2018-19

# 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)

<u>LCFF Evaluation Rubrics</u>: 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 Contact Name and Title Email and Phone

Iftin Charter School

Ali Hori Principal hori@iftincharter.net (619) 265-2411

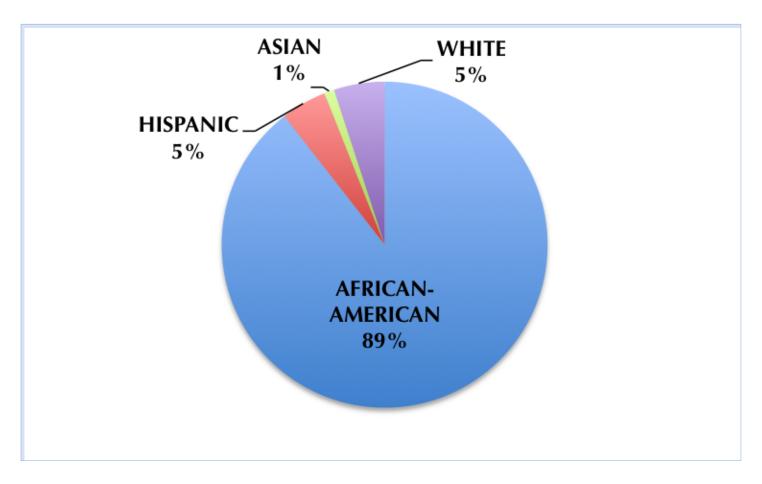
### 2017-20 Plan Summary The Story

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

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$\$3,506,126

\$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

guide professional learning; and inform program development and monitor the effectiveness of program implementation. 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;

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

Metric/Indicator

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8:

17-18

-28.1 DFL3

Baseline -38.1 DFL3

Metric/Indicator

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale

Scores: Grades 3-8

17-18

-40.1 DFL3

Baseline
-50.1 DFL3

Actual

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8:

8 DFL3

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8

2 DFL3

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

# Metric/Indicator

Capacity/Body Composition Decrease % of Grade 5 students "at-risk HFZ" annually: Aerobic

#### 17-18

0%/3.6%

**Baseline** 3.7%/7.6%

# Metric/Indicator

Capacity/Body Composition Decrease % of Grade 7 students "at-risk HFZ" annually: Aerobic

#### 17-18

5.6%/15%

### Baseline

9.6%/19%

Capacity/Body Composition Decrease % of Grade 5 students "at-risk HFZ" annually: Aerobic

Data not available for reporting

Capacity/Body Composition Decrease % of Grade 7 students "at-risk HFZ" annually: Aerobic

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

Actions/Services Planned

PROFESSIONAL LEARNING -

Assessment and Data

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

**ELA Indicator: All** students will increase by learners will increase by 20 points; English

> PROFESSIONAL LEARNING Assessment and Data Actions/Services Actual

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

ELA Indicator: All students will increase by 20 points; English learners will increase by 10 points

> Expenditures Budgeted

Concentration \$24,560 Supplies LCFF Supplemental & Cost of NWEA MAP Professiona Learning 4000-4999: Books And

support in analyzing data. 1000-Salaries LCFF Supplemental & Percentage of Instructional Concentration 1999: Certificated Personnel training, mentoring, and teacher Leader salary and benefits for

Estimated Actua

And Other Operating Learning 5000-5999: Services Cost of NWEA MAP Professional Expenditures

& Concentration \$8237.50

Expenditures LCFF Supplementa

Salaries LCFF Supplemental & support in analyzing data. 1000-20% Percentage of Instructional Concentration \$15,400 training, mentoring, and teacher 1999: Certificated Personnel Leader salary and benefits for

- Mathematics Indicator: All students will increase by 10 points; English learners will increase by more than 10 points
- English Learner Progress Indicator will move from Orange to Yellow by increasing at least 10%

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.

- Mathematics Indicator: All students will increase by 10 points; English learners will increase by more than 10 points
- English Learner Progress Indicator will move from Orange to Yellow by increasing at least 10%

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.

NWEA scores for ALL students indicate:

(By Grade) Observed Growth: Reading (Goal 10 pts increase)

1st: 16.9

2nd:10.1

3rd: 13.3

4th: -3.7

5th: 5.4

7th: 8.0

6th: 0.7

8th: 9.4

Math (Goal 10 pt increase)

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

7th: 7.3	6th: 2.7	5th: 12.4	4th: 9.9	3rd: 15.6	2nd: 11.8	1st: 21.3

Reading by grade

ELL Student Growth (Goal: 10 pt. or more increase)

8th: 6.7

2nd: 14 out of 22

1st: 13 out of 16

3rd: 10 out of 16

5th: 7 out of 21

4th: 9 out of 13

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

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8th: 4 out of 13	7th: 5 out of 15	6th: 3 out of 13	5th: 8 out of 23	3rd: 11 out of 16	2nd: 11 out of 22	1st:	Laguage Usage by grade (Number of students in each grade reaching goal of 10 pts or more increase)	8th: 4 out of 9	7th: 7 out of 14	6th: 3 out of 14	5th: 12 out of 19	4th: 6 out of 14	3rd: 11 out of 16	2nd: 16 out of 22

## Action 2

# Supplemental & Concentration \$0

# Cost associated with Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Budgeted Expenditures

# Estimated Actual Expenditures

Cost associated with Goal 1, Action 1

successfully make curriculum across all grade spans and analyze student responses to PLCs at each grade level and in disabilities and English learners, professional learning based on the programs will continue to provide Committee with representation Curriculum and Instruction collaboration through Professional MAP and other site measures as a will demonstrate growth on NWEA needs of students and staff. the work groups; develop a plan for learning; monitor the functions of in meeting its objectives for studen learning activities that support ICS recommendations and professiona necessary work groups to will include developing the Learning topics. Responsibilities regular input on Professional instruction and intervention. The vertical teams will meet regularly to Learning Communities (PLCs). result of increased teacher All students, including those with

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

### **Action 3**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual 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 Committe 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.
- DRA: 2 times/year Gr. TK

