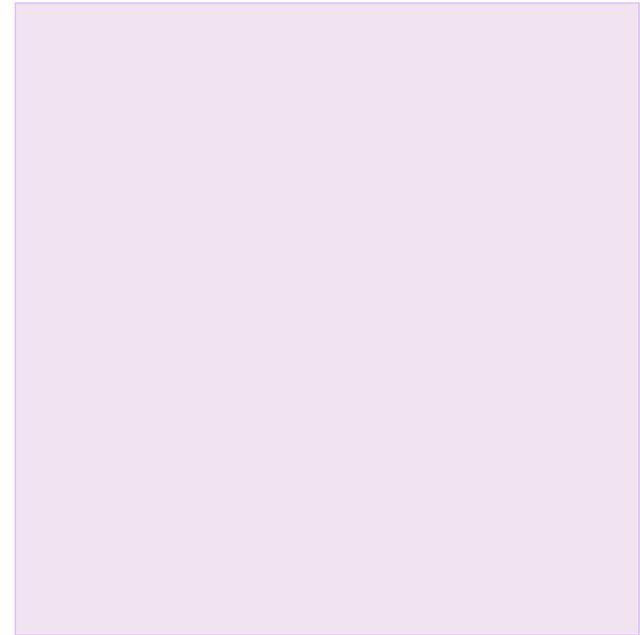
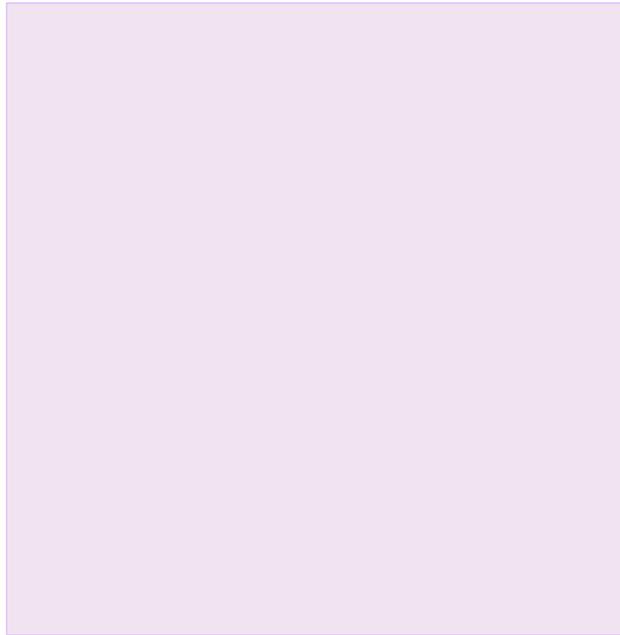
- Shift from CELDT to administration of the ELPAC
- Ensure the use of ELD curriculum and supplemental materials

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.

Implement the following ELD Curriculum:

- INSIDE, Systematic ELD - designated ELD; and REACH EL for integrated ELA

Assess: REACH, INSIDE, and Systematic ELD Assessment



**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$10,000
Source	LCFF Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 1. In order to ensure that all ELs receive appropriate, adequate, and targeted designated and integrated ELD instruction, Iftin Charter School will review and revise its EL Master Plan to: <ul style="list-style-type: none"> <li>• Align with the CDE's recent reclassification guidelines</li> <li>• Design an EL program based on research and carried out using evidence-based practice</li> <li>• Shift from CELDT to administration of the ELPAC</li> <li>• Ensure the use of ELD curriculum and supplemental materials</li> </ul>
Amount	\$7,700

**2018-19**

Amount	
Source	
Budget Reference	
Amount	

**2019-20**

Amount	
Source	
Budget Reference	
Amount	

Source	LCFF Base	Source		Source	
Budget Reference	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.	Budget Reference		Budget Reference	
Amount	\$1,694	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	3000-3999: Employee Benefits cost of benefits	Budget Reference		Budget Reference	
Amount	\$1,500	Amount		Amount	
Source	LCFF Supplemental & Concentration	Source		Source	
Budget Reference	4000-4999: Books And Supplies Implement the following ELD Curriculum: <ul style="list-style-type: none"> <li>INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD)</li> </ul> Assess: REACH, INSIDE, and Systematic ELD Assessment	Budget Reference		Budget Reference	

