

# 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

Contact Name and Title

Ali Hori  
Principal

Email and Phone

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## 2017-20 Plan Summary

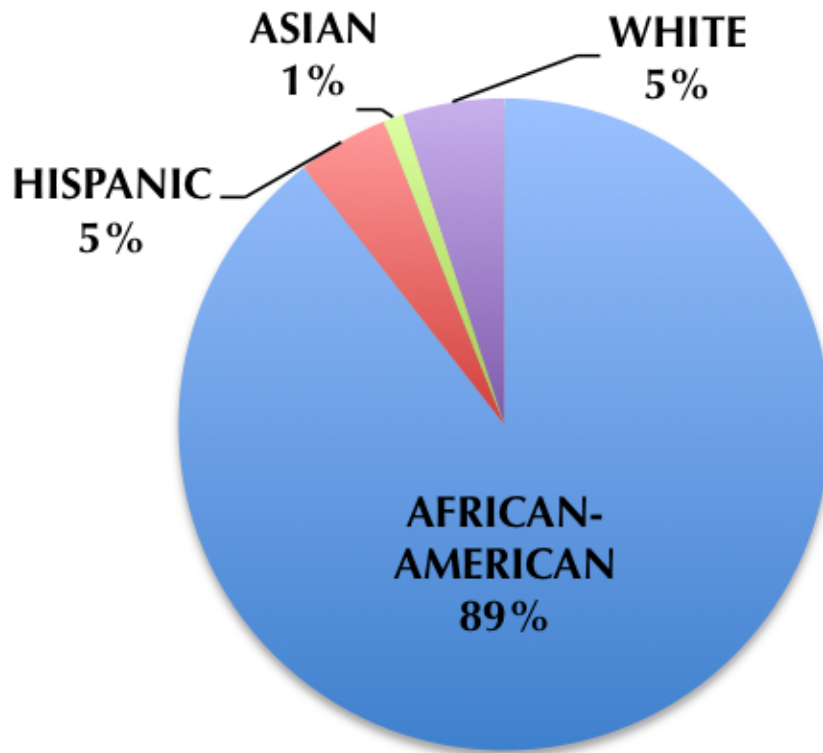
### The Story

Describe the students and community and how the LEA serves them.

Iftin Charter School (ICS) was established in Fall 2006, by a group of predominantly 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 315 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 leadership changes that resulted in a program review that led to staffing changes and the development of an LCAP that truly addresses the needs of our students based on data. This multi-year plan prioritizes the 8 State Priorities, uses the CA Dashboard findings, and the CDE required metrics where we have developed annual growth targets. The new LCAP goals are:

- **GOAL #1: Pupil Outcomes** - Iftin will develop an infrastructure for the collection and analysis of multiple forms data at the student, classroom, and school-wide level. These data will be used to: monitor student progress and identify student need; make instructional decisions; guide professional learning; and inform program development and monitor the effectiveness of program implementation (State Priorities 1, 2, 4, 8).
- **GOAL #2: Engagement** - Iftin will engage parents and the community as partners through communication, collaboration, and education to ensure that all students are college ready. Iftin will foster a learning-centered culture dedicated to academic rigor, cultural literacy, and compassion built on the core values of Integrity, Focus, Tolerance, Independence, and Nurturing that will provide all students with a nurturing and safe learning environment through the integration of social-emotional learning that promotes positive behavior (State Priorities: 1, 2, 3, 5, 6).
- **GOAL #3: Conditions of Learning** - Iftin will maintain a safe, healthy learning environment by providing sufficient staffing and ensure that each and every child has access to standards-aligned curricula taught by qualified teachers (State Priorities: 1, 2, 7, 8).

# 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.

## Greatest Progress

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

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?

## Greatest Needs

Iftin Charter School earned a rating of "Orange" in two performance categories: the Suspension Indicator and the English Learner Progress Indicator.

**Suspension Indicator:** New leadership is committed to improving school climate through the systematic implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS) to address the academic and social-emotional needs of our students. Our entire staff will receive training on SWPBIS, 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 SWPBIS is that continual teaching, modeling, and acknowledgement of positive student behavior reduces negative behavior and unnecessary discipline promoting 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 a Guidance Counselor and two Deans of Discipline to support students and teachers. Administration will monitor program effectiveness using discipline data and student, staff, and parent surveys to measure student connectedness and school climate.

**English Learner Progress Indicator:** In collaboration with teaching staff, leadership will review the school's English Learner Plan and revise as necessary to ensure that English learners receive appropriate access to core curricula through integrated ELD, as well as support in developing proficiency in English through designated ELD instructional time built into the master schedule. Additionally, the Instructional Leader, in collaboration with the Reading Specialist, is revising our Reading Intervention Program. Likewise, leadership will work in collaboration with teachers to pilot a

Mathematics Intervention Program in grades 3-5. The NewComer Program will be reviewed and revised as needed. All programs will be monitored through the regular data collection. Professional Learning Communities will be used to monitor student growth and needs; develop teacher capacity to respond in a timely way to student responses to instruction; and engage in a continuous cycle of improvement.

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?

## 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.

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.

## Increased or Improved services

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	\$3,506,126
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$2,677,256.00

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

**DESCRIPTION**

Total Projected LCFF Revenues for LCAP Year

**AMOUNT**

\$3,012,312

# Annual Update

LCAP Year Reviewed: 2017-18

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

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8: <b>17-18</b> -28.1 DFL3 <b>Baseline</b> -38.1 DFL3	Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8: <ul style="list-style-type: none"><li>• 8 DFL3</li></ul>
<b>Metric/Indicator</b> Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8 <b>17-18</b> -40.1 DFL3 <b>Baseline</b> -50.1 DFL3	Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8 <ul style="list-style-type: none"><li>• 2 DFL3</li></ul>

Expected		Actual
<b>Metric/Indicator</b> Increase attendance rates: <b>17-18</b> >96% <b>Baseline</b> 96%		Increase attendance rates: 2017-18: 95.28%
<b>Metric/Indicator</b> Decrease Chronic Absenteeism rates. <b>17-18</b> <2% <b>Baseline</b> 1.2%		Decrease Chronic Absenteeism rates. 2017-18: 11.7% Cultural norms require outside travel for extended time. Principal-led school partnership meetings, connections to community resources, an awareness campaign, and attendance incentives will be implemented to reduce rate of absenteeism.
<b>Metric/Indicator</b> Middle School Dropout Rate: <b>17-18</b> <1% <b>Baseline</b> 0%		Middle School Dropout Rate: 2017-18: 0%
<b>Metric/Indicator</b> % of students access to broad course of study: PE, Technology, Somali <b>17-18</b> 100% <b>Baseline</b> 100%		% of students access to broad course of study: PE, Technology, Somali 2017-18: 100%
<b>Metric/Indicator</b> Administer Facility Inspection (FIT) Report: Good or Better <b>17-18</b> Good <b>Baseline</b> Good		Administer Facility Inspection (FIT) Report: 2017-18: Good

## Expected

<b>Metric/Indicator</b> Decrease % of Grade 5 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition <b>17-18</b> 0%/3.6% <b>Baseline</b> 3.7%/7.6%	
<b>Metric/Indicator</b> Decrease % of Grade 7 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition <b>17-18</b> 5.6%/15% <b>Baseline</b> 9.6%/19%	

## Actual

Decrease % of Grade 5 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition Data not available for reporting	
Decrease % of Grade 7 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition No data available for reporting	

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PROFESSIONAL LEARNING - Assessment and Data  All students, including those with disabilities and English learners, will demonstrate improved performance on state assessments as measured by State Indicators reported on the California Dashboard as follows: <ul style="list-style-type: none"> <li>ELA Indicator: All students will increase by 20 points; English learners will increase by 10 points</li> </ul>	PROFESSIONAL LEARNING - Assessment and Data  All students, including those with disabilities and English learners, will demonstrate improved performance on state assessments as measured by State Indicators reported on the California Dashboard as follows: <ul style="list-style-type: none"> <li>ELA Indicator: All students will increase by 20 points; English learners will increase by 10 points</li> </ul>	Cost of NWEA MAP Professional Learning 4000-4999: Books And Supplies LCFF Supplemental & Concentration \$24,560  Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration	Cost of NWEA MAP Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$8237.50  20% Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$15,400