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

# Action 4

# Planned 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

# Actions/Services

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

	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 training and	Planned Actions/Services	Action 5				
Reach PD included instructional strategies in Language, Reading,	received support to implement the following curricula year 1:  Reach Reading/Language Arts Eureka Mathematics Active Classroom History/Social Studies	PROFESSIONAL LEARNING - Curricula Teachers were trained and	Actual Actions/Services					
3.Teachers will attend Professional Development on Classroom Management &	2. Entire school staff will attend SWPBIS training (August 24). 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$10,000	1. cost associated with action above LCFF Supplemental & Concentration \$46,655	Budgeted Expenditures		cost of benefits 3000-3999: Employee Benefits LCFF Base \$15,708	Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration \$71,400	cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration	Math Intervention 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration
3.Teachers will attend Professional Development on Classroom Management &	2. Entire school staff will attend SWPBIS training (August 24). 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration need amount from abdi	1. cost associated with action above LCFF Supplemental & Concentration \$0.00	Estimated Actual Expenditures		cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$18820	Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration \$85,544	cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$9361	Math Intervention 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$24,541

classroom instruction. Writing were provided to improve

grade Reach curricula as a pilot Expanding program by adding 6th

daily instruction and and curriculum maps, to assist with Eureka Mathematics: Teachers implementation. received support in pacing guides

students with all learning styles. and organize differentiated Studies: Common core aligned focused units to engage all Active Classroom History/Socia lessons PD focus area to create

adjusting resources and Effective practice, monitoring and schedued through consultant. SWPBIS: Reimplementation implementation strategies

> And Operating Expenditures Building Community. 5800: Professional/Consulting Services LCFF Supplemental &

Concentration \$7500 And Operating Expenditures Concentration \$2172 Professional/Consulting Services Building Community. 5800: LCFF Supplemental &

4. No cost associated with action

4. No cost associated with action

# Action 6

Actions/Services Planned

Curricula PROFESSIONAL LEARNING -

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

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

**Eureka Mathematics** 

Actions/Services Actual

PROFESSIONAL LEARNING -

Curricula

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

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

Expenditures Budgeted

1. no cost for facilities lease \$0

Services And Other Operating Expenditures Locally Defined maintenance/repairs. 5000-5999: and/or expansion, and 2. Costs for facility upgrades

5 additional classrooms \$15,000 cost with the agreement that with SDUSD will require ICS to lease

> Estimated Actual Expenditures

- no cost for facilities lease
- and/or expansion, and Costs for facility upgrades & Concentration \$6895 Expenditures LCFF Supplementa Services And Other Operating maintenance/repairs. 5000-5999:

	Action 7					
Planned						
Actual		Active Classroom History/Social Studies will continue to be utilized with positive results reported by teachers	Eureka Mathematics will continue to be utilized.	Pilot Program for Reach was purchased. Additional training and teacher supports are scheduled to take place 6 times during the following school year.	<ul> <li>implement the following:</li> <li>Reach</li> <li>Reading/Language Arts</li> <li>Eureka Mathematics</li> <li>Active Classroom</li> <li>History/Social Studies</li> </ul>	Teachers were provided support to
Budgeted					space will be returned for the following school year. \$0	
Estimated Actual						

		Reading grades K-5; Pull-out Reading Intervention grades 4-8	Reading grades K-5; Pull-out Reading Intervention grades 4-8
	implemented. \$167,264	<ul><li>schools</li><li>Reading: Push-in Guided</li></ul>	<ul><li>schools</li><li>Reading: Push-in Guided</li></ul>
	restructured.NewComer program will remain as previously	Pull-out grades 3-8; 2 years or less in US	Pull-out grades 3-8; 2 years or less in US
	interventions in Reading and Math will be	<ul><li>Intervention Programs in year 1:</li><li>NewComer: Push-in and</li></ul>	<ul><li>Intervention Programs in year 1:</li><li>NewComer: Push-in and</li></ul>
	in plan. Plan for increased instructional support and	Three teachers will be assigned to implement the following	Three teachers will be assigned to implement the following
	Interventionist will not be	ACADEMIC INTERVENTIONS	ACADEMIC INTERVENTIONS
Expenditures	Expenditures	Actions/Services	Actions/Services

 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.

 Mathematics: Push-in and Pull-out grades 3-5

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.

# **Analysis**

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

Describe the overall implementation of the actions/services to achieve the articulated goa

Three teachers were 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

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

achievement. Push-in and Pull-out interventions were consistently implemented during the school day to provide the one on one instruction to raise

Interventions took place as as structured

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

No differences between Budgeted Expenditures and Estimated Actual Expenditures

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the 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

No changes made to goal during the 2017/2018 school year.

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

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

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

Wetric/Indicator
% of students that will have access to standards-aligned instructional
materials:

Expected

100% 17-18

# 100%

Baseline

**Metric/Indicator** % of teachers that will implement state standards for all students including EL access to CCSS & ELD.

17-18

100%

Baseline

### Actual

% of students that will have access to standards-aligned instructional materials:

2017-18: 100%

access to CCSS & ELD. % of teachers that will implement state standards for all students including EL

2017-18: 100%

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

# 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

requires commitment to	<ul><li>Board of Trustees</li><li>Board membership</li></ul>	making takes place in the following making takes place in the following ways:	Parental involvement in decision-		PARENTAL ENGAGEMENT IN	Actions/Services	Planned	
requires commitment to	<ul><li>Board of Trustees</li><li>Board membership</li></ul>		Parental involvement in decision-	DECISION-MAKING	PARENTAL ENGAGEMENT IN	Actions/Services	Actual	
		Expenditures LCFF Supplemental & Concentration \$1,200	5800: Professional/Consulting Services And Operating			Expenditures	Budgeted	
	Supplemental & Concentration \$2,591	5000-5999: Services And Other Operating Expenditures I CFF	effectively, efficiently, and in compliance with the Brown Act.	how to conduct meetings	Board members were trained in	Expenditures	Estimated Actual	

- 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.
- meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to lftin's Board of Trustees.
- SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.