**Action 3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**CURRICULA**

Every student has access to standards-aligned curriculum in all core subjects. Iftin Charter School will purchase the following additional curriculum and/or supplemental instructional materials:

- Social Studies carts K-5 integrates ELA
- Social Studies: Active Classroom
- Science 4-8: materials and subscription
- Learning Odyssey (Subscription)

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

**Amount**    \$75,000

**Source**    LCFF Base

**Budget Reference**    4000-4999: Books And Supplies  
Every student has access to standards-aligned curriculum in all core subjects. Iftin Charter School will purchase the following additional curriculum and/or supplemental instructional materials:

- Social Studies carts K-5 integrates ELA
- Social Studies: Active Classroom

**2018-19**

**Amount**

**Source**

**Budget Reference**

**2019-20**

**Amount**

**Source**

**Budget Reference**

- Science 4-8: materials and subscription
- Learning Odyssey (Subscription)

Action **4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

TECHNOLOGY

In order to provide all students with access to digital media, our school will implement the following:

Maintain current

- 1:1 devices in grades K-8
- Laptop charging carts
- Software programs and licenses

The IT Specialist will also develop an annual needs assessment for future purchases

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$70,000
Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies Maintain current <ul style="list-style-type: none"> <li>• 1:1 devices in grades K-8</li> <li>• Laptop charging carts</li> <li>• Software programs and licenses</li> </ul>
Budget Reference	The IT Specialist will also develop an annual needs assessment for future purchases(cost associated with Goal 1/ action 1)

**2018-19**

Amount	
Source	
Budget Reference	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	
Budget Reference	

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)
 All Schools
  Specific Schools:
  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New
  Modified
  Unchanged

**STUDENT ENGAGEMENT**

In order to provide students with relevant and rich learning experiences outside of the classroom, our school will host and/or provide the following:

1. To enrich content instruction, Iftin Charter School will provide academic field trips to such locations as

- Mission Trails
- Ruben H. Fleet Science Center
- San Diego Zoo
- Star of India
- Natural History Museum

2. Iftin will continue to provide academic support, social and academic enrichment through a high quality after school program. (ASES funding)

3. As part of our school's college-going culture, all Middle School students will visit at least one local University.

4. To foster leadership, Iftin will provide students with leadership opportunities through ASB.

**2018-19**

New
  Modified
  Unchanged

Empty content area for 2018-19.

**2019-20**

New
  Modified
  Unchanged

Empty content area for 2019-20.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$75,000
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1. To enrich content instruction, Iftin Charter School will provide academic field trips to such locations as

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

	<ul style="list-style-type: none"> <li>• Mission Trails</li> <li>• Ruben H. Fleet Science Center</li> <li>• San Diego Zoo</li> <li>• Star of India</li> <li>• Natural History Museum</li> </ul>				
Amount	\$150000	Amount		Amount	
Source	After School Education and Safety (ASES)	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Iftin will continue to provide academic support, social and academic enrichment through a high quality after school program. (ASES funding)	Budget Reference		Budget Reference	
Amount	\$0.00	Amount		Amount	
Budget Reference	3. see action 1 above	Budget Reference		Budget Reference	
Budget Reference	4..no cost	Budget Reference		Budget Reference	

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Iftin will engage parents and the community as partners through education, communication, and collaboration, to ensure all students are college ready. Iftin will implement a Culture of High Expectation and a Culture of Learning using “the Iftin Way” by providing all students with a nurturing and safe learning environment through the integration of social-emotional learning that will promotes positive behavior.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

There is a need to improve parent engagement and participation schoolwide including strategies parents can use at home to support their child academically and social-emotionally.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC, and Governing Board.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met
Decrease Suspension Rate:	9.2%	8.2%	7.2%	6.2%
Maintain Expulsion Rate:	0.2%	<1%	<1%	<1%
Administer parent, student & teacher survey to measure sense of safety and school connectedness.	Somewhat Met	Met	Met	Met

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**SCHOOL CLIMATE & SAFETY**

Iftin Charter School will implement the following actions and services to work respectfully, and in collaboration with all stakeholders is at the heart of Iftin Charter School. To foster these values and to ensure that all students are provided with a safe, welcoming, and positive learning community.