<ul style="list-style-type: none"> <li>Mathematics Indicator: All students will increase by 10 points; English learners will increase by more than 10 points</li> <li>English Learner Progress Indicator will move from Orange to Yellow by increasing at least 10%</li> </ul> <p>Teachers will receive training and support in interpreting and using data derived from the NWEA MAP in order to create specific, measurable, attainable, relevant, and timely goals to address student learning needs.</p>	
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<ul style="list-style-type: none"> <li>Mathematics Indicator: All students will increase by 10 points; English learners will increase by more than 10 points</li> <li>English Learner Progress Indicator will move from Orange to Yellow by increasing at least 10%</li> </ul> <p>Teachers will receive training and support in interpreting and using data derived from the NWEA MAP in order to create specific, measurable, attainable, relevant, and timely goals to address student learning needs.</p> <p>NWEA scores for ALL students indicate:</p> <p>(By Grade) Observed Growth: Reading (Goal 10 pts increase)</p> <p>1st: 16.9</p> <p>2nd:10.1</p> <p>3rd: 13.3</p> <p>4th: -3.7</p> <p>5th: 5.4</p> <p>6th: 0.7</p> <p>7th: 8.0</p> <p>8th: 9.4</p> <p>Math (Goal 10 pt increase)</p>	
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20% Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$3010
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	1st: 21.3
	2nd: 11.8
	3rd: 15.6
	4th: 9.9
	5th: 12.4
	6th: 2.7
	7th: 7.3
	8th: 6.7
	ELL Student Growth (Goal: 10 pt. or more increase)
	Reading by grade
	1st: 13 out of 16
	2nd: 14 out of 22
	3rd: 10 out of 16
	4th: 9 out of 13
	5th: 7 out of 21
	6th: 3 out of 16
	7th: 9 out of 13
	8th: 5 out of 11
	Math by grade (Number of students in each grade reaching goal of 10 pts or more increase)
	1st: 16 out of 16



<p>All students, including those with disabilities and English learners, will demonstrate growth on NWEA MAP and other site measures as a result of increased teacher collaboration through Professional Learning Communities (PLCs). PLCs at each grade level and in vertical teams will meet regularly to analyze student responses to instruction and intervention. The Curriculum and Instruction Committee with representation across all grade spans and programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to successfully make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff.</p>	<p>All students, including those with disabilities and English learners, will demonstrate growth on NWEA MAP and other site measures as a result of increased teacher collaboration through Professional Learning Communities (PLCs). PLCs at each grade level and in vertical teams will meet regularly to analyze student responses to instruction and intervention. The Curriculum and Instruction Committee with representation across all grade spans and programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to successfully make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff. Students with IEP's: 50% increased 10 pts or more in Reading 14% increased 10 pts or more in Math 28% increased 10 pts or more in Language Usage.</p>
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Action 3			
Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction and the effective integration of technology tools.

Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction and the effective integration of technology tools. The Curriculum and Instruction Committee will review instructional frameworks and lead efforts for continuous improvement by selecting and recommending a framework.

NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8)

- DRA: 3 times/year Gr. K-3
- DRA: 2 times/year Gr. TK

4000-4999: Books And Supplies LCFF Supplemental & Concentration \$25,000

NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8)

- DRA: 3 times/year Gr. K-3
- DRA: 2 times/year Gr. TK

5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$4537.5

## Action 4

### Planned Actions/Services

### Actual Actions/Services

#### PROFESSIONAL LEARNING - Instruction

Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools.

Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools.  
  
CASPP Scores will be reported summer 2018

### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$16,972

Instructional Leader @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration

benefits cost 3000-3999: Employee Benefits LCFF Supplemental & Concentration

Reading specialist @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration

benefits cost 3000-3999: Employee Benefits LCFF Supplemental & Concentration

### Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$16,972

Instructional Leader @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$77,000

benefits cost 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$15,400

Reading specialist @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$60,203

benefits cost 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$20,765



	Writing were provided to improve classroom instruction.	Building Community. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$7500	4. No cost associated with action
	Expanding program by adding 6th grade Reach curricula as a pilot		
	Eureka Mathematics: Teachers received support in pacing guides and curriculum maps, to assist with daily instruction and implementation.	Building Community. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$2172	4. No cost associated with action
	Active Classroom History/Social Studies: Common core aligned lessons PD focus area to create and organize differentiated focused units to engage all students with all learning styles.		
	SWPBIS: Reimplementation scheduled through consultant. Effective practice, monitoring and adjusting resources and implementation strategies.		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PROFESSIONAL LEARNING - Curricula	PROFESSIONAL LEARNING - Curricula	1. no cost for facilities lease \$0	1. no cost for facilities lease
Teachers will have training and support to implement the following curricula year 1 : <ul style="list-style-type: none"> <li>Reach</li> <li>Reading/Language Arts</li> <li>Eureka Mathematics</li> <li>Active Classroom</li> <li>History/Social Studies</li> </ul>	Teachers will have training and support to implement the following curricula year 1 : <ul style="list-style-type: none"> <li>Reach</li> <li>Reading/Language Arts</li> <li>Eureka Mathematics</li> <li>Active Classroom</li> <li>History/Social Studies</li> </ul>	2. Costs for facility upgrades and/or expansion, and maintenance/repairs. 5000-5999: Services And Other Operating Expenditures Locally Defined \$1,500	2. Costs for facility upgrades and/or expansion, and maintenance/repairs. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$6895
		SDUSD will require ICS to lease 5 additional classrooms \$15,000 cost with the agreement that with	

					Teachers were provided support to implement the following:
					<ul style="list-style-type: none"> <li>• Reach Reading/Language Arts</li> <li>• Eureka Mathematics</li> <li>• Active Classroom History/Social Studies</li> </ul>
					Pilot Program for Reach was purchased. Additional training and teacher supports are scheduled to take place 6 times during the following school year.
					Eureka Mathematics will continue to be utilized.
					Active Classroom History/Social Studies will continue to be utilized with positive results reported by teachers
					increased enrollment facility space will be returned for the following school year. \$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACADEMIC INTERVENTIONS	ACADEMIC INTERVENTIONS	Interventionist will not be implemented for Reading as set in plan. Plan for increased instructional support and interventions in Reading and Math will be restructured.NewComer program will remain as previously implemented. \$167,264	
Three teachers will be assigned to implement the following Intervention Programs in year 1: <ul style="list-style-type: none"> <li>• NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools</li> <li>• Reading: Push-in Guided Reading grades K-5; Pull-out Reading Intervention grades 4-8</li> </ul>	Three teachers will be assigned to implement the following Intervention Programs in year 1: <ul style="list-style-type: none"> <li>• NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools</li> <li>• Reading: Push-in Guided Reading grades K-5; Pull-out Reading Intervention grades 4-8</li> </ul>		



<ul style="list-style-type: none"> <li>Mathematics: Push-in and Pull-out grades 3-5</li> </ul> <p>The Instructional Leader and Intervention Team will meet at least monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.</p>	<ul style="list-style-type: none"> <li>Mathematics: Push-in and Pull-out grades 3-5</li> </ul> <p>The Instructional Leader and Intervention Team met at least monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.</p>
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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.

<p>Three teachers were assigned to implement the following Intervention Programs in year 1:</p> <ul style="list-style-type: none"> <li>NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools</li> <li>Reading: Push-in Guided Reading grades K-5; Pull-out Reading Intervention grades 4-8</li> <li>Mathematics: Push-in and Pull-out grades 3-5</li> </ul>
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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<p>Push-in and Pull-out interventions were consistently implemented during the school day to provide the one on one instruction to raise achievement.</p> <p>Interventions took place as as structured</p>
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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<p>No differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>
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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.