SSC will be trained in

how to conduct meetings

effectively, efficiently, and in compliance with

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

assessment and shall be

responsible for advising the: - Principal and staff

- 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.
- meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to lftin's Board of Trustees.
- the Brown Act.
  English Language
  Advisory Committee
  (ELAC), a subcommittee
  of SSC, shall assist the
  school in the
  development of the
  school's needs

2. related to goal 1 action 5

\$0.00

2. related to goal 1 action 5

on programs and services for English

learners - SSC on the

Single Plan for Student development of the Achievement (SPSA)

development of the Single Plan for Student Achievement (SPSA)

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

### Action 2

# Planned

# Actions/Services

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

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

# Actions/Services

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

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

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

### Expenditures Budgeted

Supplemental & Concentration 0 Personnel Salaries LCFF 1000-1999: Certificated

all ELs using multiple forms of academic growth in ELA and data from assessments to ensure monitor the academic progress of principal, instructional leader, and Coordinator and Credentialed The school's CELDT Mathematics. LCFF Base \$7,700 review, analyze, and closely teachers will work together to CELDT and ELPAC. The teachers will administer the

cost of benefits 3000-3999: Employee Benefits LCFF Base

Curriculum: Implement the following ELD

### Estimated Actua Expenditures

Personnel Salaries 0 1000-1999: Certificated

growth in ELA and Mathematics assessments to ensure academic academic progress of all ELs analyze, and closely monitor the and Credentialed teachers will Supplemental & Concentration Personnel Salaries LCFF 1000-1999: Certificated using multiple forms of data from will work together to review, instructional leader, and teachers ELPAC. The principal, administer the CELDT and The school's CELDT Coordinator

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

goal not met

at all times.	Staff will be trained in appropriate safety procedures and monthly drills will take place.  Supervision schedules will be developed to ensure student safety.	An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:	Action 3  Planned  Actions/Services		
at all times.  Changes in Leadership and staff disruptions to instruction and completion of actions and services outlined in LCAP.	Staff will be trained in appropriate safety procedures and monthly drills will take place.  Supervision schedules will be developed to ensure student safety.	An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:  annually review and revise the school safety plan provide regular input on school safety issues	Actual Actions/Services		
4000-4999: Books And Supplies LCFF Supplemental & Concentration \$3,355	safety procedures and monthly drills will take place.  Supervision schedules will be developed to ensure student safety at all times.	An ad hoc School Safety Committee with representation across all grade spans and programs will be created to: • annually review and revise the school safety plan • provide regular input on school safety issues	Budgeted Expenditures	Assess: REACH, INSIDE, and Systematic ELD Assessment 4000-4999: Books And Supplies LCFF Supplemental & Concentration \$1,500	<ul> <li>INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD)</li> </ul>
4000-4999: Books And Supplies LCFF Supplemental & Concentration \$3,355	safety procedures and monthly drills will take place.  Supervision schedules will be developed to ensure student safety at all times.	An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:	Estimated Actual Expenditures		

### Action 4

# Planned Actions/Services 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
- 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.

# Actions/Services PARENTAL PARTICIPATION Outreach and inclusion

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

serve on SSC.

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

### Budgeted Expenditures

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.

4000-4999: Books And Supplies LCFF Supplemental & Concentration \$10,939

# Estimated Actua Expenditures

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.

4000-4999: Books And Supplies LCFF Supplemental & Concentration \$1,939

### Action 5

ASES discontinued mid year

Changes in Leadership and staff disruptions to instruction and

5800: Professional/Consulting

				completion of actions and services outlined in LCAP.
	4no cost	2. see action 1 above \$0.00	2. Iftin 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	Services And Operating Expenditures LCFF Base
Iftin 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	\$21,521 2000-2999: Classified Personnel Salaries LCFF \$21,521	Iftin 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	Iftin 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) \$10,852	

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Iftin 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

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

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

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the 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

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

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

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

meetings took place

# Metric/Indicator

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

Met 17-18

Baseline

Met

Parent surveys were administered Parent teacher conferences took place All correspondence sent home was translated to Somali (home language) A total of 12 School Site Council meetings took place. A total of 2 ELAC Parent monthly meetings took place

# Metric/Indicator

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

17-18

Parent involvement will include opportunities for participation in programs for unduplicated students.

actions and services outlined in LCAP.

Changes in Leadership and staff disruptions to limited the completion of

Changes in Leadership and staff disruptions impacted the completion of actions and services outlined in LCAP.

Expected	Actual
Baseline Met	
Metric/Indicator  Decrease Suspension Rate:	Decrease Suspension Rate: Data not currently available
17-18 8.2% Baseline	Changes in Leadership and staff disruptions impacted the completion of actions and services outlined in LCAP.
Metric/Indicator	Maintain Expulsion Rate:
17-18 <1%	<1% was maintained
Baseline 0.2%	
<b>Metric/Indicator</b> Administer parent, student & teacher survey to measure sense of safety and school connectedness.	Administer parent, student & teacher survey to measure sense of safety and school connectedness.
17-18 Met	Changes in leadership and staff resulted in disruptions to instruction and completion of actions and services outlined in LCAP.
Baseline Somewhat Met	
<b>Actions / Services</b> Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.	opy of the following table for each. Duplicate the table as needed.
Action 1	

following staff to ensure basic conditions of learning and school

following staff to ensure basic conditions of learning and school

Iftin Charter School will employ the

Iftin Charter School will employ the following staff to ensure basic conditions of learning and school