1. The Leadership Team (or list the committee/staff position) will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.

2. Leadership Team will develop a supervision schedule that includes supervision of students before/during and after-school.

3. Iftin Charter School will implement daily school-wide morning meetings to reinforce The Iftin Way's Core Values. Staff will develop a reinforcement/rewards system (ex. Class Dojo)

4. Assemblies will take place quarterly to recognize students for demonstrating the Iftin Way and our Core Values. For attendance

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$0	Amount		Amount	
Budget Reference	1. no cost	Budget Reference		Budget Reference	
Amount	\$87,355	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries 2. Leadership Team will develop a supervision schedule that includes supervision of students before/during and after-school.	Budget Reference		Budget Reference	
Amount	\$13,103	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	3000-3999: Employee Benefits cost of benefits	Budget Reference		Budget Reference	
Amount	\$0	Amount		Amount	
Budget Reference	3. no cost	Budget Reference		Budget Reference	
Amount	\$0	Amount		Amount	
Budget Reference	4. no cost	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**PARENT INPUT IN DECISION-MAKING**

At Iftin Charter School, parent input in decision-making will take place through the following venues:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Governing Board

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$0

Budget Reference

**2018-19**

Amount

Budget Reference

**2019-20**

Amount

Budget Reference

At Iftin Charter School, parent input in decision-making will take place through the following venues:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Governing Board (no cost associated with action)

**Action 3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**OPPORTUNITIES FOR PARENT PARTICIPATION**

1. Iftin Charter School and its parent liaison understand and values parent participation and provides several opportunities to engage parents of unduplicated pupils as

partners in their child’s education, such as volunteering in schoolwide events and/or assisting teachers in the classroom. All volunteers will undergo a live-scan and TB testing.

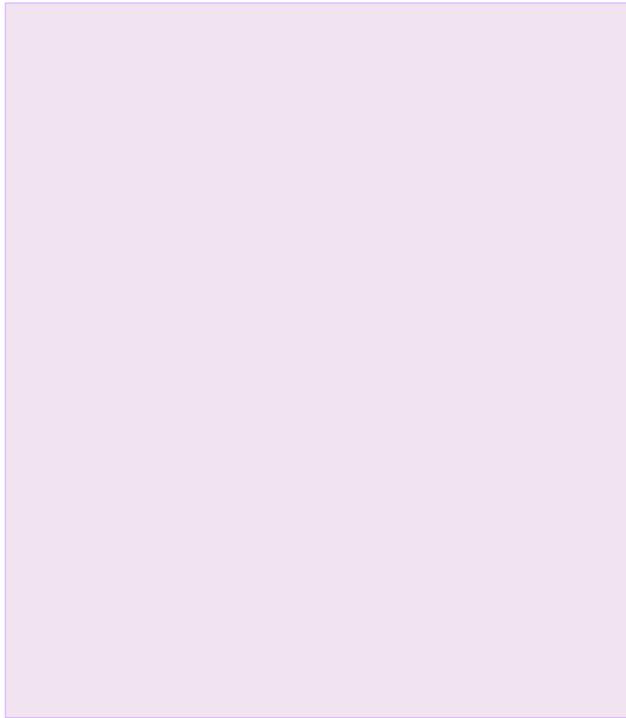
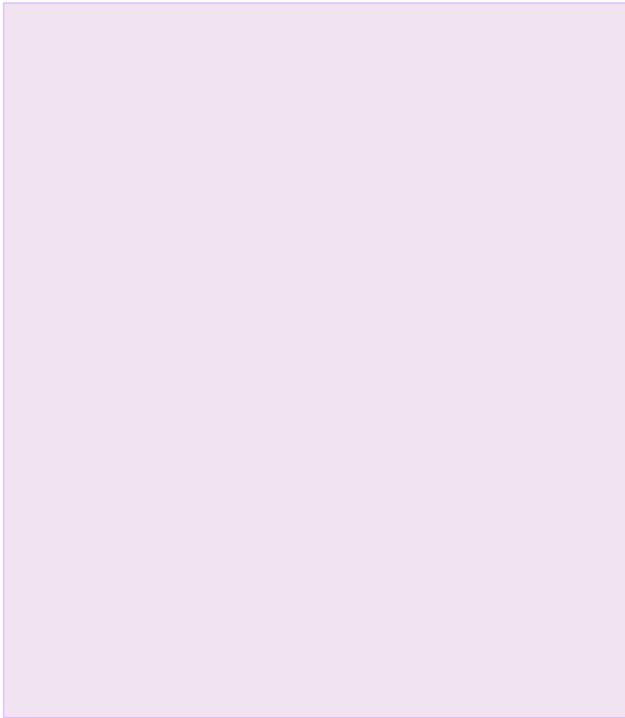
2. To ensure and facilitate two-way communication, Iftin will continue to employ a bilingual parent liaison to facilitate parent meetings, schoolwide events, and communicate with parents of unduplicated pupils.