<p>No changes made to goal during the 2017/2018 school year.</p>
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Reading and Math Interventionists contracts were not renewed. Instructional support and interventions will be restructured for the areas of Math and Reading will be implemented in a variety of ways including after school tutoring, teacher and instructional aides providing small group instruction based on targeted skills identified through NWEA. NewComer program will continue with added emphasis on Reading and Writing.

# Annual Update

**LCAP Year Reviewed: 2017-18**

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

## Priority 2: State Standards (Conditions of Learning)

## Local Priorities:

## Annual Measurable Outcomes

Expected

<p><b>Metric/Indicator</b></p> <p>% of students that will have access to standards-aligned instructional materials:</p> <p><b>17-18</b></p> <p>100%</p> <p><b>Baseline</b></p> <p>100%</p>	<p>% of students that will have access to standards-aligned instructional materials:</p> <p>2017-18: 100%</p>
<p><b>Metric/Indicator</b></p> <p>% of teachers that will implement state standards for all students including EL access to CCSS &amp; ELD.</p> <p><b>17-18</b></p> <p>100%</p> <p><b>Baseline</b></p> <p>100%</p>	<p>% of teachers that will implement state standards for all students including EL access to CCSS &amp; ELD.</p> <p>2017-18: 100%</p>

Expected		Actual	
<b>Metric/Indicator</b> % of teachers who are appropriately credentialed and assigned. <b>17-18</b> 100% <b>Baseline</b> 100%		% of teachers who are appropriately credentialed and assigned. 2017-18: 100%	
<b>Metric/Indicator</b> Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT. <b>17-18</b> 40% <b>Baseline</b> 37%		ELPAC summative data is not available.	
<b>Metric/Indicator</b> Increase English Learner reclassification rate: <b>17-18</b> 20% <b>Baseline</b> 14.4%		ELPAC summative data is not available.	

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>PARENTAL ENGAGEMENT IN DECISION-MAKING</b> Parental involvement in decision-making takes place in the following ways: <ul style="list-style-type: none"> <li>Board of Trustees</li> <li>Board membership</li> </ul> requires commitment to	<b>PARENTAL ENGAGEMENT IN DECISION-MAKING</b> Parental involvement in decision-making takes place in the following ways: <ul style="list-style-type: none"> <li>Board of Trustees</li> <li>Board membership</li> </ul> requires commitment to	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$1,200	Board members were trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$2,591

2. related to goal 1 action 5 \$0.00	<p>at least one regular meeting monthly and special meetings as needed.</p> <ul style="list-style-type: none"> <li>• Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.</li> <li>• School Site Council (SSC)</li> <li>• SSC membership requires commitment to at least one regular meeting monthly.</li> <li>• SSC will hold monthly meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to Iftin's Board of Trustees.</li> <li>• SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.</li> <li>• English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the</li> </ul>	2. related to goal 1 action 5
	<p>at least one regular meeting monthly and special meetings as needed.</p> <ul style="list-style-type: none"> <li>• Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.</li> <li>• School Site Council (SSC)</li> <li>• SSC membership requires commitment to at least one regular meeting monthly.</li> <li>• SSC will hold monthly meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to Iftin's Board of Trustees.</li> <li>• SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.</li> <li>• English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the</li> </ul>	



- INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD)

Assess: REACH, INSIDE, and Systematic ELD Assessment

4000-4999: Books And Supplies  
LCFF Supplemental & Concentration \$1,500

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SAFETY</b></p> <p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• annually review and revise the school safety plan</li> <li>• provide regular input on school safety issues</li> </ul> <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p>	<p><b>SAFETY</b></p> <p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• annually review and revise the school safety plan</li> <li>• provide regular input on school safety issues</li> </ul> <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p> <p>Changes in Leadership and staff disruptions to instruction and completion of actions and services outlined in LCAP.</p>	<p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• annually review and revise the school safety plan</li> <li>• provide regular input on school safety issues</li> </ul> <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p> <p>4000-4999: Books And Supplies LCFF Supplemental &amp; Concentration \$3,355</p>	<p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• annually review and revise the school safety plan</li> <li>• provide regular input on school safety issues</li> </ul> <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p> <p>4000-4999: Books And Supplies LCFF Supplemental &amp; Concentration \$3,355</p>



## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>PARENTAL PARTICIPATION - Outreach and inclusion</b></p> <p>With advisement from School Site Council (SSC), ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities will include but are not limited to:</p> <ul style="list-style-type: none"> <li>• outreach - scheduling, coordinating, and facilitating parent meetings</li> <li>• interpreting for IEP and SST meetings</li> <li>• translating school documents and correspondence. The Parent Liaison, bilingual in Somali-English, will serve on SSC.</li> </ul>	<p><b>PARENTAL PARTICIPATION - Outreach and inclusion</b></p> <p>With advisement from School Site Council (SSC), ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities will include but are not limited to:</p> <ul style="list-style-type: none"> <li>• outreach - scheduling, coordinating, and facilitating parent meetings</li> <li>• interpreting for IEP and SST meetings</li> <li>• translating school documents and correspondence. The Parent Liaison, bilingual in Somali-English, will serve on SSC.</li> </ul> <p>Changes in Leadership and staff disruptions to instruction and completion of actions and services outlined in LCAP.</p>	<p>With advisement from School Site Council (SSC), ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities will include but are not limited to:</p> <ul style="list-style-type: none"> <li>• outreach - scheduling, coordinating, and facilitating parent meetings</li> <li>• interpreting for IEP and SST meetings</li> <li>• translating school documents and correspondence. The Parent Liaison, bilingual in Somali-English, will serve on SSC.</li> </ul> <p>4000-4999: Books And Supplies LCFF Supplemental &amp; Concentration \$10,939</p>	<p>With advisement from School Site Council (SSC), ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities will include but are not limited to:</p> <ul style="list-style-type: none"> <li>• outreach - scheduling, coordinating, and facilitating parent meetings</li> <li>• interpreting for IEP and SST meetings</li> <li>• translating school documents and correspondence. The Parent Liaison, bilingual in Somali-English, will serve on SSC.</li> </ul> <p>4000-4999: Books And Supplies LCFF Supplemental &amp; Concentration \$1,939</p>

## Action 5

<p><b>ASES discontinued mid year</b></p> <p>Changes in Leadership and staff disruptions to instruction and</p>	<p>5800: Professional/Consulting</p>	
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		completion of actions and services outlined in LCAP.	
	Services And Operating Expenditures LCFF Base	Ifitin will continue to provide academic support, social and academic enrichment through a high quality after school program. (ASES funding) 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$150000	
	2. see action 1 above \$0.00	Ifitin will continue to provide academic support, social and academic enrichment through a high quality after school program. (General fund funding) 1000-1999: Certificated Personnel Salaries LCFF \$36,359	
	4.. no cost	\$21,521 2000-2999: Classified Personnel Salaries LCFF \$21,521	
		Ifitin will continue to provide academic support, social and academic enrichment through a high quality after school program. (General fund funding) 3000-3999: Employee Benefits LCFF Base \$9,914	

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.

Ifitin will engage parents and the community as partners through communication, collaboration, and education to ensure that all students are college ready. Ifitin will foster a learning-centered culture dedicated to academic rigor, cultural literacy, and compassion

built on the core values of Integrity, Focus, Tolerance, Independence, and Nurturing that will provide all students with a nurturing and safe learning environment through the integration of social-emotional learning that promotes positive behavior.

Changes in Leadership and staff disruptions to instruction and completion of actions and services outlined in LCAP.

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

Parent involvement through input in decision making via SSC, ELAC, and Governing Board: Met

Parent involvement will include opportunities for participation in programs for unduplicated students: Met

Decrease Suspension Rate: Data not available

Maintain Expulsion Rate: Maintain >1%

Administer parent, student & teacher survey to measure sense of school safety and connectedness: Somewhat met

Changes in Leadership and staff disruptions to instruction and completion of actions and services outlined in LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Changes in Leadership and staff disruptions to instruction and completion of actions and services outlined in LCAP.