Special Education \$56,703

Education Specialist 0001-0999:
 Unrestricted: Locally Defined

Estimated Actual Expenditures

Administrators are appropriately

Iftin Charter School will employ the

SAFETY

SAFETY

Actual Actions/Services

Budgeted Expenditures

Planned Actions/Services

CURRICULA  All students, including English learners, youth in transition, and those with disabilities will have	Action 2  Planned  Actions/Services					<ul> <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>
CURRICULA  All students, including English learners, youth in transition, and those with disabilities will have	Actual Actions/Services			outlined in LCAP.	Changes in Leadership and staff disruptions impacted the completion of actions and services	<ul> <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>
\$61,957	Budgeted Expenditures	\$0	3. no cost \$0	cost of benefits 3000-3999: Employee Benefits LCFF Base	2000-2999: Classified Personnel Salaries LCFF Base	credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned Education Specialist Intervention Teachers School Guidance Counselor Guidance Deans Instructional Aides Office, Clerical, and Administrative Staff Technology Coordinator Janitorial and Maintenance Staff Supervision and Security Staff
Il students, including English learners, youth in transition, and those with disabilities will have equitable access to Common	Estimated Actual Expenditures	3000-3999: Employee Benefits LCFF Base \$52,433	2000-2999: Classified Personnel Salaries LCFF Base \$312,474		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$211,864	

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

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

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

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

curricula in stages: curricula. ICS will implement Mathematics: K-8 Core State Standards-aligned

- standards: K-8 address Common Core and ELD History-Social Studies Reading/Language Arts to integrated with
- 4000-4999: Books And Supplies Reading/Language Arts: K-5 Concentration \$44,891 LCFF Supplemental &

### Action 3

# Planned

# Actions/Services

INSTRUCTION

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

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

# Actions/Services

INSTRUCTION

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

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

Concentration \$14,256

LCFF Supplemental &

And Operating Expenditures

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

### Expenditures Budgeted

#### testing. 5800: undergo a live-scan and TB assisting teachers in the in schoolwide events and/or education, such as volunteering engage parents of unduplicated **Professional/Consulting Services** classroom. All volunteers will pupils as partners in their child's provides several opportunities to values parent participation and parent liaison understand and 1. Iftin Charter School and its

#### way communication, Iftin will 2. To ensure and facilitate twocommunicate with parents of parent liaison to facilitate parent continue to employ a bilingual meetings, schoolwide events, and

### Estimated Actual Expenditures

schoolwide events and/or such as volunteering in And Operating Expenditures Professional/Consulting Services undergo a live-scan and TB classroom. All volunteers will assisting teachers in the partners in their child's education, Concentration \$14,256 LCFF Supplemental & testing. 5800: parents of unduplicated pupils as several opportunities to engage parent participation and provides iaison understand and values Iftin Charter School and its parent

see goal 3 action 1

As the state transitions from the CELDT to the English Language Proficiency Assessments for California (ELPAC), the CELDT will California the students for initial placement. In the spring of 2018, the ELPAC will the students for initial placement.	At least 96% of all students will participate in the following statemandated assessments:  CAASPP  Reading/Language Arts and Mathematics: Grades 3-8 CAST: Grades 5 and 8 PFT: Grades 5 and 7	ASSESSMENT ASS	Planned Actions/Services	Action 4					
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	At least 96% of all students will participate in the following statemandated assessments:  CAASPP  Reading/Language Arts and Mathematics: Grades 3-8  CAST: Grades 5 and 8  PFT: Grades 5 and 7	ASSESSMENT	Actual Actions/Services						
		\$50,224	Budgeted Expenditures		5. Provide translation services for workshops, events, and for correspondence sent home to families. 4000-4999: Books And Supplies LCFF Base \$2,500	4.no cost to school	3no cost to school	cost of benefits 3000-3999: Employee Benefits LCFF Base \$1,500	unduplicated pupils. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration \$10,000
			Estimated Actual Expenditures		5. Provide translation services for workshops, events, and for correspondence sent home to families. 4000-4999: Books And Supplies LCFF Base \$2,500				

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-
- 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-
- 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

SAFETY AND FACILITIES

Planned Actions/Services

Actions/Services SAFETY AND FACILITIES

Actual

An ad hoc Safety and Facilities

Committee shall be formed for the

Expenditures \$32,481

Budgeted

Estimated Actual
Expenditures
An ad hoc Safety and Facilities

Committee was formed for the purpose of ensuring student

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

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

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

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

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

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

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

### Action 6

SAFETY Actions/Services Planned

> Actions/Services Actual

SAFETY

Expenditures

Budgeted

Estimated Actual

Expenditures

\$17,079

no cost

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

- Internet Safety/Cyberbullying
- Suicide Prevention

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

- Internet Safety/Cyberbullying
- Suicide Prevention

## Action 7

Planned

Actions/Services

**FACILITIES** 

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

- Designate personnel to conduct daily, weekly, inspections and monthly facility
- Ensure that deficiencies attention of are brought to the administration for correction

safety and function of all facilities standards to ensure the optimal compared to district and state Data will be collected and

Actual

Actions/Services

**FACILITIES** 

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

- Designate personnel to conduct daily, weekly, and monthly facility inspections
- Ensure that deficiencies administration for attention of are brought to the correction

safety and function of all facilities. standards to ensure the optimal compared to district and state Data will be collected and

> \$81,190 Expenditures Budgeted

no cost

Estimated Actua Expenditures

# **Analysis**

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

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

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

Deficiencies were brought to the attention of administration for correction Safety Committee met, created checklist designated personnel conducted daily, weekly, and monthly facility inspections

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

No material differences between budgeted expeditures and estimated actual expeditures 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?

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

- 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

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

# 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:

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

## 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

Decrease % of Grade 7 9.69 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition	Decrease % of Grade 5 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition	Administer Facility Inspection (FIT) Report: Good or Better	% of students access to broad course of study: PE, Technology, Somali	Middle School Dropout 0% Rate:	Decrease Chronic 1.2% Absenteeism rates.	Increase attendance 96% rates:	from Level (DFL) 3 Scale Scores: Grades 3- 8	Metrics/Indicators
9.6%/19%	3.7%/7.6%				%			Baseline
5.6%/15%	0%/3.6%	Good	100%	<1%	<2%	>96%		2017-18
1.6%/11%	0%/0%	Good	100%	<1%	<2%	>96%		2018-19
0%/7%	0%/0%	Good	100%	<1%	<2%	>96%		2019-20

## 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)

Location(s)

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

All Schools

9R

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

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(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

Modified Action

2018-19 Actions/Services

2017-18 Actions/Services

New Action

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:

disabilities and English learners, will demonstrate improved performance on state assessments as measured by State

Indicators reported on the California

All students, including those with

Assessment and Data

PROFESSIONAL LEARNING

Dashboard as follows:

ELA Indicator: All students will

- 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%

Mathematics Indicator: All

increase by 20 points; English learners will increase by 10

students will increase by 10 points; English learners will

increase by more than 10 points

## PROFESSIONAL LEARNING

Assessment and Data

2019-20 Actions/Services

Modified Action

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%

 English Learner Progress Indicator will move from Orange to Yellow by increasing at least 10%

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.