3. In an effort to support parents as partners, the following parent workshops will be offered.

- Supporting my child academically
- Schoolwide Positive Behavior Intervention & Support
- Understanding CAASPP results

4. Administer an annual parent survey to measure safety and school connectedness.

5. Provide translation services for workshops, events, and for correspondence sent home to families.



**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1740
Source	LCFF Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1. Iftin Charter School and its parent liaison understand and values parent participation and provides several opportunities to engage parents of unduplicated pupils as partners in their child’s education, such as volunteering in schoolwide events and/or assisting teachers in the classroom. All volunteers will undergo a live-scan and TB testing.
Amount	\$10,000
Source	LCFF Supplemental & Concentration

**2018-19**

Amount	
Source	
Budget Reference	
Amount	
Source	

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	2000-2999: Classified Personnel Salaries 2. To ensure and facilitate two-way communication, lftin will continue to employ a bilingual parent liaison to facilitate parent meetings, schoolwide events, and communicate with parents of unduplicated pupils.	Budget Reference		Budget Reference	
Amount	\$1,500	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	3000-3999: Employee Benefits cost of benefits	Budget Reference		Budget Reference	
Budget Reference	3..no cost to school	Budget Reference		Budget Reference	
Budget Reference	4.no cost to school	Budget Reference		Budget Reference	
Amount	\$2,500	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies 5. Provide translation services for workshops, events, and for correspondence sent home to families.	Budget Reference		Budget Reference	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$623,062

Percentage to Increase or Improve Services: 21.21%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 3: includes the costs for internal and benchmark assessments for ELA and math to closely monitor the academic progress of students and measure growth over time.
- Goal 1, Action 4 includes Academic Intervention Team comprised of the Instructional Leader, New Comer Teacher, Reading Specialist and Math Intervention Teacher, and Counselor who will provide intensive academic support based on a RTI Tiered Model.
- Goal 1, Action 5: is the Social-emotional Support System and includes the School Counselor, Dean of Students (2), and Counselor, who will implement the PBIS Program schoolwide, and provide social-emotional and behavioral counseling.
- Goal 2, Action 1 is Professional Development for entire teaching staff and instructional assistants on strategies for EL, including differentiation, ELD Strategies, GLAD, and Universal Design for Learning (UDL)
- Goal 2, Action 2: ELD Program – developing an EL Master Plan, ensure ELD designated and integrated instruction takes place daily
- Goal 3, Action 3: costs for a parent liaison to collaborate and communicate with parents of unduplicated pupils and provide translation services.