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.

Changes in Leadership and staff disruptions to instruction and completion of actions and services outlined in LCAP.

# Annual Update

LCAP Year Reviewed: 2017-18

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

Conditions of Learning: Maintain a safe, healthy learning environment by providing sufficient staffing and ensure that each and every child has access to standards-aligned curricula taught by qualified teachers.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

## Annual Measurable Outcomes

Expected	
<b>Metric/Indicator</b> Parent involvement through input in decision-making via SSC, ELAC, and Governing Board.	
<b>17-18</b> Met	
<b>Baseline</b> Met	
<b>Metric/Indicator</b> Parent involvement will include opportunities for participation in programs for unduplicated students.	
<b>17-18</b> Met	
	<b>Actual</b>
	A total of 12 School Site Council meetings took place. A total of 2 ELAC meetings took place.
	All correspondence sent home was translated to Somali (home language)
	Parent teacher conferences took place
	Parent monthly meetings took place
	Parent surveys were administered
	Changes in Leadership and staff disruptions to limited the completion of actions and services outlined in LCAP.
	Parent involvement will include opportunities for participation in programs for unduplicated students.
	Changes in Leadership and staff disruptions impacted the completion of actions and services outlined in LCAP.

Expected		Actual	
<b>Baseline</b> Met			
<b>Metric/Indicator</b> Decrease Suspension Rate:  <b>17-18</b> 8.2%  <b>Baseline</b> 9.2%		Decrease Suspension Rate: Data not currently available  Changes in Leadership and staff disruptions impacted the completion of actions and services outlined in LCAP.	
<b>Metric/Indicator</b> Maintain Expulsion Rate:  <b>17-18</b> <1%  <b>Baseline</b> 0.2%		Maintain Expulsion Rate:  <1% was maintained	
<b>Metric/Indicator</b> Administer parent, student & teacher survey to measure sense of safety and school connectedness.  <b>17-18</b> Met  <b>Baseline</b> Somewhat Met		Administer parent, student & teacher survey to measure sense of safety and school connectedness.  Changes in leadership and staff resulted in disruptions to instruction and completion of actions and services outlined in LCAP.	

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>SAFETY</b>  Ifin Charter School will employ the following staff to ensure basic conditions of learning and school safety.	<b>SAFETY</b>  Ifin Charter School will employ the following staff to ensure basic conditions of learning and school safety.	Ifin Charter School will employ the following staff to ensure basic conditions of learning and school safety. <ul style="list-style-type: none"> <li>Administrators are appropriately</li> </ul>	- Education Specialist 0001-0999: Unrestricted: Locally Defined Special Education \$56,703

<ul style="list-style-type: none"> <li>Administrators are appropriately credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned</li> <li>Education Specialist</li> <li>Intervention Teachers</li> <li>School Guidance Counselor</li> <li>Guidance Deans</li> <li>Instructional Aides</li> <li>Office, Clerical, and Administrative Staff</li> <li>Technology Coordinator</li> <li>Janitorial and Maintenance Staff</li> <li>Supervision and Security Staff</li> </ul>	<ul style="list-style-type: none"> <li>Administrators are appropriately credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned</li> <li>Education Specialist</li> <li>Intervention Teachers</li> <li>School Guidance Counselor</li> <li>Guidance Deans</li> <li>Instructional Aides</li> <li>Office, Clerical, and Administrative Staff</li> <li>Technology Coordinator</li> <li>Janitorial and Maintenance Staff</li> <li>Supervision and Security Staff</li> </ul>	<ul style="list-style-type: none"> <li>credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned</li> <li>Education Specialist</li> <li>Intervention Teachers</li> <li>School Guidance Counselor</li> <li>Guidance Deans</li> <li>Instructional Aides</li> <li>Office, Clerical, and Administrative Staff</li> <li>Technology Coordinator</li> <li>Janitorial and Maintenance Staff</li> <li>Supervision and Security Staff</li> </ul>	
Changes in Leadership and staff disruptions impacted the completion of actions and services outlined in LCAP.		2000-2999: Classified Personnel Salaries LCFF Base  cost of benefits 3000-3999: Employee Benefits LCFF Base  3. no cost    \$0  \$0	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$211,864   2000-2999: Classified Personnel Salaries LCFF Base \$312,474  3000-3999: Employee Benefits LCFF Base \$52,433

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>CURRICULA</b>  All students, including English learners, youth in transition, and those with disabilities will have	<b>CURRICULA</b>  All students, including English learners, youth in transition, and those with disabilities will have	\$61,957	Il students, including English learners, youth in transition, and those with disabilities will have equitable access to Common

equitable access to Common Core State Standards-aligned curricula. ICS will implement curricula in stages:

- Mathematics: K-8
- History-Social Studies integrated with Reading/Language Arts to address Common Core and ELD standards: K-8
- Reading/Language Arts: K-5

equitable access to Common Core State Standards-aligned curricula. ICS will implement curricula in stages:

- Mathematics: K-8
- History-Social Studies integrated with Reading/Language Arts to address Common Core and ELD standards: K-8
- Reading/Language Arts: K-5

Core State Standards-aligned curricula. ICS will implement curricula in stages:

- Mathematics: K-8
- History-Social Studies integrated with Reading/Language Arts to address Common Core and ELD standards: K-8
- Reading/Language Arts: K-5

4000-4999: Books And Supplies LCFF Supplemental & Concentration \$44,891

## Action 3

### Planned Actions/Services

#### INSTRUCTION

All teachers will engage in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Emphasis will be focused on the following evidence-based instructional strategies:

- SDAIE: K-8
- designated ELD: K-8
- small group guided reading: K-5

### Actual Actions/Services

#### INSTRUCTION

All teachers will engage in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Emphasis will be focused on the following evidence-based instructional strategies:

- SDAIE: K-8
- designated ELD: K-8
- small group guided reading: K-5

Changes in leadership and staff resulted in disruptions to instruction and completion of actions and services outlined.

### Budgeted 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. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$14,256

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

### Estimated Actual Expenditures

Ifitin 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. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$14,256

see goal 3 action 1





be administered to all English learners. The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local assessments will be administered to monitor each student's academic progress and identify individual strengths and needs. These assessment data will inform instruction and identify those students in need of academic intervention.

- NWEA MAP Reading, Language, and Mathematics: 3 times annually in Grades 1-8; 2 times annually in Kindergarten
- DRA: 3 times/year Gr. K-3
- DRA: 2 times/year Gr. TK
- ELPAC Summative - this is a baseline year

be administered to all English learners. The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local assessments will be administered to monitor each student's academic progress and identify individual strengths and needs. These assessment data will inform instruction and identify those students in need of academic intervention.

- NWEA MAP Reading, Language, and Mathematics: 3 times annually in Grades 1-8; 2 times annually in Kindergarten
- DRA: 3 times/year Gr. K-3
- DRA: 2 times/year Gr. TK
- ELPAC Summative - this is a baseline year

Changes in Leadership and staff resulted in disruptions to instruction and completion of actions and services outlined in LCAP.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>SAFETY AND FACILITIES</b>  An ad hoc Safety and Facilities Committee shall be formed for the	<b>SAFETY AND FACILITIES</b>  An ad hoc Safety and Facilities Committee shall be formed for the	\$32,481	An ad hoc Safety and Facilities Committee was formed for the purpose of ensuring student



purpose of ensuring student safety and the proper maintenance of campus buildings and grounds. Responsibilities include:

- Creating and approving safety measures aligned with county, state, and federal standards - Monitoring a preventative maintenance program for Iflin Charter School and its grounds.
- Assisting in the generation of the budget as it pertains to on-going safety and facility maintenance matters.
- Developing for Board approval, policies and procedures pertaining to safety issues and the use of buildings and grounds outside of school time
- Assessing future safety program and facility needs in light of a strategic plan.

purpose of ensuring student safety and the proper maintenance of campus buildings and grounds. Responsibilities include:

- Creating and approving safety measures aligned with county, state, and federal standards - Monitoring a preventative maintenance program for Iflin Charter School and its grounds.
- Assisting in the generation of the budget as it pertains to on-going safety and facility maintenance matters.
- Developing for Board approval, policies and procedures pertaining to safety issues and the use of buildings and grounds outside of school time
- Assessing future safety program and facility needs in light of a strategic plan.

safety and the proper maintenance of campus buildings and grounds. Responsibilities include:

- Creating and approving safety measures aligned with county, state, and federal standards - Monitoring a preventative maintenance program for Iflin Charter School and its grounds.
- Assisting in the generation of the budget as it pertains to on-going safety and facility maintenance matters.
- Developing for Board approval, policies and procedures pertaining to safety issues and the use of buildings and grounds outside of school time
- Assessing future safety program and facility needs in light of a strategic plan.