 English Learner Progress Indicator will increase at least 10%

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.

 English Learner Progress Indicator will increase at least 10%

Teachers will receive training and support ed from in interpreting and using data derived from specific, the NWEA MAP in order to create specific, measurable, attainable, relevant, and timely goals to address student learning needs.

Budget Reference	Source	Amount	Budget Reference	Source	Amount	Budget Reference	Source	Amount	Year
			1000-1999: Certificated Personnel Salaries Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data.	LCFF Supplemental & Concentration	\$14,250	4000-4999: Books And Supplies Cost of NWEA MAP Professional Learning	LCFF Supplemental & Concentration	\$24,560	2017-18
3000-3999: Employee Benefits cost of benefits	LCFF Supplemental & Concentration	\$3,562	1000-1999: Certificated Personnel Salaries Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data.	LCFF Supplemental & Concentration	\$14,250	4000-4999: Books And Supplies Cost of NWEA MAP Professional Learning	LCFF Supplemental & Concentration	\$25,739	2018-19
3000-3999: Employee Benefits cost of benefits	Supplemental and Concentration	\$3,562	1000-1999: Certificated Personnel Salaries Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data.	LCFF Supplemental & Concentration	\$14,250	4000-4999: Books And Supplies Cost of NWEA MAP Professional Learning	LCFF Supplemental & Concentration	\$26,305	2019-20

#### Action 2

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

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

#### Location(s):

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

All Schools

OR R

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

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[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

**Unchanged Action** 

2017-18 Actions/Services

2018-19 Actions/Services

**Unchanged Action** 

New Action

COMMUNITIES PROFESSIONAL LEARNING

There are no additional costs associated

with this action.

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

> PROFESSIONAL LEARNING with this action. There are no additional costs associated COMMUNITIES

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

> 2019-20 Actions/Services PROFESSIONAL LEARNING

with this action. COMMUNITIES There are no additional costs associated

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

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

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

> across all grade spans and programs will continue to provide regular input on Professional Learning topics.

and staff. groups; develop a plan for professional professional learning activities that support Responsibilities will include developing the learning based on the needs of students earning; monitor the functions of the work ICS in meeting its objectives for student make curriculum recommendations and necessary work groups to successfully

#### **Budgeted Expenditures**

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

#### 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 Schools

#### 유

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

#### Scope of Services:

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

and/or Low Income)

Students to be Served:

(Select from English Learners, Foster Youth,

#### Location(s):

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

[Add Student	[Add Students to be Served selection here]	[Add Sco	[Add Scope of Services selection here]	[Add L	[Add Location(s) selection here]
Actions/Services	ices				
Select from Notice 10 to	Select from New, Modified, or Unchanged for 2017-18	Select from for 2018-19	Select from New, Modified, or Unchanged for 2018-19	Select from for 2019-20	Select from New, Modified, or Unchanged for 2019-20
New Action		Unchano	Unchanged Action	Uncha	Unchanged Action
2017-18 Actions/Services	ns/Services	2018-19 A	2018-19 Actions/Services	2019-20	2019-20 Actions/Services
<b>Budgeted Expenditures</b>	penditures				
Year	2017-18		2018-19	20	2019-20
Amount	\$25,000		\$82,669	\$8	\$82,669
Source	LCFF Supplemental & Concentration	entration	LCFF Supplemental & Concentration		LCFF Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies NWEA MAP ELA & Math Assessments: 3 times/year (Grades	llies Grades	4000-4999: Books And Supplies NWEA MAP ELA & Math Assessments: 3 times/year (Grades		4000-4999: Books And Supplies NWEA MAP ELA & Math Assessments: 3 times/year (Grades
	<ul> <li>DRA: 3 times/year Gr. K-3</li> <li>DRA: 2 times/year Gr. TK</li> </ul>	₹ <i>5</i> .	<ul> <li>DRA: 3 times/year Gr. K-3</li> <li>DRA: 2 times/year Gr. TK</li> </ul>	-	<ul> <li>DRA: 3 times/year Gr. K-3</li> <li>DRA: 2 times/year Gr. TK</li> </ul>

#### Action 4

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

#### Students to be Served:

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

[Add Location(s) selection here]

Location(s):

[Add Students to be Served selection here]

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

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

#### Students to be Served:

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

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

#### Location(s):

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

Budget Reference	Source	Amount	Budgeted Expenditures Year 2017-18	Student engage achievement value improved instruction include consist small group in integration of	PROFESSION	2017-18 Actions/Services	New Action	Actions/Services Select from New, for 2017-18	English Learners Foster Youth Low Income
1000-1999: Certificated Personnel Salaries	LCFF Supplemental & Concentration	\$16,972	penditures 2017-18	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.	PROFESSIONAL LEARNING - Instruction	ns/Services		<b>Actions/Services</b> Select from New, Modified, or Unchanged for 2017-18	lers
onnel	entration			Student achiever improved include compall gratic integration Curriculureview in efforts for selecting	PROFES	2018-19 /	Modified Action	Select from for 2018-19	LEA-wide
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	\$17,865	2018-19	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.	PROFESSIONAL LEARNING - Instruction	2018-19 Actions/Services	Action	Select from New, Modified, or Unchanged for 2018-19	Φ
1000-1999: Certificated Personnel Salaries	LCFF Supplemental & Concentration	\$18,258	2019-20	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.	PROFESSIONAL LEARNING - Instruction	2019-20 Actions/Services	Modified Action	Select from New, Modified, or Unchanged for 2019-20	All Schools