The Instructional Specialist will provide all teachers with coaching, conduct observations and professional development on implementing effective research-based strategies in working with ELL, Low-Income, Foster Youth including reading strategies, differentiation, scaffolding, writing strategies, that will benefit all students. Unduplicated student groups who are scoring below their peers in ELA and Math will benefit from these strategies, which hare specially designed to increase student engagement and access to the rigor of the CA. State Standards.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,514,076.00	2,769,615.00	2,397,836.00	0.00	0.00	2,397,836.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	150,000.00	221,957.00	150,000.00	0.00	0.00	150,000.00
Base	793,351.00	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	2,125,131.00	1,657,501.00	0.00	0.00	1,657,501.00
LCFF Supplemental & Concentration	0.00	18,480.00	418,843.00	0.00	0.00	418,843.00
Locally Defined	0.00	0.00	1,500.00	0.00	0.00	1,500.00
Special Education	239,157.00	151,764.00	169,992.00	0.00	0.00	169,992.00
Supplemental and Concentration	35,000.00	133,355.00	0.00	0.00	0.00	0.00
Title I	106,120.00	98,135.00	0.00	0.00	0.00	0.00
Title II	156,448.00	6,035.00	0.00	0.00	0.00	0.00
Title III	34,000.00	14,758.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,514,076.00	2,769,615.00	2,397,836.00	0.00	0.00	2,397,836.00
	1,514,076.00	0.00	7,700.00	0.00	0.00	7,700.00
1000-1999: Certificated Personnel Salaries	0.00	1,381,505.00	1,329,765.00	0.00	0.00	1,329,765.00
2000-2999: Classified Personnel Salaries	0.00	338,600.00	375,197.00	0.00	0.00	375,197.00
3000-3999: Employee Benefits	0.00	664,053.00	185,434.00	0.00	0.00	185,434.00
4000-4999: Books And Supplies	0.00	157,523.00	184,000.00	0.00	0.00	184,000.00
5000-5999: Services And Other Operating Expenditures	0.00	171,402.00	61,500.00	0.00	0.00	61,500.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	56,532.00	254,240.00	0.00	0.00	254,240.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	1,514,076.00	2,769,615.00	2,397,836.00	0.00	0.00	2,397,836.00
		0.00	0.00	0.00	0.00	0.00	0.00
	After School Education and Safety (ASES)	150,000.00	0.00	0.00	0.00	0.00	0.00
	Base	793,351.00	0.00	0.00	0.00	0.00	0.00
	LCFF Base	0.00	0.00	7,700.00	0.00	0.00	7,700.00
	Special Education	239,157.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	35,000.00	0.00	0.00	0.00	0.00	0.00
	Title I	106,120.00	0.00	0.00	0.00	0.00	0.00
	Title II	156,448.00	0.00	0.00	0.00	0.00	0.00
	Title III	34,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	15,155.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,207,908.00	1,134,491.00	0.00	0.00	1,134,491.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental & Concentration	0.00	0.00	136,174.00	0.00	0.00	136,174.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	66,393.00	59,100.00	0.00	0.00	59,100.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	2,750.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	83,541.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	5,758.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	80,030.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	202,760.00	182,905.00	0.00	0.00	182,905.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental & Concentration	0.00	0.00	81,400.00	0.00	0.00	81,400.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	37,839.00	110,892.00	0.00	0.00	110,892.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	17,971.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	After School Education and Safety (ASES)	0.00	16,482.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	647,571.00	49,905.00	0.00	0.00	49,905.00
3000-3999: Employee Benefits	LCFF Supplemental & Concentration	0.00	0.00	135,529.00	0.00	0.00	135,529.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	0.00	17,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00	147,500.00	0.00	0.00	147,500.00
4000-4999: Books And Supplies	LCFF Supplemental & Concentration	0.00	18,480.00	36,500.00	0.00	0.00	36,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	107,449.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	14,594.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	93,290.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	66,892.00	60,000.00	0.00	0.00	60,000.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00	1,500.00	0.00	0.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	5,185.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	6,035.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	0.00	0.00	150,000.00	0.00	0.00	150,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00	75,000.00	0.00	0.00	75,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental & Concentration	0.00	0.00	29,240.00	0.00	0.00	29,240.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	47,532.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	9,000.00	0.00	0.00	0.00	0.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,880,744.00	0.00	0.00	1,880,744.00
<b>Goal 2</b>	400,894.00	0.00	0.00	400,894.00
<b>Goal 3</b>	116,198.00	0.00	0.00	116,198.00
<b>Goal 4</b>	0.00	0.00	0.00	0.00
<b>Goal 5</b>	0.00	0.00	0.00	0.00
<b>Goal 6</b>	0.00	0.00	0.00	0.00
<b>Goal 7</b>	0.00	0.00	0.00	0.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00

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