5000-5999: Services And Other Operating Expenditures LCFF Base \$6,895

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SAFETY	SAFETY	\$17,079	no cost

**The Safety and Facilities**  
 Committee will review and revise the Comprehensive Site Safety Plan annually and update policies and procedures to address new legislation related to safety. In addition, the Committee will ensure that monthly safety drills and an annual emergency drill occur. The Committee will designate personnel to conduct annual workshops for staff and students, as appropriate, on the following topics:  
 - Internet Safety/Cyberbullying  
 - Suicide Prevention

**The Safety and Facilities**  
 Committee will review and revise the Comprehensive Site Safety Plan annually and update policies and procedures to address new legislation related to safety. In addition, the Committee will ensure that monthly safety drills and an annual emergency drill occur. The Committee will designate personnel to conduct annual workshops for staff and students, as appropriate, on the following topics:  
 - Internet Safety/Cyberbullying  
 - Suicide Prevention

**Action 7**

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

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

Budgeted Expenditures	Estimated Actual Expenditures
\$81,190	no cost

# 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.

Implementation of professional development were met. All teachers participated in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Assessment scores were analyzed and used to drive instruction and to form small groups with targeted skill focus. Several actions and services outlined in in this goal were not fully implemented (SWPBIS). Changes in leadership and staff resulted in disruptions to instruction and completion of actions and services outlined in this LCAP.

Safety Committee met, created checklist designated personnel conducted daily, weekly, and monthly facility inspections  
Deficiencies were brought to the attention of administration for correction  
Monthly safety drills and an annual emergency drill occurred.

A designated person (School Counselor) to conducted workshops for staff and students on the following topics:

- Internet Safety/Cyberbullying and Suicide Prevention

The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local assessments were administered to monitor each student's academic progress and identify individual strengths and needs. These assessment data was used to drive instruction and identify those students in need of academic intervention.

Changes in leadership and staff resulted in completion of some actions and services outlined in this LCAP.

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

Overall effectiveness of actions and services are not completely measurable at this time due to non reported assessment results or non-availability of other collected data. All measurable effectiveness/data/ documentation that was available was used to articulate effectiveness of actions in this LCAP

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures were noted in relation to this goal

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.

Assigned personnel will change with staffing changes.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### 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	-50.1 DFL3	-40.1 DFL3	-30.1 DFL3	-20.1 DFL3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
from Level (DFL) 3 Scale Scores: Grades 3-8				
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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

**PROFESSIONAL LEARNING -  
Assessment and Data**

All students, including those with disabilities and English learners, will demonstrate improved performance on state assessments as measured by State Indicators reported on the California Dashboard as follows:

- ELA Indicator: All students will increase by 20 points; English learners will increase by 10 points
- Mathematics Indicator: All students will increase by 10 points; English learners will increase by more than 10 points

## 2018-19 Actions/Services

**PROFESSIONAL LEARNING -  
Assessment and Data**

All students, including those with disabilities and English learners, will demonstrate improved performance on state assessments as measured by State Indicators reported on the California Dashboard as follows:

- ELA Indicator: All students will increase by at least 10%; English learners will increase by at least 10%
- Mathematics Indicator: All students will increase by at least 10%; English learners will increase by at least 10%

## 2019-20 Actions/Services

**PROFESSIONAL LEARNING -  
Assessment and Data**

All students, including those with disabilities and English learners, will demonstrate improved performance on state assessments as measured by State Indicators reported on the California Dashboard as follows:

- ELA Indicator: All students will increase by at least 10%; English learners will increase by at least 10%
- Mathematics Indicator: All students will increase by at least 10%; English learners will increase by at least 10%



<ul style="list-style-type: none"> <li>English Learner Progress Indicator will move from Orange to Yellow by increasing at least 10%</li> </ul> <p>Teachers will receive training and support in interpreting and using data derived from the NWEA MAP in order to create specific, measurable, attainable, relevant, and timely goals to address student learning needs.</p>	<ul style="list-style-type: none"> <li>English Learner Progress Indicator will increase at least 10%</li> </ul> <p>Teachers will receive training and support in interpreting and using data derived from the NWEA MAP in order to create specific, measurable, attainable, relevant, and timely goals to address student learning needs.</p>	<ul style="list-style-type: none"> <li>English Learner Progress Indicator will increase at least 10%</li> </ul> <p>Teachers will receive training and support in interpreting and using data derived from the NWEA MAP in order to create specific, measurable, attainable, relevant, and timely goals to address student learning needs.</p>
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Budgeted Expenditures			
Year	2017-18	2018-19	2019-20
Amount	\$24,560	\$25,739	\$26,305
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Cost of NWEA MAP Professional Learning	4000-4999: Books And Supplies Cost of NWEA MAP Professional Learning	4000-4999: Books And Supplies Cost of NWEA MAP Professional Learning
Amount	\$14,250	\$14,250	\$14,250
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data.	1000-1999: Certificated Personnel Salaries Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data.	1000-1999: Certificated Personnel Salaries Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data.
Amount		\$3,562	\$3,562
Source		LCFF Supplemental & Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits cost of benefits	3000-3999: Employee Benefits cost of benefits

# Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

### PROFESSIONAL LEARNING COMMUNITIES

There are no additional costs associated with this action.

All students, including those with disabilities and English learners, will demonstrate growth on NWEA MAP and other site measures as a result of increased teacher collaboration through Professional Learning Communities (PLCs). PLCs at each grade level and in vertical teams will meet regularly to analyze student responses to instruction and intervention. The Curriculum and Instruction Committee with representation

2018-19 Actions/Services

### PROFESSIONAL LEARNING COMMUNITIES

There are no additional costs associated with this action.

All students, including those with disabilities and English learners, will demonstrate growth on NWEA MAP and other site measures as a result of increased teacher collaboration through Professional Learning Communities (PLCs). PLCs at each grade level and in vertical teams will meet regularly to analyze student responses to instruction and intervention. The Curriculum and Instruction Committee with representation

2019-20 Actions/Services

### PROFESSIONAL LEARNING COMMUNITIES

There are no additional costs associated with this action.

All students, including those with disabilities and English learners, will demonstrate growth on NWEA MAP and other site measures as a result of increased teacher collaboration through Professional Learning Communities (PLCs). PLCs at each grade level and in vertical teams will meet regularly to analyze student responses to instruction and intervention. The Curriculum and Instruction Committee with representation

across all grade spans and programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to successfully make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff.

across all grade spans and programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to successfully make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff.

across all grade spans and programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to successfully make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	0	0
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Cost associated with Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Cost associated with Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Cost associated with Goal 1, Action 1

**Action 3**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## **Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount \$25,000

\$82,669

\$82,669

Source LCFF Supplemental & Concentration

LCFF Supplemental & Concentration

LCFF Supplemental & Concentration

Budget Reference 4000-4999: Books And Supplies  
NWEA MAP ELA & Math  
Assessments: 3 times/year (Grades 1-8)

4000-4999: Books And Supplies  
NWEA MAP ELA & Math  
Assessments: 3 times/year (Grades 1-8)

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

- DRA: 3 times/year Gr. K-3
- DRA: 2 times/year Gr. TK

- DRA: 3 times/year Gr. K-3
- DRA: 2 times/year Gr. TK

## **Action 4**

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

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

(Select from All, Students with Disabilities, or Specific Student Groups)

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

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

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

(Select from English Learners, Foster Youth, and/or Low Income)

### **Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services

PROFESSIONAL LEARNING - Instruction

Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools.