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 Budget Reference	LCFF Supplemental & Concentration 3000-3999: Employee Benefits benefits		
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 Budget Reference	LCFF Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Math Intervention		
Source Budget Reference	LCFF Supplemental & Concentration 3000-3999: Employee Benefits cost of benefits		

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

#### 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]

#### 9 R

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

#### 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**

Low Income

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

2017-18 Actions/Services

**New Action** 

2018-19 Actions/Services

Modified Action

2019-20 Actions/Services

Modified Action

## PROFESSIONAL LEARNING - Curricula

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

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

## PROFESSIONAL LEARNING - Curricula

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

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

## PROFESSIONAL LEARNING - Curricula

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

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

#### **Budgeted Expenditures**

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

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Reference

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)

#### Location(s):

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

All Schools

#### 유 R

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

Scope of Services:

[Add Students to be Served selection here]

Students to be Served:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]

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

#### **Actions/Services**

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

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

Select from New, Modified, or Unchanged

## 2017-18 Actions/Services

**New Action** 

PROFESSIONAL LEARNING - Curricula

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

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

## PROFESSIONAL LEARNING - Curricula

2018-19 Actions/Services

Modified Action

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

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

#### for 2019-20 Modified Action [Add Location(s) selection here]

## PROFESSIONAL LEARNING - Curricula

2019-20 Actions/Services

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

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

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

#### Action 7

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

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

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

Specific Student Groups: Special Ed.

#### 유

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

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

ACADEMIC INTERVENTIONS	2017-18 Actions/Services	New Action	Select from New, Modified, or Unchanged Select from New, Modified, or Unchanged for 2017-18
ACADEMIC INTERVENTIONS	2018-19 Actions/Services	Modified Action	Select from New, Modified, or Unchanged for 2018-19
ACADEMIC INTERVENTIONS	2019-20 Actions/Services	Unchanged Action	Select from New, Modified, or Unchanged for 2019-20

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 Pullout 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 Pullout 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**

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

#### Action 8

#### **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

safe learning environment through the integration of social-emotional learning that promotes positive behavior. 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 Iftin will engage parents and the community as partners through communication, collaboration, and education to ensure that all

# 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:**

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

## **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%

Increase English Learner reclassification rate:	Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT.	% of teachers who are appropriately credentialed and assigned.	Metrics/Indicators
14.4%	37%	100%	Baseline
20%	40%	100%	2017-18
Establish Baseline using ELPAC	Establish Baseline using ELPAC	100%	2018-19
Establish AMO using ELPAC	Establish AMO using ELPAC	100%	2019-20

## 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

#### 유

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

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

#### **Actions/Services**

subcommittee of SSC, shall assist the school in the	subcommittee of SSC, shall assist the school in the
<ul> <li>English Language Advisory Committee (ELAC), a</li> </ul>	<ul> <li>English Language Advisory Committee (ELAC), a</li> </ul>
the Brown Act.	the Brown Act.
conduct meetings effectively, efficiently, and in compliance with	conduct meetings effectively, efficiently, and in compliance with
<ul> <li>SSC will be trained in how to</li> </ul>	<ul> <li>SSC will be trained in how to</li> </ul>
recommendations to Iftin's Board	recommendations to Iftin's Board
	goals and make
	progress toward achieving LCAP
review and discuss the school's	review and discuss the school's
regular meeting monthly.	regular meeting monthly.
commitment to at least one	commitment to at least one
<ul> <li>SSC membership requires</li> </ul>	<ul> <li>SSC membership requires</li> </ul>
<ul> <li>School Site Council (SSC)</li> </ul>	<ul> <li>School Site Council (SSC)</li> </ul>
compliance with the Brown Act.	compliance with the Brown Act.
effectively efficiently and in	effectively efficiently and in
Board members will be trained in	Board members will be trained in
special meetings as needed.	special meetings as needed.
regular meeting monthly and	regular meeting monthly and
commitment to at least one	commitment to at least one
<ul> <li>Board of Trustees</li> <li>Board membership requires</li> </ul>	<ul> <li>Board or Trustees</li> <li>Board membership requires</li> </ul>
Parental involvement in decision-making takes place in the following ways:	Parental involvement in decision-making takes place in the following ways:
DECISION-MAKING	DECISION-MAKING
PARENTAL ENGAGEMENT IN	PARENTAL ENGAGEMENT IN
2018-19 Actions/Services	2017-18 Actions/Services
Unchanged Action	New Action
Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2017-18
	Unchanged Action  2018-19  Unchanged Actions/Services  PARENTAL ENGAGEMENT IN DECISION-MAKING  Parental involvement in decision-making takes place in the following ways:  Board of Trustees  Board membership requires commitment to at least one regular meetings as needed.  Board members will be trained in how to conduct meetings 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**

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

#### 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)

9R

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 EI Dorado Charter SELPA.	CLIMATE Costs associated with action are assumed by Iftin's partnership with El Dorado Charter SELPA.
Iftin 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-	Iftin will continue to implement School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practice. All staff will receive training and ongoing support. The sub-committee of Curriculum and Instruction, SWPBIS, will be continue to guide implementation and	Iftin will continue to implement School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practice. All staff will receive training and ongoing support. The sub-committee of Curriculum and Instruction, SWPBIS, will be continue to guide implementation and
) j j		

by ongoing review of discipline data.

implementation and monitor effectiveness

SWPBIS, will be formed to lead

discipline data.

discipline data.