2018-19 Actions/Services

PROFESSIONAL LEARNING - Instruction

Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools. The Curriculum and Instruction Committee will review instructional frameworks and lead efforts for continuous improvement by selecting and recommending a framework.

2019-20 Actions/Services

PROFESSIONAL LEARNING - Instruction

Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools. The Curriculum and Instruction Committee will lead efforts to apply the selected instructional framework to ensure continuous improvement.

### **Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount \$16,972

\$17,865

\$18,258

Source LCFF Supplemental & Concentration

Supplemental and Concentration

LCFF Supplemental & Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

1000-1999: Certificated Personnel Salaries

1000-1999: Certificated Personnel Salaries



Amount		\$4466	\$4466
Source	LCFF Supplemental & Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Leader @100%	3000-3999: Employee Benefits cost of benefits	3000-3999: Employee Benefits cost of benefits
Source	LCFF Supplemental & Concentration		
Budget Reference	3000-3999: Employee Benefits benefits cost		
Amount		\$57000	\$57000
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Reading specialist @100%	1000-1999: Certificated Personnel Salaries Reading specialist @100%	1000-1999: Certificated Personnel Salaries Reading specialist @100%
Amount		\$14,250	\$14,250
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	3000-3999: Employee Benefits benefits cost	3000-3999: Employee Benefits cost of benefits	3000-3999: Employee Benefits cost of benefits
Source	LCFF Supplemental & Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Math Intervention		
Source	LCFF Supplemental & Concentration		
Budget Reference	3000-3999: Employee Benefits cost of benefits		

Amount	\$71,400	\$71,400	\$71,400
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.	2000-2999: Classified Personnel Salaries Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.	2000-2999: Classified Personnel Salaries Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.
Amount	\$15,708	\$17,850	\$17,850
Source	LCFF Base	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	3000-3999: Employee Benefits cost of benefits	3000-3999: Employee Benefits cost of benefits	3000-3999: Employee Benefits cost of benefits

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



#### PROFESSIONAL LEARNING - Curricula

Teachers will have training and support to implement the following curricula year 1:

- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies

#### PROFESSIONAL LEARNING - Curricula

Teachers will have continued training and support to implement and integrate the following curricula year 2:

- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies

#### PROFESSIONAL LEARNING - Curricula

Teachers will have training and support to implement the following curricula year 3:

- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies - Science

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,655	\$48,895	\$50,049
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1. cost associated with action above	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Entire school staff will attend SWPBIS training (August 24).	5800: Professional/Consulting Services And Operating Expenditures 2. Entire school staff will attend SWPBIS training (August 24).	5800: Professional/Consulting Services And Operating Expenditures 2. Entire school staff will attend SWPBIS training (August 24).
Amount	\$7500	\$7500	\$7500
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3. Teachers will attend Professional Development on Classroom Management & Building Community.	5800: Professional/Consulting Services And Operating Expenditures 3. Teachers will attend Professional Development on Classroom Management & Building Community.	5800: Professional/Consulting Services And Operating Expenditures 3. Teachers will attend Professional Development on Classroom Management & Building Community.

Budget  
Reference

4. No cost associated with action

## Action 6

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

### PROFESSIONAL LEARNING - Curricula

Teachers will have training and support to implement the following curricula year 1:

- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies

2018-19 Actions/Services

### PROFESSIONAL LEARNING - Curricula

Teachers will have continued training and support to implement and integrate the following curricula year 2:

- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies

2019-20 Actions/Services

### PROFESSIONAL LEARNING - Curricula

Teachers will have training and support to implement the following curricula year 3:

- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies - Science

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	0	0
Budget Reference	1. no cost for facilities lease		
Amount	\$1,500	\$1,633	\$1,633
Source	Locally Defined	LCFF Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Costs for facility upgrades and/or expansion, and maintenance/repairs.	5000-5999: Services And Other Operating Expenditures 2. Costs for facility upgrades and/or expansion, and maintenance/repairs.	5000-5999: Services And Other Operating Expenditures 2. Costs for facility upgrades and/or expansion, and maintenance/repairs.
Amount	\$0		

## Action 7

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Student Groups: Special Ed.	

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ACADEMIC INTERVENTIONS	ACADEMIC INTERVENTIONS	ACADEMIC INTERVENTIONS

Three teachers will be assigned to implement the following Intervention Programs in year 1:

- NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools
- Reading: Push-in Guided Reading grades K-5; Pull-out Reading Intervention grades 4-8
- Mathematics: Push-in and Pull-out grades 3-5

The Instructional Leader and Intervention Team will meet at least monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.

Three teachers will be assigned to implement the following Intervention Programs in year 2:

- NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools
- Reading: Push-in Guided Reading K-5 as needed for teacher support; Pull-out Reading Intervention grades 4-8
- Mathematics: Push-in and Pull-out grades 3-6

The Instructional Leader and Intervention Team will meet at least monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.

Three teachers will be assigned to implement the following Intervention Programs in year 3:

- NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools
- Reading: Push-in Guided Reading K-5 as needed for teacher support; Pull-out Reading Intervention grades 4-8
- Mathematics: Push-in and Pull-out grades 3-6

The Instructional Leader and Intervention Team will meet at least monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$167,264	\$175,293	\$179,150
Source		LCFF Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$43,823	\$43,823
Source		LCFF Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits cost of benefits	3000-3999: Employee Benefits cost of benefits

## Action 8

OR

**Actions/Services**

**Budgeted Expenditures**

Source

Base

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

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

### 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services



Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENTAL ENGAGEMENT IN DECISION-MAKING

PARENTAL ENGAGEMENT IN DECISION-MAKING

PARENTAL ENGAGEMENT IN DECISION-MAKING

Parental involvement in decision-making takes place in the following ways:

Parental involvement in decision-making takes place in the following ways:

Parental involvement in decision-making takes place in the following ways:

- Board of Trustees
- Board membership requires commitment to at least one regular meeting monthly and special meetings as needed.
- Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- School Site Council (SSC)
- SSC membership requires commitment to at least one regular meeting monthly.
- SSC will hold monthly meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to Iftin's Board of Trustees.
- SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the

- Board of Trustees
- Board membership requires commitment to at least one regular meeting monthly and special meetings as needed.
- Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- School Site Council (SSC)
- SSC membership requires commitment to at least one regular meeting monthly.
- SSC will hold monthly meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to Iftin's Board of Trustees.
- SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the

- Board of Trustees
- Board membership requires commitment to at least one regular meeting monthly and special meetings as needed.
- Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- School Site Council (SSC)
- SSC membership requires commitment to at least one regular meeting monthly.
- SSC will hold monthly meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to Iftin's Board of Trustees.
- SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the

development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the development of the Single Plan for Student Achievement (SPSA)

development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the development of the Single Plan for Student Achievement (SPSA)

development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the development of the Single Plan for Student Achievement (SPSA)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,258	\$1,285
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Budget Reference			
Amount	\$0.00		
Budget Reference	2. related to goal 1 action 5		

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**CLIMATE**

Costs associated with action are assumed by Iftin's partnership with El Dorado Charter SELPA.

**CLIMATE**

Costs associated with action are assumed by Iftin's partnership with El Dorado Charter SELPA.

**CLIMATE**

Costs associated with action are assumed by Iftin's partnership with El Dorado Charter SELPA.

Ifitin will implement School-Wide Positive Behavior Intervention and Support (SWPBIS) to improve school climate, increase student engagement, and decrease discipline referrals and suspensions. All staff will receive training and ongoing support. An ad hoc sub-committee of Curriculum and Instruction, SWPBIS, will be formed to lead implementation and monitor effectiveness by ongoing review of discipline data.

Ifitin will continue to implement School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practice. All staff will receive training and ongoing support. The sub-committee of Curriculum and Instruction, SWPBIS, will be continue to guide implementation and monitor effectiveness by ongoing review of discipline data.

Ifitin will continue to implement School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practice. All staff will receive training and ongoing support. The sub-committee of Curriculum and Instruction, SWPBIS, will be continue to guide implementation and monitor effectiveness by ongoing review of discipline data.

# Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF Supplemental & Concentration		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$7,700	\$7,700	\$7,700
Source	LCFF Base	LCFF Base	LCFF Base
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.	4000-4999: Books And Supplies 2. The school's CELDT Coordinator and Credentialed teachers will administer the CELDT and ELPAC. The principal, instructional leader, and teachers will work together to review, analyze, and closely monitor the academic progress of all ELs using multiple forms of data from assessments to ensure academic growth in ELA and Mathematics.	4000-4999: Books And Supplies 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.
Amount	\$1,694		
Source	LCFF Base		
Budget Reference	3000-3999: Employee Benefits cost of benefits		

Amount	\$1,500	\$8,500	\$8,500
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
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	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	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

### Action 3

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



SAFETY	<p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• annually review and revise the school safety plan</li> <li>• provide regular input on school safety issues</li> </ul> <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p>	SAFETY	<p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• annually review and revise the school safety plan</li> <li>• provide regular input on school safety issues</li> </ul> <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p>	SAFETY	<p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• annually review and revise the school safety plan</li> <li>• provide regular input on school safety issues</li> </ul> <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p>
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Budgeted Expenditures					
Year	2017-18	2018-19	2019-20		
Amount	\$3,355	\$3,516	\$3,593		
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration		
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies		

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENTAL PARTICIPATION - Outreach and inclusion

PARENTAL PARTICIPATION - Outreach and inclusion

PARENTAL PARTICIPATION - Outreach and inclusion

With advisement from School Site Council (SSC), ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities will include but are not limited to:

- outreach - scheduling, coordinating, and facilitating parent meetings
- interpreting for IEP and SST meetings
- translating school documents and correspondence The Parent Liaison, bilingual in Somali-English, will serve on SSC.

With advisement from School Site Council (SSC), ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities will include but are not limited to:

- outreach - scheduling, coordinating, and facilitating parent meetings
- interpreting for IEP and SST meetings
- translating school documents and correspondence The Parent Liaison, bilingual in Somali-English, will serve on SSC.

With advisement from School Site Council (SSC), ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities will include but are not limited to:

- outreach - scheduling, coordinating, and facilitating parent meetings
- interpreting for IEP and SST meetings
- translating school documents and correspondence The Parent Liaison, bilingual in Somali-English, will serve on SSC.

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$10,939	\$11,464	\$11,716
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 5

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

### Budgeted Expenditures

Source	LCFF Base		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		
Amount	\$150000		
Source	After School Education and Safety (ASES)		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Itfin will continue to provide academic support, social and academic enrichment through a high quality after school program. (ASES funding)		

Amount	\$0.00		
Budget Reference	3. see action 1 above		
Budget Reference	4..no cost		

**Action 6**

OR

**Actions/Services**

**Budgeted Expenditures**

Budget  
Reference

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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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 3

Conditions of Learning: Maintain a safe, healthy learning environment by providing sufficient staffing and ensure that each and every child has access to standards-aligned curricula taught by qualified teachers.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

### 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SAFETY	SAFETY	SAFETY
<p>Ifin Charter School will employ the following staff to ensure basic conditions of learning and school safety.</p> <ul style="list-style-type: none"> <li>• Administrators are appropriately credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned</li> <li>• Education Specialist</li> <li>• Intervention Teachers</li> <li>• School Guidance Counselor</li> <li>• Guidance Deans</li> <li>• Instructional Aides</li> <li>• Office, Clerical, and Administrative Staff</li> <li>• Technology Coordinator</li> <li>• Janitorial and Maintenance Staff</li> <li>• Supervision and Security Staff</li> </ul>	<p>Ifin Charter School will employ the following staff to ensure basic conditions of learning and school safety.</p> <ul style="list-style-type: none"> <li>• Administrators are appropriately credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned</li> <li>• Education Specialist</li> <li>• Intervention Teachers</li> <li>• School Guidance Counselor</li> <li>• Guidance Deans</li> <li>• Instructional Aides</li> <li>• Office, Clerical, and Administrative Staff</li> <li>• Technology Coordinator</li> <li>• Janitorial and Maintenance Staff</li> <li>• Supervision and Security Staff</li> </ul>	<p>Ifin Charter School will employ the following staff to ensure basic conditions of learning and school safety.</p> <ul style="list-style-type: none"> <li>• Administrators are appropriately credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned</li> <li>• Education Specialist</li> <li>• Intervention Teachers</li> <li>• School Guidance Counselor</li> <li>• Guidance Deans</li> <li>• Instructional Aides</li> <li>• Office, Clerical, and Administrative Staff</li> <li>• Technology Coordinator</li> <li>• Janitorial and Maintenance Staff</li> <li>• Supervision and Security Staff</li> </ul>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,200	\$890,093	\$890,093
Source		LCFF Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries 100% of Classroom Teachers are appropriately credentialed and assigned	1000-1999: Certificated Personnel Salaries 100% of Classroom Teachers are appropriately credentialed and assigned

Amount		\$90,000	\$90,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries Administrators are appropriately credentialed	1000-1999: Certificated Personnel Salaries Administrators are appropriately credentialed
Amount		\$57,960	\$57,960
Source	LCFF Base	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits cost of benefits	1000-1999: Certificated Personnel Salaries Education Specialist	1000-1999: Certificated Personnel Salaries Education Specialist
Amount	\$0	\$159,840	\$159,840
Source		LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	3. no cost	2000-2999: Classified Personnel Salaries Instructional Aides	2000-2999: Classified Personnel Salaries
Amount	\$0	\$225,380	\$225,380
Source		LCFF Base	LCFF Base
Budget Reference		2000-2999: Classified Personnel Salaries Office, Clerical, and Administrative Staff <ul style="list-style-type: none"> <li>• Technology Coordinator</li> <li>• Janitorial and Maintenance Staff</li> <li>• Supervision and Security Staff</li> </ul>	2000-2999: Classified Personnel Salaries

Amount	\$355,818	\$355,818
Source	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits cost of benefits	3000-3999: Employee Benefits cost of benefits

## Action 2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18 New Action	Select from New, Modified, or Unchanged for 2018-19 Modified Action	Select from New, Modified, or Unchanged for 2019-20 Modified Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<b>CURRICULA</b> All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. ICS will implement curricula in stages: - Mathematics: K-8 - History-Social Studies integrated with	<b>CURRICULA</b> All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. An ad-hoc sub committee of Curriculum and Instruction will review the following:	<b>CURRICULA</b> All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. The Curriculum and Instruction Committee will review: - Reading/Language Arts: K-5



Reading/Language Arts to address Common Core and ELD standards: K-8 - Reading/Language Arts: K-5	- Science: K-8 - Reading/Language Arts: 6-8	
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Budgeted Expenditures			
Year	2017-18	2018-19	2019-20
Amount	\$61,957	\$64,931	\$66,359
Source		LCFF Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
 Foster Youth  
 Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services2018-19 Actions/Services2019-20 Actions/Services

<p><b>INSTRUCTION</b></p> <p>All teachers will engage in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Emphasis will be focused on the following evidence-based instructional strategies:</p> <ul style="list-style-type: none"> <li>- SDAIE: K-8</li> <li>- designated ELD: K-8</li> <li>- small group guided reading: K-5</li> </ul>	<p><b>INSTRUCTION</b></p> <p>All teachers will engage in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Emphasis will be focused on the following evidence-based instructional strategies:</p> <ul style="list-style-type: none"> <li>- SDAIE: K-8</li> <li>- designated ELD: K-8</li> <li>- small group guided reading: K-5</li> </ul> <p>The Curriculum and Instruction Committee will research evidence-based practices.</p>	<p><b>INSTRUCTION</b></p> <p>All teachers will engage in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Emphasis will be focused on the following evidence-based instructional strategies:</p> <ul style="list-style-type: none"> <li>- SDAIE: K-8</li> <li>- designated ELD: K-8</li> <li>- small group guided reading: K-5</li> </ul> <p>ICS will implement evidence-based practice aligned to an Instructional Framework recommended by the Curriculum and Instruction Committee.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$14,256	\$14,941	\$15,269
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		
Budget Reference	2000-2999: Classified Personnel Salaries 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.		
Amount	\$1,500		
Source	LCFF Base		
Budget Reference	3000-3999: Employee Benefits cost of benefits		
Budget Reference	3..no cost to school		

Budget Reference Amount	4.no cost to school		
Source	\$2,500		
Budget Reference	LCFF Base		
	4000-4999: Books And Supplies 5. Provide translation services for workshops, events, and for correspondence sent home to families.		