Riidaet 301	Source LC	Amount \$1,	an The rev usi ass	Budget Reference 2.	Source LC	Amount \$7,	Budget 400 Reference	Source LC	Amount 0	Year 20:
3000-3999: Employee Benefits	LCFF Base	\$1,694	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.	2. The school's CELDT Coordinator	LCFF Base	\$7,700	4000-4999: Books And Supplies	LCFF Supplemental & Concentration		2017-18
			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	LCFF Base	\$7,700			0	2018-19
			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	LCFF Base	\$7,700			0	2019-20

Amount \$1,500	\$8,500	\$8,500
Source LCFF Supplemental & Concentration	tration LCFF Supplemental & Concentration	on LCFF Supplemental & Concentration
Budget 4000-4999: Books And Supplies Reference Implement the following ELD Curriculum:	4000-4999: Books And Supplies Implement the following ELD Curriculum:	4000-4999: Books And Supplies Implement the following ELD Curriculum:
<ul> <li>INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD)</li> </ul>	INSIDE and REACH EL     Program for designated     ELD (Systematic approach     to ELD)	<ul> <li>INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD)</li> </ul>
Assess: REACH, INSIDE, and Systematic ELD Assessment	Assess: REACH, INSIDE, and Systematic ELD Assessment	Assess: REACH, INSIDE, and Systematic ELD Assessment
Action 3	ting to mosting the Increased or Improved C	ricos Doguiromont:
<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)
<u> </u>	All Schools	
	OR	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	to meeting the Increased or Improved Servic	es 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 Select 17-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

#### SAFETY programs will be created to: An ad hoc School Safety Committee with representation across all grade spans and SAFETY representation across all grade spans and An ad hoc School Safety Committee with SAFETY

- annually review and revise the school safety plan
- provide regular input on school safety issues

procedures and monthly drills will take Staff will be trained in appropriate safety

to ensure student safety at all times. Supervision schedules will be developed

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- annually review and revise the school safety plan
- provide regular input on school safety issues

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- annually review and revise the school safety plan
- provide regular input on school safety issues

place. procedures and monthly drills will take Staff will be trained in appropriate safety

to ensure student safety at all times. Supervision schedules will be developed

#### **Budgeted Expenditures**

Budget Reference	Source	Amount	Year
4000-4999: Books And Supplies	LCFF Supplemental & Concentration LCFF Supplemental & Con	\$3,355	2017-18
4000-4999: Books And Supplies	centration	\$3,516	2018-19
4000-4999: Books And Supplies	LCFF Supplemental & Concentration	\$3,593	2019-20

#### 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 Schools

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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))

here] [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
2017-18 Actions/Services

for 2018-19
Unchanged Action

Select from New, Modified, or Unchanged

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

2018-19 Actions/Services

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.

PARENTAL PARTICIPATION - Outreach

and inclusion

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- 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.

### 2019-20 Actions/Services

Unchanged Action

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.

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

#### Action 5

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	All Schools

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[Add Students to be Served selection here]
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Scope
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Add Scope of Services selection here]
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here]

#### **Actions/Services**

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

Amount	\$0.00		
Budget Reference	3. see action 1 above		
Budget Reference	4no cost		
Action 6		OR	
Actions/Services	ces		
Budgeted Expenditures	penditures		
Budget Reference			

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

#### Goal 3

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

# 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:**

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

## **Expected Annual Measurable Outcomes**

Parent involvement will include opportunities for participation in programs for unduplicated students.	Parent involvement Met through input in decision-making via SSC, ELAC, and Governing Board.	Metrics/Indicators
		Baseline
Met	Met	2017-18
Met	Met	2018-19
Met	Met	2019-20

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:
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<u>:</u>	90:
-	

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

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

All Schools

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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

2017-18 Actions/Services

**New Action** 

2018-19 Actions/Services

**Unchanged Action** 

2019-20 Actions/Services

**Unchanged Action** 

<ul><li>assigned</li><li>Education Specialist</li></ul>	appropriately credentialed and	Classroom Teachers are	credentialed - 100% of	<ul> <li>Administrators are appropriately</li> </ul>	of learning and school safety.	following staff to ensure basic conditions	Iftin Charter School will employ the	SAFETY	
<ul><li>assigned</li><li>Education Specialist</li></ul>	appropriately credentialed and	Classroom Teachers are	credentialed - 100% of	<ul> <li>Administrators are appropriately</li> </ul>	of learning and school safety.	following staff to ensure basic conditions	Iftin Charter School will employ the	SAFETY	
<ul><li>assigned</li><li>Education Specialist</li></ul>	appropriately credentialed a	Classroom Teachers are	credentialed - 100% of	<ul> <li>Administrators are appropria</li> </ul>	of learning and school safety.	following staff to ensure basic cond	Iftin Charter School will employ the	SAFETY	

<ul> <li>Education Specialist</li> </ul>	assigned	appropriately credentialed and	Classroom Teachers are	credentialed - 100% of	<ul> <li>Administrators are appropriately</li> </ul>	•
		led and	Pe Pe		opriately	

- יחרמנוטוו טףפנומוופנ
- Intervention Teachers
- School Guidance Counselor

**School Guidance Counselor** 

Intervention Teachers

Guidance Deans

Instructional Aides

- **Guidance Deans**
- Instructional Aides
- Office, Clerical, and Administrative Staff
- Technology Coordinator
- Janitorial and Maintenance Staff

Janitorial and Maintenance Staff

Technology Coordinator

Office, Clerical, and Administrative Staff

Supervision and Security Staff

Supervision and Security Staff

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- and ately
- **Education Specialist**
- Intervention Teachers
- **School Guidance Counselor**
- **Guidance Deans**
- Instructional Aides
- Office, Clerical, and Administrative Staff
- Technology Coordinator
- Janitorial and Maintenance Staff

Supervision and Security Staff

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

Budget Reference	Source	Amount	Budget Reference	Source	Amount	Budget Reference	Source	Amount	Budget Reference	Source	Amount
		\$0	3. no cost		\$0	3000-3999: Employee Benefits cost of benefits	LCFF Base		2000-2999: Classified Personnel Salaries	LCFF Base	
<ul> <li>2000-2999: Classified Personnel Salaries</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>	LCFF Base	\$225,380	2000-2999: Classified Personnel Salaries Instructional Aides	LCFF Supplemental & Concentration	\$159,840	1000-1999: Certificated Personnel Salaries Education Specialist	Special Education	\$57,960	1000-1999: Certificated Personnel Salaries Administrators are appropriately credentialed	LCFF Base	\$90,000
2000-2999: Classified Personnel Salaries	LCFF Base	\$225,380	2000-2999: Classified Personnel Salaries	LCFF Supplemental & Concentration	\$159,840	1000-1999: Certificated Personnel Salaries Education Specialist	Special Education	\$57,960	1000-1999: Certificated Personnel Salaries Administrators are appropriately credentialed	LCFF Base	\$90,000