## Action 4

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ASSESSMENT	ASSESSMENT	ASSESSMENT
At least 96% of all students will participate in the following state-mandated assessments:	At least 96% of all students will participate in the following state-mandated assessments:	At least 96% of all students will participate in the following state-mandated assessments:
<ul style="list-style-type: none"> <li>CAASPP Reading/Language Arts and Mathematics: Grades 3-8</li> <li>CAST: Grades 5 and 8</li> </ul>	<ul style="list-style-type: none"> <li>CAASPP Reading/Language Arts and Mathematics: Grades 3-8</li> <li>CAST: Grades 5 and 8</li> </ul>	<ul style="list-style-type: none"> <li>CAASPP Reading/Language Arts and Mathematics: Grades 3-8</li> <li>CAST: Grades 5 and 8</li> </ul>

<ul style="list-style-type: none"> <li>PFT: Grades 5 and 7</li> </ul> <p>As the state transitions from the CELDT to the English Language Proficiency Assessments for California (ELPAC), the CELDT will be administered to all eligible students for initial placement. In the spring of 2018, the ELPAC will be administered to all English learners. The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local assessments will be administered to monitor each student's academic progress and identify individual strengths and needs. These assessment data will inform instruction and identify those students in need of academic intervention.</p> <ul style="list-style-type: none"> <li>NWEA MAP Reading, Language, and Mathematics: 3 times annually in Grades 1-8; 2 times annually in Kindergarten</li> <li>DRA: 3 times/year Gr. K-3</li> <li>DRA: 2 times/year Gr. TK</li> <li>ELPAC Summative - this is a baseline year</li> </ul>	<ul style="list-style-type: none"> <li>PFT: Grades 5 and 7</li> </ul> <p>The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local assessments will be administered to monitor each student's academic progress and identify individual strengths and needs. These assessment data will inform instruction and identify those students in need of academic intervention.</p> <ul style="list-style-type: none"> <li>NWEA MAP Reading, Language, and Mathematics: 3 times annually in Grades 1-8; 2 times annually in Kindergarten</li> <li>DRA: 3 times/year Gr. K-3</li> <li>DRA: 2 times/year Gr. TK -</li> <li>ELPAC Summative: Annually</li> <li>ELPAC Initial</li> </ul>	<ul style="list-style-type: none"> <li>PFT: Grades 5 and 7</li> </ul> <p>The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local assessments will be administered to monitor each student's academic progress and identify individual strengths and needs. These assessment data will inform instruction and identify those students in need of academic intervention.</p> <ul style="list-style-type: none"> <li>NWEA MAP Reading, Language, and Mathematics: 3 times annually in Grades 1-8; 2 times annually in Kindergarten</li> <li>DRA: 3 times/year Gr. K-3</li> <li>DRA: 2 times/year Gr. TK -</li> <li>ELPAC Summative - Annually</li> <li>ELPAC Initial</li> </ul>
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Budgeted Expenditures			
Year	2017-18	2018-19	2019-20
Amount	\$50,224	\$52,634	\$53,792

Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**SAFETY AND FACILITIES**

An ad hoc Safety and Facilities Committee shall be formed for the purpose of ensuring student safety and the proper maintenance of campus buildings and grounds. Responsibilities include:

- Creating and approving safety measures aligned with county, state, and federal standards - Monitoring a preventative maintenance program for Ifitn Charter School and its grounds.
- Assisting in the generation of the budget as it pertains to on-going safety and facility maintenance matters.
- Developing for Board approval, policies and procedures pertaining to safety issues and the use of buildings and grounds outside of school time

**SAFETY AND FACILITIES**

The ad hoc Safety and Facilities Committee shall continue to ensure student safety and the proper maintenance of campus buildings and grounds. Responsibilities include:

- Creating and approving safety measures aligned with county, state, and federal standards - Monitoring a preventative maintenance program for Ifitn Charter School and its grounds.
- Assisting in the generation of the budget as it pertains to on-going safety and facility maintenance matters.
- Developing for Board approval, policies and procedures pertaining to safety issues and the use of buildings and grounds outside of school time

**SAFETY AND FACILITIES**

The ad hoc Safety and Facilities Committee shall continue to ensure student safety and the proper maintenance of campus buildings and grounds. Responsibilities include: -

- Creating and approving safety measures aligned with county, state, and federal standards - Monitoring a preventative maintenance program for Ifitn Charter School and its grounds.
- Assisting in the generation of the budget as it pertains to on-going safety and facility maintenance matters.
- Developing for Board approval, policies and procedures pertaining to safety issues and the use of buildings and grounds outside of school time



- Assessing future safety program and facility needs in light of a strategic plan.

- Assessing future safety program and facility needs in accordance with our strategic plan.

- Assessing future safety program and facility needs in accordance with our strategic plan.

## Budgeted Expenditures

Year  
Amount

2017-18  
\$32,481

2018-19  
\$34,040

2019-20  
\$34,789

## Action 6

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SAFETY

SAFETY

SAFETY

The Safety and Facilities Committee will review and revise the Comprehensive Site Safety Plan annually and update policies and procedures to address new legislature related to safety. In addition, the Committee will ensure that monthly safety drills and an annual emergency drill occur.

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The Committee will designate personnel to conduct annual workshops for staff and students, as appropriate, on the following topics:  
 - Internet Safety/Cyberbullying  
 - Suicide Prevention

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### Budgeted Expenditures

Year 2017-18  
 Amount \$17,079

2018-19  
 \$17,899

2019-20  
 \$18,292

### Action 7

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### FACILITIES

The Safety and Facilities Committee will: -  
 Create a Facilities Checklist

### FACILITIES

The Safety and Facilities Committee will: -  
 Utilize a Facilities Checklist

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The Safety and Facilities Committee will: -  
 Utilize a Facilities Checklist

<ul style="list-style-type: none"> <li>• Designate personnel to conduct daily, weekly, and monthly facility inspections</li> <li>• Ensure that deficiencies are brought to the attention of administration for correction</li> </ul> <p>Data will be collected and compared to district and state standards to ensure the optimal safety and function of all facilities.</p>	<ul style="list-style-type: none"> <li>• Designate personnel to conduct daily, weekly, and monthly facility inspections</li> <li>• Ensure that deficiencies are brought to the attention of administration for correction</li> </ul> <p>Data will be collected and compared to district and state standards to ensure the optimal safety and function of all facilities.</p>	<ul style="list-style-type: none"> <li>• Designate personnel to conduct daily, weekly, and monthly facility inspections</li> <li>• Ensure that deficiencies are brought to the attention of administration for correction</li> </ul> <p>Data will be collected and compared to district and state standards to ensure the optimal safety and function of all facilities.</p>
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Budgeted Expenditures			
Year	2017-18	2018-19	2019-20
Amount	\$81,190	\$85,087	\$86,959

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$623,062

Percentage to Increase or Improve Services

22.76%

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).

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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 have specially designed to increase student engagement and access to the rigor of the CA. State Standards.