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

#### Action 2

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

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

#### QR

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)	<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	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CURRICULA	CURRICULA	CURRICULA
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	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:	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
- I listoly-oocial oludies liftegrated with		

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

#### **Budgeted Expenditures**

Budget Reference	Source	Amount \$61,957	Year 2017-18
4000-4999: Books And Supplies	LCFF Base	\$64,931	2018-19
4000-4999: Books And Supplies	LCFF Base	\$66,359	2019-20

#### Action 3

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

[Add Students to be Served selection here]	Students to be Served: Loc: (Select from All, Students with Disabilities, or Specific Student Groups) (Select from All, Students with Disabilities, or Specific Student Groups)
dd Location(s) selection here]	.ocation(s): Select from All Schools, Specific Schools, and/or Specific Grade Spans)

#### 유

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

For Actions/Services included as contributing	For Actions/Services included as contributing to meeting the increased of improved services requirement.	ices Requirement:
Students to be Served:	Scope of Services:	Location(s):  (Select from All Schools, Specific Schools, and/or
and/or Low Income)	Unduplicated Student Group(s))	Specific Grade Spans)
English Learners	LEA-wide	All Schools
Foster Youth		
Low Income		
Actions/Services		
Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged
New Action	Modified Action	Modified Action

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 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

#### 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
   The Curriculum and Instruction Committee
   will research evidence-based practices.

#### 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
  ICS will implement evidence-based
  practice aligned to an Instructional
  Framework recommended by the
  Curriculum and Instruction Committee.

Budget Reference	Budget Reference	Source	Amount	Budget Reference	Source	Amount	Budget Reference	Source	Amount	Year
3no cost to school	3000-3999: Employee Benefits cost of benefits	LCFF Base	\$1,500	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.	LCFF Supplemental & Concentration	\$10,000	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.	LCFF Supplemental & Concentration	\$14,256	2017-18
									\$14,941	2018-19
									\$15,269	2019-20

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

#### 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)

#### 유

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)	<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)
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

<ul> <li>CAST: Grades 5 and 8</li> </ul>	CAST: Grades 5 and 8	CAST: Grades 5 and 8
<ul> <li>CAASPP Reading/Language Arts and Mathematics: Grades 3-8</li> </ul>	<ul> <li>CAASPP Reading/Language Arts and Mathematics: Grades 3-8</li> </ul>	<ul> <li>CAASPP Reading/Language Arts and Mathematics: Grades 3-8</li> </ul>
in the following state-mandated assessments:	in the following state-mandated assessments:	in the following state-mandated assessments:
At least 96% of all students will participate	At least 96% of all students will participate	At least 96% of all students will participate
ASSESSMENT	ASSESSMENT	ASSESSMENT
2019-20 Actions/Services	2018-19 Actions/Services	2017-18 Actions/Services
Unchanged Action	Modified Action	New Action
Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2017-18

PFT: Grades 5 and 7

need of academic intervention. and identify individual strengths and assessments will be administered to site-based assessments. These local of 2018, the ELPAC will be administered students for initial placement. In the spring the English Language Proficiency needs. These assessment data will inform monitor each student's academic progress with disabilities will be monitored using progress of all students, including English to all English learners. The growth and CELDT will be administered to all eligible Assessments for California (ELPAC), the instruction and identify those students in learners, youth in transition, and those As the state transitions from the CELDT to

- 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

PFT: Grades 5 and 7

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: Annually
- ELPAC Initial

PFT: Grades 5 and 7

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 - Annually
- ELPAC Initial

#### **Budgeted Expenditures**

Amount	Year
\$50,224	2017-18
\$52,634	2018-19
\$53,792	2019-20

#### 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)

#### O N

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

#### 2017-18 Actions/Services

**New Action** 

## 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 Iftin 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

2018-19 Actions/Services

Modified Action

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

- Creating and approving safety measures aligned with county, state, and federal standards -Monitoring a preventative maintenance program for Iftin Charter School and its grounds
- 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

2019-20 Actions/Services

Unchanged Action

The ad hoc Safety and Facilities
Committee shall continue to ensure
student safety and the proper
maintenance of campus buildings and
grounds. Responsibilities include: Creating and approving safety measures
aligned with county, state, and federal
standards - Monitoring a preventative
maintenance program for Iftin Charter
School and its grounds.

- 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**

Amount	Year
\$32,481	2017-18
\$34,040	2018-19
\$34,789	2019-20

#### **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)

#### 2

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 South for 2017-18 for 2017-18

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

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

Unchanged Action

#### 2017-18 Actions/Services

New Action

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.

## 2018-19 Actions/Services

Unchanged Action

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.

#### 2019-20 Actions/Services 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.

- Internet Safety/Cyberbullying
- Suicide Prevention

students, as appropriate, on the following conduct annual workshops for staff and The Committee will designate personnel to

- Internet Safety/Cyberbullying
- Suicide Prevention

topics: students, as appropriate, on the following conduct annual workshops for staff and The Committee will designate personnel to

- Internet Safety/Cyberbullying
- Suicide Prevention

#### **Budgeted Expenditures**

Amount	Year
\$17,079	2017-18
\$17,899	2018-19
\$18,292	2019-20

#### 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)

#### 유 R

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

#### **Actions/Services**

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

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

#### **FACILITIES**

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

**FACILITIES** 

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

- Designate personnel to conduct daily, weekly, and monthly facility inspections
- Ensure that deficiencies are brought to the attention of administration for correction

Data will be collected and compared to district and state standards to ensure the optimal safety and function of all facilities

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Amount	Year
\$81,190	2017-18
\$85,087	2018-19
\$86,959	2019-20

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$623,062	22.76%

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

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

# 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%

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

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

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

- 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
- 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

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